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THE ARMY WRITING PROGRAM

1. **PURPOSE:** The purpose of this handbook is to assist Army personnel in learning how to write various kinds of military documents according to standards established in AR 25-50, Preparing and Managing Correspondence; AR 600-70, The Army Writing Program; and DA PAM 600-67, Effective Writing for Army Leaders.

2. **CONCEPT:** Good writing is clear, concise, coherent, and correct, not verbose or flowery. The Army needs writers who are able to communicate their meaning to readers in a single, rapid reading; this standard applies to all writers. In today's Army, where time is always in short supply, writers cannot waste their reader's time. Clear writing reads much like how we speak.

3. **GOALS:**

- a. Eliminate poor writing.
- b. Save time for your readers.
- c. Establish a common standard for effective writing.

4. **TERMINAL LEARNING OBJECTIVE:**

- a. **CONDITION:** Using the Communications Skills Handbook and AR 25-50, Preparing and Managing Correspondence.
- b. **ACTION:** Complete all assignments.
- c. **STANDARDS:** In accordance with the grading standards.

5. **ADDITIONAL MATERIALS:**

- a. A standard English dictionary.
- b. A word processor.

6. **WRITING PROCESS:** Effective writing communicates its message in a single, rapid reading and is generally free of errors. Learning and applying the five steps of effective writing will help you achieve this goal.

- a. RESEARCH
- b. PLAN
- c. DRAFT
- d. REVISE
- e. PROOF

7. **INSTRUCTOR ASSISTANCE:** Instructors will not pre-grade papers but will answer all questions concerning assignments and corrections. Keep in mind that you can seek assistance only from your instructor.

8. **AUTOMATIC DATA PROCESSING GUIDELINES:** We expect students to use all available data processing systems in completing their assignments.

9. **CHEATING AND PLAGIARISM:**

- a. Each assignment is a take-home exam.
- b. Students may discuss assignment topics, but they cannot discuss document organization or content.
- c. Students may not proofread, edit, or read other students' drafts or final documents prior to turning them in.
- d. Students may assist one another in learning new computer programs and in the use of computers. They may not, however, type other students' papers or even read other students' documents from a computer screen. Students **MAY NOT** copy other students' disks.
- e. The chain of command will handle all incidents of cheating.

WRITING EVALUATION GUIDE

1. Instructors will grade assignments on both content and grammar. The minimum passing score is 80 out of 100 points. We will mark errors using the grading symbols on the following pages. Repeated errors, such as misspelling the same word, will count only once. When grading assignments, instructors will deduct points for major and minor errors as follows:

Major error - 5 points
 Minor error - 2 points

2. Students scoring less than 80 points will rewrite the assignment. Students may rewrite each assignment only once. Students may rewrite no more than three assignments during the course. Rewriting an assignment entails correcting the unsatisfactory document. Errors from the original document that you do not correct on the rewrite will receive a double point deduction (e.g., an uncorrected passive voice error on a rewrite will cause a deduction of 10 points). The score attained on the rewrite, up to a maximum of 80 points, will count toward the final grade.

Content is vital to good writing, and we will grade it equally with grammar. A well-written assignment strong in content may receive up to 10 bonus points. Conversely, a well written assignment weak on content could receive up to a 10-point deduction.

4. Instructors will determine final grades by averaging the scores for all required written assignments. Writing scores DO NOT figure in the academic grade point average. Academic evaluation reports (AERs) reflect a written communication skills rating for each officer:

Superior	91-100
Satisfactory	80-90
Unsatisfactory	79 and below

5. Instructors will downgrade all late assignments by 10 points. If an assignment is more than 48 hours late, a student can receive no more than 80 points. Talk to your instructor if you anticipate turning in an assignment late.

GRADER'S SYMBOLS

MAJOR ERRORS

- | | | | |
|-----|------|------------|-------------------------------------------------------------------------------------------|
| 1. | DET | means that | you haven't told your reader what you should. Your paper lacks essential detail. |
| 2. | ORG | means that | your paper has an organization problem. |
| 3. | BLUF | means that | you have not clearly stated the "bottom line" up front. |
| 3. | LOG | means that | your paper contains a basic logic error. |
| 4. | FFI | means that | you failed to follow instructions. |
| 5. | MEF | means that | the paper contains a major error in fact. |
| 6. | PAS | means that | you used the passive voice. |
| 7. | SP | means that | you spelled a word incorrectly. |
| 8. | AGR | means that | a subject and verb don't agree, or a pronoun and its antecedent don't agree. |
| 9. | FRAG | means that | you wrote a sentence fragment. |
| 10. | CS | means that | you made a comma splice (i.e., you used a comma to join two or more independent clauses). |
| 11. | FS | means that | you ran two or more sentences together without punctuation or a coordinating conjunction. |

MINOR ERRORS

- | | | | |
|-----|------------------|------------|-----------------------------------------------------------------------------------|
| 12. | non // | means that | you created nonparallel elements. |
| 13. | Awk | means that | you created a grammatically awkward construction. |
| 14. | Sh | means that | you awkwardly shifted your tense mood, voice, or person. |
| 15. | mm or dg | means that | you created a misplaced or dangling modifier. |
| 16. | Wordy | means that | you avoided conciseness. |
| 17. | Rep | means that | you repeated information unnecessarily. |
| 18. | wc | means that | you chose the wrong word or an inappropriate word. |
| 19. | Cap | means that | you didn't capitalize a word or you wrongly capitalized. |
| 20. | P | means that | you omitted or misused punctuation |
| 21. | Hyph | means that | you omitted or misplaced a hyphen. |
| 22. | ms | means that | you violated correct military style. |
| 23. | Pkg | means that | you violated packaging rules. |
| 24. | Uncl
or Vague | means that | you are unclear. |
| 25. | nt | means that | Lack of neatness detracts from the creditability or readability of your document. |
| 26. | vt | means that | you created an awkward verb tense. |

OTHER MARKS

- | | | | |
|-----|-----|------------|----------------------------------------------|
| 25. | [] | means that | you made an error within the brackets. |
| 26. | ^ | means that | you omitted something necessary. |
| 27. | ℓ | means that | you should delete this element. |
| 28. | ⊂ | means that | you should close up this space. |
| 29. | # | means that | you should insert a space. |
| 30. | ~ | means that | you should reverse the word or phrase order. |
| 31. | ¶ | means that | you should begin a new paragraph |

NOTE-TAKING OUTLINE

1. INTRODUCTION TO EFFECTIVE WRITING

Communications definition:

- One of the nine Leadership Competencies
- One of the four Factors of Leadership

Three requirements for communication to occur:

Barriers to communicating:

Forms of feedback:

Primary modes of communicating and their effectiveness:

AR 600-70, 5 Apr 85; The Effective Writing Program

Definition of effective writing:

Basic goal:

Who enforces AR 600-70?

What are the four Principles of Effective Writing?

What defines Army style?

References for effective writing:

Five-step writing process:

Assignments:

Ethics:

2. RESEARCH

Stresses associated with writing:

Physical constraints to writing and outlining:

Basic concepts associated with right-brain and left-brain processes:

Mindmapping allows you to do what?

Steps to mindmapping:

Does the mindmap complete your research?

3. PLAN

What does the concept of planning bring to mind?

Objective of the planning step?

What overall organizational pattern, created by Aristotle, do we follow?

Six steps to developing an outline:

1. Form the controlling idea.
2. Form the major parts.
3. Sequence the major parts. Patterns:
4. Form and sequence the minor parts.
5. Outline your introduction.
6. Plan a conclusion. Necessary?

4. DRAFT

Four steps of the drafting process:

1. Draft document quickly.
2. Follow outline.
3. Choose best format.
4. Begin packaging.

Basic principles:

Components:

5. REVISE

Reasons we don't revise and why we need to do it:

Revise first for _____. From whose perspective?

Why?

Problems?

Next, revise for _____.

Problems?

Then revise for _____.

Why?

Lastly, revise for _____.

6. PROOF

What is proofreading?

What is the Army standard?

What to look for in the Quick Screen Edit:

1.

2.

3.

4.

5.

What is the Clarity Index?

What are the 4 C's of effective writing?

ACTIVE VOICE

1. The Army writing style stresses the use of active rather than passive voice. Here are several reasons why:

- a. The active voice is direct, forceful, and easy to understand.
- b. The passive voice is often vague, evasive, and hard to understand.
- c. Active sentences are shorter than passive sentences.

2. The difference between active and passive voice is a matter of emphasis. It involves the position of the doer of the action in the sentence.

Active = DOER-----VERB-----RECEIVER

The clerk typed the report.
DOER VERB RECEIVER

Passive = RECEIVER-----VERB-----DOER

The report was typed by the clerk.
RECEIVER VERB DOER

- a. In the active sentence, the doer of the action is up front. This is the way we normally speak.
- b. In the passive sentence, the doer is usually at the end of the sentence. Passive sentences are awkward, longer, and not how we normally speak.
- c. The passive sentence above could also read "The report was typed" and still be grammatically correct. However, we wouldn't know who typed the report (the doer). The active voice forces you to include this information.

3. To determine if a sentence is active or passive, you can test it using the three warning flags of passive voice:

- * The sentence includes some form of the verb "to be"
- * The sentence uses a past participle
- * You can ask "by whom" following the verb phrase.

a. All passive sentences will have a verb phrase which contains a form of the verb "to be" and a past participle. The first step in identifying a passive sentence is to see if the form of the verb "to be" is present. The verb "to be" has eight forms:

am is are was were be being been

You should memorize these eight forms. This will help you quickly recognize passive sentences. Note that "has, have, had, will, must, and shall" are NOT forms of "to be" but are often part of the verb phrase that is passive.

b. If a form of the verb "to be" is present, you next determine if a past participle of an action verb follows the "to be" verb. You can recognize the past participle by its ending. The usual endings for past participles are:

-ed -d -en -n -t

Example: picked told given shown taught
 proved held written thrown hit

Here are some common irregular forms of the past participle. Among these are made, rung, done, and sunk.

Note: Verbs ending in -ing (writing, giving) are NOT past participles. They are present participles and do not create passive voice.

c. Finally, if the sentence has a "to be" verb and a past participle, insert "by whom" after the verb phrase and see if the sentence makes sense. If it does, then you will know that the doer is at the end of the sentence or unknown. Sometimes, the preposition "by" will appear in a sentence. It points out that the doer is at the end of the sentence. As such, the word "by" late in a sentence is another indication of passive voice.

Example: "She was taught very thoroughly."
 "She was taught (by whom) very thoroughly."
 "By whom" ask who was the doer, who taught her.

d. In using the three warning flags of passive voice, you can think of it as a formula.

"to be" + past participle + "by whom" = Passive Sentence

Example:

I am	required	by my boss to attend.
He is	required	by his boss to attend, too.
They are	given	the tests by their teacher.
She was	shown	the answers.
They were not	taught	very thoroughly.

e. A common mistake is to think that passive sentences occur only in the past tense. Passive sentences can occur in all tenses (past, present, or future) as shown in these examples:

The jeep will be driven.	FUTURE TENSE
The jeep is being driven.	PRESENT TENSE
The jeep was driven.	PAST TENSE

4. Now that you can recognize a passive sentence, you must know how to change it to an active sentence. There are three methods of doing this.

a. **METHOD #1:** Put the doer up front.

The most common method is to put the doer up front. Look at this passive sentence:

Example: The test is being taken.
The test is being taken by the student.

The doer (the student) is at the end of the sentence. To change this to an active sentence, rearrange it so the doer is up front. Look for the preposition "by" as a clue to the doer.

Example: The student is taking the test.

You have written a sentence that is active, shorter, and easier to understand.

b. METHOD #2: Drop part of the verb.

A second and less common method of changing a passive sentence to an active sentence is to drop part of the verb. In certain situations this can be a very effective technique. Look at this example:

Example: A knife was located on his desk.

You can change this to an active sentence by dropping the verb "located":

Example: A knife was on his desk.

Not all passive sentences lend themselves to change through this method, but when they do, use it.

c. METHOD #3: Change the verb.

The final technique of changing a passive sentence to an active sentence is to change the verb. Look at this sentence.

Example: Your dental records have been received.

By completely changing the verb, you can make this an active sentence:

Example: Your dental records have arrived.

This method and the other two methods are quick, easy ways to change your passive writing to active writing.

5. More Reasons for Using Active Voice.

a. As noted before, active writing is preferable to passive writing for several reasons:

- (1) It is more direct, more forceful, and easier to understand.
- (2) It is shorter.
- (3) It makes your writing sound more like the way you speak.

b. There are two more reasons why active writing is preferable in the Army:

(1) First, when we write reports, we often need to stress who the doer of the action was, so the active voice is better. Imagine writing these reports:

WEAK: The rifles were stolen from the bivouac site.
The readiness report was submitted late.

What else does your reader want to know? That's right--who did it! So write in the active voice and include the doer.

STRONG: A 6-foot, middle-aged man with brown hair stole the rifles.
Battery A submitted the readiness report late.

(2) Second, when we write orders or instructions, we must emphasize the doer--who must take action. The active voice is better here, too.

WEAK: Hill 424 must be attacked at 0434. (No doer)

STRONG: Company A attacks Hill 424 at 0430.

WEAK: The motor pool must be thoroughly policed by 1800.
(No doer)

STRONG: SSG Doe's section must thoroughly police the motor pool by 1800.

c. In sum, active writing is the voice of command or authority. It is clear, concise, and to the point. There's no evasion or hiding of responsibility.

SENTENCE STRUCTURE

1. SENTENCE FRAGMENTS.

a. A fragment is a nonsentence. It's part of a sentence--such as a phrase or subordinate clause--written as if it were a sentence.

b. A sentence must have a subject and a verb. Then it can stand alone. The subject names who or what is acting or receiving the action. The verb states the action.

Fragment: My first sergeant gave me permission. To go to the game.

Fragment corrected: My first sergeant gave me permission to go to the game.

The first group of words is a sentence. The word group after the noun "permission" is a phrase and not a sentence as the punctuation incorrectly indicates.

c. A phrase is a group of words acting as a single part of speech and not containing a verb and its subject. A phrase is a part of a sentence, and you should never separate it from the sentence in which it belongs.

Fragment: Sue was grateful for her tuition assistance. Which enabled her to go to college.

Fragment corrected: Sue was grateful for her tuition assistance which enabled her to go to college.

The first group of words is a sentence. The word group beginning with "which" is a subordinate clause. The writer has separated incorrectly the subordinate clause (or dependent clause) from the sentence in which it belongs.

2. RUN-ON SENTENCES.

a. Failure to properly join independent clauses results in a run-on sentence; that is joining two sentences as if they were one. There are two types of run-on sentences: a comma splice and a fused sentence.

b. Comma Splice. A comma splice occurs when you use a comma to join two independent clauses.

Example: The current was swift, he could not swim to shore.

To avoid comma splices, you can do one of the following:

(1) Use a comma between the two independent clauses only when a coordinating conjunction links them.

Coordinating Conjunctions

so	but	for	yet
nor	or	and	

Example: The current was swift, so he could not swim to shore

(2) Separate two independent clauses by making one of them a subordinate clause. Use these words to indicate subordinate clauses:

Relative Pronouns

that	which	whoever	whomever
what	who	whom	whose

Subordinating Conjunctions

after	as	before	once	that
although	if	because	since	when
till	unless	until	while	where
whenever	though	wherever		

Subordinators consisting of more than one word

as if	even though	no matter how
as though	as soon as	so that
in that	in order that	

Example: Because of the swift current, he could not swim to shore.

(3) Use a semicolon to separate two independent clauses not connected by a conjunction (coordinating or subordinating) when the two clauses are aspects of the same idea. You can also use the semicolon to separate two independent clauses connected by a conjunctive adverb (a transition word) or a transitional phrase.

Conjunctive Adverbs

also	incidentally	nonetheless
anyway	indeed	otherwise
besides	instead	still
then	likewise	consequently
finally	meanwhile	therefore
furthermore	moreover	thus
hence	nevertheless	next
however		

Transitional Phrases

in the second place	on the contrary	after all
on the other hand	even so	at any rate
as a result	for example	in addition
at the same time	in fact	by the way
in other words		

Example: The current was swift; indeed, he could not swim to shore.

- (4) Separate the two independent clauses by a period.

Example: The current was swift. He could not swim to shore.

c. Fused Sentence. A fused sentence is the joining of two independent clauses with no punctuation. Fused sentences are ineffective because there is no mark telling the reader that you have completed the first independent clause.

Example: I could have hiked up the steep trail I preferred to drive the jeep.

To avoid fused sentences, you can do one of the following:

- (1) Use a comma between independent clauses only when a coordinating conjunction links them.

Example: I could have hiked up the steep trail, but I preferred to drive the jeep.

- (2) Use a semicolon when the ideas relate to each other.

(a) Use a semicolon before a conjunctive adverb or transitional phrase placed between independent clauses.

Example: I could have hiked up the steep trail; however, I preferred to drive the jeep.

(b) Use a semicolon between two independent clauses which a coordinating conjunction doesn't connect.

Example: I could have hiked up the steep trail; I preferred to drive the jeep.

(3) Separate the two independent clauses with a period.

Example: I could have hiked up the steep trail. I preferred to drive the jeep.

(4) Make one of the independent clauses into a subordinate clause; subordinating makes the relationship between the ideas clear.

Example: Although I could have hiked up the steep trail, I preferred to drive the jeep.

AGREEMENT

1. There are two types of agreement. One is making a verb agree in number with its subject, and the other is making a pronoun agree with its antecedent. When two words agree grammatically with each other, they have the same number, person, or gender.

2. SUBJECT-VERB AGREEMENT. Subjects and verbs must agree in number. Use singular verbs with singular subjects and plural verbs with plural subjects. Don't let words or phrases that appear between the subject and the verb distract you. Find the verb and make it agree with the subject.

a. Remember that "is," "was," "has," and most verbs ending in a single "s" are singular.

Example: She thinks, he works, it counts.

b. "Are," "were," "have," and most verbs not ending in a single "s" are plural.

Example: They think, they work, they count.

c. The exceptions are verbs we use with "I" and the singular "you."

Example: I think, you work.

d. All past tense verbs have the same form in the singular and plural except for the verb "to be," which has a special form "was," that we use with "I," "she," "he," "it," and all singular nouns.

Singular: The line **was** long.
Plural: The lines **were** long.

e. A phrase that comes between a singular subject and its verb can confuse you if it contains a plural word. Don't let any subject modifiers ruin your agreement.

Agreement: The music of the bands **were** very good.
Agreement corrected: The music of the bands **was** very good.

("Music," not "bands," is the subject of the sentence.)

Remember the following points when a phrase comes between the subject and the verb:

(1) Singular subjects which come before phrases beginning with "together with," "as well as," "in addition to," and "accompanied by" take singular verbs.

(2) These common words are singular and take singular verbs:

each	either	neither	anybody
one	no one	every one	somebody
anyone	someone	everyone	everybody

(3) These common words are plural and take plural verbs:

several both few many

(4) Most of the time, when the words "some," "any," "none," "all," and "most" refer to a singular word, they are singular. When they refer to a plural word, they are plural. The meaning of the sentence will determine if they are singular or plural.

(5) A singular verb follows "every" or "many a" before a series of words.

Example: Many a soldier **was** on the exercise.

f. Subjects joined by "and" take a plural verb unless you consider the parts of a compound sentence as a unit.

Example: Macaroni and cheese **is** a unit.

g. Singular subjects joined by "or" or "nor" take a singular verb.

Example: My commander or my first sergeant **is** likely to know the answer.

h. When "or" or "nor" joins a singular and a plural subject, the verb agrees with the nearest subject.

Example: Neither the privates nor the sergeant **is** hungry.
Neither the sergeant nor the privates **were** hungry.

i. "There's" is the contraction for "there is," not "there are." When the subject follows the verb, as in questions and in sentences beginning with "here" and "there," determine the subject and make sure the verb agrees with it.

Example: There **are** exceptions to every rule. In this sentence, "exceptions," which is plural, is the subject and requires a plural verb.

j. A collective noun is singular in form but possibly plural in meaning since it refers to a collection of members. Because such words are technically singular, you should make the verb singular.

Example: The team **was** discussing new players.

These are some collective nouns:

Army	committee	herd	swarm	team	family
crowd	audience	jury	cadre	club	public
class	orchestra	flock	troop	group	

k. When stating amounts (time, money, measurement, weight, volume, fractions), use a singular verb when you consider the amount as a unit.

Example: Twenty minutes **is** not enough.

However, use a plural verb when considering the amount as a number of separate units.

Example: These last 10 minutes **weren't** enough.

3. PRONOUN-ANTECEDENT AGREEMENT.

a. Make a pronoun agree in person and number with its antecedent, the word the pronoun refers to.

Wrong: Each company must submit their report by 1600.

Correct: Each company must submit its report by 1600.

The following words require a singular pronoun:

each	either	neither	one
everyone	everybody	no one	nobody
anyone	anybody	someone	somebody

Wrong: Everyone must pass their fitness test.

Correct: Everyone must pass his fitness test.

Note: Singular antecedents referring to a person require a gendered pronoun. Using "his," "her," or "his or her" is acceptable; however, we recommend that you change your antecedent to a plural form to allow you to use a gender-neutral pronoun.

Example: Soldiers must pass their fitness test.

b. Make sure that your pronoun always clearly refers to a specific antecedent. As you proofread your composition, check to see that the reader can easily identify the word (a noun) to which the pronoun refers. If there is any chance of confusion, either repeat the antecedent, use a synonym for it, or rewrite your sentence.

Wrong: The soldiers put up the tents by the trees. They were in poor condition. (Who or what were in poor condition?)

Correct: The soldiers put up the tents by the trees. The trees were in poor condition.

FAULTY COHERENCE

1. Since the meaning of most sentences depends largely on word order, the position of the parts of a sentence is especially important. Place sentence elements to convey the precise emphasis or meaning you desire. There are two types of faulty coherence: misplaced modifiers and dangling modifiers.

2. MISPLACED MODIFIERS.

a. You have misplaced a modifier (a word, phrase, or clause that limits or describes) when it's far away from what it modifies. The meaning of a sentence can change according to the position of the modifiers.

Examples:

Only I can understand your reasons. (No one else can.)
I can only understand your reasons. (I can understand, but I can't agree with them.)
I can understand only your reasons. (But I can't understand your motives or anything else.)

b. Place modifiers like the following immediately before the words they modify.

almost	only	just	even
hardly	nearly	merely	

3. DANGLING MODIFIERS.

a. You must make a phrase or clause clearly and sensibly modify a word in the sentence. When there is no word that the phrase or clause can sensibly modify, the modifier is dangling. This makes the meaning of a sentence absurd because the modifier either seems to modify a word which it can't sensibly modify or doesn't modify any word at all.

b. To correct a dangling modifier, rearrange the words in the sentence to make the modifier clearly refer to the right word or add words to make the meaning clear and logical.

Example: Carrying a heavy box, her foot caught on the step. (In this sentence, the phrase "carrying a heavy box" seems to modify "foot." Since a foot can't carry a heavy box, the phrase can't modify it sensibly.)

Correct: Carrying a heavy box, she caught her foot on the steps. (Here, we added a word that the phrase can sensibly modify.)

Correct: While she was carrying a heavy box, her foot caught on the steps. (By changing the phrase to an adverb clause, the sentence makes sense.)

NONPARALLEL CONSTRUCTION

Nonparallel construction is the imbalance of sentence elements in lists, series, and compound structures.

2. Coordinate ideas are equal in status; show that equality by using coordinating conjunctions such as "and," "but," "or," or "nor." To express parallel ideas in the same grammatical form, match each part of speech: match a verb with a verb, a phrase with a phrase, a clause with a clause.

Example: At summer camp we tried to improve our physiques by daily calisthenics, special diets, and following a strict sleeping schedule. (Two nouns and a phrase)

Corrected: At summer camp we tried to improve our physiques by daily calisthenics, special diets, and a strict sleeping schedule. (Three nouns)

3. Compared or contrasted ideas must also be parallel. Again you must make the parts of a sentence match.

Example: ~~Swimming~~ no longer interests me as much as to go ~~scuba diving~~. Here you have "swimming," a gerund (a verb ending in "ing" and acting as a noun) paired with "to go," an infinitive.

Corrected: ~~Swimming~~ no longer interests me as much as ~~scuba diving~~. Now you have a gerund paired with a gerund.

4. In parallel constructions repeat an article, a preposition, or a pronoun whenever necessary to make the meaning clear. The omission or inclusion of a word can change the meaning.

Example: Before the conference I talked to the secretary ~~and~~ treasurer. This sentence may mean that I talked with one person who holds the double office of secretary and treasurer.

Corrected: Before the conference I talked with ~~the~~ secretary and ~~the~~ treasurer. This sentence indicates that I talked with two persons.

UNNECESSARY SHIFTS

Abrupt unnecessary shifts--for example, from past to present tense, from singular to plural, from formal diction to slang, from one perspective to another--tend to obscure a writer's meaning.

Example: During the talk, Harvey ~~complained~~ about the problems of democracy while his father ~~discusses~~ the dangers of dictatorship. (A shift from past to present tense exists.)

Corrected: During their talk Harvey ~~complained~~ about the problems of democracy while his father ~~discussed~~ the dangers of democracy. (Both verbs are in the past tense.)

Example: The old man finally **had** to enter a nursing home, but it **was** not liked by him. (A shift from the active voice to the passive.)

Corrected: The old man finally **had** to **enter** a nursing home, but he **did** not like it. (Both verbs are active voice.)

Example: If I **were** rich and my father **was** still alive, my life would be different. (The mood shifts.)

Corrected: If I were rich and my father were still alive, my life would be different. (The mood is consistent.)

Example: The Howards wonder how the thief got into the house and why didn't he steal the stereo? (This sentence contains a shift from indirect to direct discourse--a mixture of indirect and direct questions.)

Corrected: The Howards wonder how the thief got into the house and why he didn't steal the stereo. (This sentence now contains two indirect questions.)

WORDS

1. In order to achieve the Army's standard for clarity and conciseness, you must choose your words carefully. When you choose the proper words, your readers don't have to guess your meaning; they know exactly what you mean.

2. AVOID VAGUE TERMS. Vagueness is masking the true meaning of something by using general terms instead of specific ones.

Example: We are working diligently toward qualifying all our promotable soldiers, but logistical difficulties will delay us somewhat.

Actually meaning: Due to an ammunition shortage, only 10 percent of our promotable soldiers could qualify with their weapons.

2. BE CONCISE, NOT BRIEF. People often confuse conciseness with brevity. Writing can be too brief when writers omit words that carry essential meaning. To be concise, omit useless words, phrases, sentences--even whole paragraphs--that add nothing to your meaning. However, don't remove anything that is essential for understanding.

3. WRITE TO INFORM, NOT IMPRESS. Many writers believe that long words make them sound learned, intelligent, and official. In fact, nothing could be farther from the truth. There are times, of course, when lengthy terminology is necessary to express a difficult concept, but effective writers avoid this sort of language.

Example: "Subsequent to" is a long way of saying "after."

Writers who have a well-developed vocabulary usually select words that express their ideas simply and exactly because they want their readers to understand them. Don't think you have to use big words to impress.

4. AVOID WORDINESS. Wordiness is using words that are unnecessary to the sentence's meaning. Wordiness is both inefficient and ineffective; to avoid needless words, avoid these problems:

a. Doubling. Pairs of words with similar meaning add needless bulk to writing.

Example: Don't write about a project's importance and significance when importance will do.

b. "It is". These two words, including "there are" and "there is," stretch sentences, delay your point, and encourage passive verbs. Unless it refers to something mentioned earlier, try to omit it is.

Example: "It is recommended that you write economically" can become "We recommend that you write economically."

c. Smothered verbs. Weak writing wastes verbs, the only words that can do things.

Example: Don't say "make a choice"; say "choose."

d. Wordy expressions. These are needless phrases that the following prepositions introduce: "at," "on," "for," "in," "to," and "by."

Example: Write "to" instead of "for the purpose" and "when" instead of "during the period."

The longer you take to say something, the weaker your writing.

5. AVOID REDUNDANCY.

a. Redundancy is unnecessary, distracting, and confusing repetition.

Example: Say "red bicycles" instead of "bicycles red in color"; say "the truth" instead of the "the honest truth."

b. There are three ways of avoiding redundancy. First, write original phrases rather than cliches. Second, analyze all familiar phrases to discover unwanted redundancies. Third, use strong words, especially verbs, which require no extra emphasis.

6. BE COHERENT. The word "coherence" literally means "sticking together"; therefore, the words in a sentence connect systematically to form a unified statement. They should not confuse or contradict each other.

7. WORD CHOICE. Use words that will convey the proper meaning to your audience. The English language is rich, varied, and full of words with similar meanings and slightly different connotations (or implied meanings). To use words effectively and to write correctly, you must choose the correct words for the meaning you want to convey. Often words may sound alike but have different spellings and meanings. Use your dictionary.

Example: The colonel's advice was excellent.

Advice is a noun which means counsel or an opinion on what to do or how to handle a situation.

Advise is a verb meaning to give counsel to, to recommend, or to consult with a person.

SPELLING

1. Misspelled words occur in all sorts of writing, often making the writer look careless or ignorant. Because they often are obvious errors, they seem to jump up off the page. Reducing spelling errors is a relatively easy thing to do.

2. For a military officer to submit a paper that contains misspellings is unprofessional. Here are several steps you can take to strengthen your skills in this area:

- a. Stick to simple language.
- b. As you write, circle any words you're unsure of.
- c. Proofread once for spelling errors only.
- d. Try reading your writing backwards, from the last word of the paper to the first.
- e. Get in the habit of using your dictionary. Assume that, like most people, you'll make errors and will need a dictionary to correct them.

3. The Army prefers anglicized plurals (formulas, memorandums) to Latin plurals (formulae, memoranda). Listed below are words commonly misspelled and the preferred spelling of words with optional spellings.

cancellation	canceled	traveled	judgment	analyze
analysis	occasion	mustering-out	payment	lump-sum
maintenance	rescind	supersede	occurred	liaison
develop	receive	morale	maneuver	sergeant
exercise	lieutenant	personnel	initiative	battalion
professional				

PUNCTUATION

1. **COMMA.**

a. Use a comma and a conjunction (but, or, yet, so, for, and, nor) between independent clauses.

Example: SGT Jones is ready for duty, and he has read the CQ book.

b. Use a comma after an introductory dependent clause.

Example: After he reads the CQ book, the sergeant can start his duty.

c. Use a comma after an introductory phrase containing four or more words.

Example: During a check of the billets, the first sergeant saw problems.

d. Although it's optional, the Army uses a comma before the junction in a series of three or more.

Example: The soldier likes to road march, fire his weapon, and train in the field.

e. Don't join two sentences with just a comma. That's a comma splice.

WRONG: He went to the field on Friday, he returned on Sunday.

2. **COLON.**

Put a colon before a list that follows a complete thought.

Example: He found many problems: dirty latrines, scratched floors, and broken windows.

Example: A good leader must be the following:
 a. A competent teacher.
 b. An effective counselor.

3. SEMICOLON.

a. Use a semicolon to separate two independent clauses.

Example: The sergeant is ready for duty; he has read the CQ book.

b. Use a semicolon before a conjunctive adverb and a comma (;however, ;therefore, ;then, ;moreover, ;consequently, ;subsequently,).

Example: SGT Jones is ready for duty; however, he must first see 1SG Rock.

4. APOSTROPHE.

Use an apostrophe with possessive nouns and contractions.

Example: The first sergeant's comments didn't mention your request.
SGT Jones' vehicle is operational.

5. HYPHEN.

a. In general, avoid using a hyphen unless it aids the clarity in a compound noun or unit modifier.

RIGHT:	2-year program	right-of-way
WRONG:	well-organized	officer-in-charge

b. Avoid dividing words between lines on a page.

MILITARY STYLE RULES

1. PREFERRED WORDING.

- a. Use "soldier" or "officer," not "service member."
- b. Use rank, not pay grade.

Example: Use "first lieutenants" not "02s."
 Use "LTC-level command" or "battalion-level command" rather than "05 command."

2. CAPITALIZATION.

a. When to capitalize and when not to is a question many writers often ask themselves. When in doubt, do not capitalize. Capitalization emphasizes a word, giving it a special meaning it does not have when not capitalized. Improper capitalization can cause confusion over the meaning of words.

b. Do not capitalize military titles standing alone unless they precede a name. This applies to grade (colonel, captain, sergeant, etc.) and to titles of position (commanding general, general, commanding officer, personnel officer, finance officer, etc.).

EXAMPLE:

The commanding officer of A Company signs ID badges.
 See the finance officer about the Army regulation.
 The personnel officer went to the division.
 He is a second lieutenant.
 The Commander, E Company is on leave.

c. Do not capitalize ordinary military words unless they form part of an official title. Guard against capitalizing such words as headquarters, operations, divisions, chief, etc.

Example:

The files are in the headquarters of the Finance Center.
 Headquarters, U.S. Army Soldier Support Center, issued the orders.

d. Capitalize all words in titles of publications and documents (to include the subject line in correspondence), except an, the, at, by, for, in, of, on, to, up, and, as, but, if, and nor.

Capitalization Guide

Adjutant General Officer	active component
Advanced Course	air assault school
Adjutant General Officer	airborne school
Basic Course	the commanding general
U.S. Army	advanced individual training
adjutant general	aide-de-camp
Adjutant General's Corps	Army physical fitness uniform
Adjutant General School	battle dress uniform
Army (if referring to U.S. Army)	AirLand Battle doctrine
Army green uniform	Army Physical Fitness Test
Army blue uniform	Army Writing Program
Alabama Army National Guard	advanced camp
Army officer	Army Reserve
basic training	national guard
disbursing officer	personnel management officer
class A uniform	welcome center
post staff duty officer	post staff duty
Reserve Components	officers' club
Officer Record Brief	Military Personnel Records
platoon leader	Jacket
Officer Candidate School	Reserve officer
finance officer	adjutant general soldier
officer advanced course	officer basic course
Finance Corps	Regular Army commission
Finance Officer Advanced Course	sergeant
Finance Officer Basic Course	sergeant first class
Regular Army officer	reservist
U.S. Army Airborne School	ranger school
Civil War	company commander
World War II	Korean War
Reserve Officers' Training	nuclear, biological, and
Corps	chemical training
Bachelor of Arts/Science degree	bachelor's in business
in history, math, English, etc.	administration
Bachelor of Business	master's or Master of Arts
Administration	degree

3. MILITARY TITLES.

Abbreviate titles when they precede the full name, but spell them out and capitalize them when they precede the last name only. You may use the abbreviated title in the text of all military correspondence.

EXAMPLE: CPT Charles R. Johnson Captain Johnson

4. NUMERALS.

a. Numbers written as figures.

(1) Use a figure for a single number of 10 or more with the exception of the first word of the sentence.

15 tanks	35 soldiers	nearly 15 miles
50 ballots	24 horses	10 times as large

(2) When 2 or more numbers appear in a sentence and 1 of them is 10 or more, use figures for each number

EXAMPLE: The soldier has 3 uniforms, 2 pairs of boots, and 12 pairs of socks.

EXAMPLE: The soldier has three uniforms, two pairs of boots, and four hats.

(3) Use figures for serial numbers.

Bulletin 725	Document 71	pages 352-357
lines 5 and 6	chapter 1	the year 1931

(4) Express a unit of measurement, time, or money in figures.

(a) **Age:** 5 years old
 10 years 7 months 6 days
 a 3-year-old

(b) **Dates:** July 26, 1981
 19 June 1991
 3 Jan 75

(c) **Measurement:** 10 meters
 8- by 11-inch paper
 5400 horsepower
 1 gallon
 2-mile run

(d) **Time:** 1 hour 8 minutes 20 second
 25 days
 48 weeks
 1 calendar year
 10 o'clock or 10 p.m.
 2100 (military time)

But: four centuries; three decades
 in a year or two
 one-half hour

- (e) Unit modifiers: 3-day week
1/2-inch pipe
8-hour day

But: two-story house
five-man board

- (f) Percentage: 12 percent
25.5 percent
one-half of 1 percent
a 5-percent increase

b. Numbers spelled out.

- (1) Spell out numbers beginning a sentence.

EXAMPLE: Five people work in the office.

- (2) Spell out numbers under 100 if they precede a compound modifier containing a figure.

two 1/4-inch boards twelve 8-inch guns

- (3) Spell out numbers under 10. (except when expressing a unit of measurement, time, or money)

six missiles nine soldiers one manual

- (4) Except in legal documents, don't write numbers in duplicate.

RIGHT: He has four men working for him.

WRONG: He has four (4) men working for him.

- c. Numbers expressing military time. Use a group of four digits and don't include the word "hours" except to avoid confusion.

RIGHT: He must report in by 2400.

WRONG: He must report in by 2400 hours.

- d. Numbers expressing military dates. Except for military letters, express dates on military correspondence in the following ways.

EXAMPLE: 1 January 1988 1 Jan 88

e. Numbers designating military units.

(1) Use words in referring to armies, army areas, and air forces.

EXAMPLE: Fifth U.S. Army Third U.S. Air Force

(2) Use Roman numerals for corps.

EXAMPLE: V Corps, XVIII Airborne Corps

(3) Use ordinal numbers for divisions, brigades, regiments, battalions, companies, and detachments.

(Note: Use 2d not 2nd, 3d not 3rd.)

EXAMPLE: 1st Battalion, 5th Field Artillery.
22d Signal Battalion, 43d Signal Company

f. Numbers made plural. Numbers expressed in figures are made plural by adding an apostrophe followed by an "s."

EXAMPLE: the 1980's temperature in the low 20's

ABBREVIATIONS, BREVITY CODES AND ACRONYMS

Avoid abbreviations, brevity codes, and acronyms that may not be familiar to the reader. Only use them if they save time or space. If you need to use them more than once in your document, write them out the first time followed by the abbreviated form in parentheses. Thereafter, use the abbreviated form without the parentheses. Do not use a period after these forms unless they end a sentence or the period aids clarity. Generally, do not begin a sentence with an abbreviation, brevity code or acronym.

1. ABBREVIATIONS. An abbreviation is a shortened form of a word.

Example: Appt means appoint.

a. Write the abbreviation for "headquarters" as "HQ"; there is no "'s."

b. Abbreviate "second" and "third" as "2d" and "3d" (no "n" or "r").

RIGHT: 2d Battalion 3d Armored Division 2d Bn 33d Armor
WRONG: 2nd Battalion 3rd Armored Division 2nd Bn 33rd Armor

c. Write out the word "percent" unless you're using it in a chart.

RIGHT: He scored 88 percent on the test.
WRONG: He scored 88% on the test.

d. Don't put a hyphen between the letter and number of a staff title.

RIGHT: S1 S2 G3 G4
WRONG: S-1 S-2 G-3 G-4

2. BREVITY CODES. A brevity code is the shortened form of a frequently used unclassified phrase, sentence, or group of sentences. Always write a brevity code in upper case letters.

Example: COMSEC means communications security

3. ACRONYMS. An acronym is a word formed from the initial letters of a name or parts of a series of words.

a. Always write acronyms in upper case letters.

Example: He plans to attend the advanced noncommissioned officer course (ANCOC) in July.

b. Don't use apostrophes when you write plural acronyms.

RIGHT: NCOs OERs SDTs
WRONG: NCO's OER's SDT's

4. EXAMPLE LIST: COMMON ACRONYMS, ABBREVIATIONS, AND BREVITY CODES

	<u>Rank</u>		
General	GEN	Sergeant Major of the Army	SMA
Lieutenant General	LTG	Command Sergeant Major	CSM
Major General	MG	Sergeant Major	SGM
Brigadier General	BG	Master Sergeant	MSG
Colonel	COL	First Sergeant	1SG
Lieutenant Colonel	LTC	Sergeant First Class	SFC
Major	MAJ	Staff Sergeant	SSG

Captain	CPT	Sergeant	SGT
First Lieutenant	1LT	Corporal	CPL
Second Lieutenant	2LT	Specialist	SPC
Chief Warrant Officer	CWO	Private First Class	PFC
(Also CW2, CW3, CW4)		Private E2	PV2
Warrant Officer	WO1	Private E1	PV1
General Schedule	GS	General Schedule-Merit Pay	GM
Wage Grade Rates	WG		

Units

platoon	plt	battalion	bn
company	co	brigade	bde
group	gp	regiment	regt
squadron	sqdn	3d Armored Division	3AD
3d Infantry Division	3ID		

Branches

Armor	AR	Infantry	IN
Field Artillery	FA	artillery	arty
Finance Corps	FC	airborne	abn
Engineer	EN	engineer	enr
Adjutant General	AG	Adjutant General's Corps	AG

Other Common Acronyms

advanced individual training	AIT
Advanced Noncommissioned officers' course	ANCOC
Army Physical Fitness Test	APFT
Army physical fitness uniform	APFU
Army Training and Evaluation Program	ARTEP
commander	CDR
commanding general	CG
command post exercise	CPX
common task test	CTT
executive officer	XO
field training exercise	FTX
officer advanced course	OAC
officer basic course	OBC
permanent change of station	PCS
United States	U.S.
United States Army	USA or U.S. Army
United States Army Reserve	USAR
United States Army Soldier Support Center	USASSC
Combined Arms and Services Staff School	CAS ³

QUICK SCREEN EDIT

1. As the name indicates, this kind of editing tool allows you to save time. When performing a quick screen edit, use a highlighter or a pen to mark the following:

a. The bottom line: This helps you ensure that the bottom line is indeed up front.

b. The verb form "to be": This allows you to quickly locate and rewrite any passive voice use. Not all forms of the verb "to be" will be passive, but all passive sentences will have a "to be" verb.

c. Any long words or jargon: A "long word" is any word with three or more syllables. You should alter only the long words that are unnecessary, not every long word in a correspondence.

d. Any spelling, punctuation, or grammar errors: It's usually best to read your document backwards to find these. Reading backward forces you to look at each word individually. This makes errors more apparent to you.

e. Use of the phrases "It is...", "There is...", or "There are...." Such phrases are usually unnecessary, and you can eliminate them in order to reduce the wordiness of the document.

2. By using the quick screen edit, you can quickly identify errors in a correspondence. This technique is very effective because you highlight specific errors. The point is not to labor over a piece of writing to find every error but to highlight anything that distracts the reader.

CLARITY INDEX

The clarity index will help determine the readability of a document. It uses the average number of words per sentence and the percentage of long words to help you determine a document's readability. To determine a document's clarity index, do the following:

1. Count the number of words (for a short document, count the words in the body; for a long document, count the words in a representative section).
2. Count the number of sentences (in the same section).
3. Divide the number of words by the number of sentences. This will give you the average sentence length.
4. Count the number of long words (three or more syllables).
5. Divide the number of long words by the number of words; then multiply by 100 percent. This will give you the percentage of long words.
6. Add the average sentence length to the percentage of long words; this sum is the clarity index. The goal for Army writing is a clarity index of 25 to 30.
7. Then multiply the clarity index by .4 to find the reading grade level. The Army goal for reading level is 10 to 12.
8. It may seem that the Army's clarity index and reading grade level goals are a bit low, but remember that the Army standard is for a document to be easily understood in one rapid reading. By getting the clarity index down to between 25 and 30, you'll make a document easily readable without insulting the intelligence of the audience.
9. A clarity index outside the Army standard parameters alerts you that a document might have a readability problem. It's up to you to determine if a readability problem really exists. For example, you might get a clarity index of 35 or 40 on a document, with long technical words, about a new computer system. You would not want to eliminate the words in order to reduce the clarity index if the elimination of those words would make the document less understandable. The bottom line is, if your clarity index is outside established parameters, determine what causes the index to be high or low and what, if anything, you need to do to fix it.

REFERENCES

1. AR 25-50, Preparing and Managing Correspondence.
2. AR 310-50, Authorized Abbreviations, Brevity Codes, and Acronyms.
3. DA PAM 310-1, Index of Administrative Publications.
4. DA PAM 310-20, Administrative Publications: Action Officers Guide.
5. DA PAM 600-67, Effective Writing for Army Leaders.
6. U.S. Government Printing Office Style Manual (GPO Style Manual)

EXERCISES

EXERCISE 1.

Fill in the blank

1. When using the Army writing style, write in the _____ voice.
2. The active voice is better because it is _____, _____, and _____.
3. The usual order for active sentences is _____.
4. The usual order for passive sentences is _____.
5. Mark the Doer, Verb, and Receiver in the following sentences.
 - a. The jeep was driven by the private.
 - b. The sergeant fired the rifle.
 - c. He is writing his paper.
 - d. The howitzer will be serviced by the crew.

EXERCISE 2.

1. Write the eight forms of the verb "to be".
2. _____, _____, _____, _____, _____, _____, _____, and _____ are not forms of the verb to be".
3. List the five most common endings of a past participle.
4. _____ is not an ending for a past participle.
5. _____ and _____ are the two parts of a passive sentence.

6. Circle the form of the verb "to be" and the past participle in the following passive sentences.

- a. The film will be shown.
- b. The report is being written by the major.
- c. All vehicles were properly dispatched.
- d. The cake was made by SPC Smith.
- e. Rifles are kept in the arms room.

7. Mark the following sentences as passive or active. If one is passive, circle the form of "to be" and the past participle.

- a. _____ We are going to the PX.
- b. _____ He checked the motorpool gate.
- c. _____ Three protective masks were found in the truck.
- d. _____ The safety T is being made by the lieutenant.
- e. _____ I'm running PT tomorrow.
- f. _____ Lock the door when you leave.
- g. _____ The trucks are located on Hill 872.
- h. _____ He has found a good job.
- i. _____ She is required to hear the customers' complaints.
- j. _____ I was in town yesterday.

EXERCISE 3.

1. True or False - Passive sentences occur only in the past tense.
2. Passive sentences can be in the _____, _____, or _____ tense.
3. State whether the following sentences are active or passive. Then indicate the verb tense.
 - a. _____ He loaded the tent and stove into the jeep trailer.
 - b. _____ The Time On Target mission will be fired at 0600.
 - c. _____ The firing chart was constructed by the sergeant.
 - d. _____ He finished the paper at midnight.
 - e. _____ The ammo is being distributed by the platoon leader.

EXERCISE 4.

1. Rewrite these passive sentences making them active by putting the "doer" up front.
 - a. The bridge was secured by the paratroopers.
 - b. The foxhole will be dug by the soldiers.
 - c. Guard rosters are completed by the first sergeant.
 - d. Your desk must be reorganized.
 - e. The field exercises are being evaluated by the C Battery officers.

2. Change these passive sentences to active by dropping part of the verb.

- a. The headquarters is located in the valley.
- b. The radar is situated on the mountain.
- c. The howitzer was placed on the left flank.
- d. These pistols should be kept in the arms room.

3. Make these passive sentences active by changing the verb.

- a. You are prohibited from going to the meeting.
- b. All reports must be received by 30 March.
- c. The lieutenant will be required to run the rifle range.

EXERCISE 5.

1. State two reasons why active writing is important in the Army.

2. Indicate whether these sentences are weak or strong as reports or orders.

- a. _____ The arms rooms locks must be checked hourly.
- b. _____ Issuance was accomplished by utilizing the DA Form 3161.
- c. _____ Captain Jones completed his inspection of C Battery on 1 Aug.
- d. _____ Request is made that this unit be exempted from the FTX.

EXERCISE 6.

Writing in the Active Voice

DIRECTIONS: Determine whether the following sentences are in the active or passive voice. In each sentence, identify the verb, the doer, and doee (receiver). If the sentence is passive, rewrite it in the active voice. If you can't find the doer, write "unstated." You will need to invent a doer if the sentence doesn't have one.

Example: The material should be sent to this office before 28 November.

DOER: unstated DOEE: material

VERB: should be sent VOICE: passive

REVISION TO ACTIVE VOICE:

You should send the material to this office before 28 November.

1. Military historians are highly regarded by many general officers.

DOER: _____ DOEE: _____

VERB: _____ VOICE: _____

REVISION TO ACTIVE VOICE: ,

2. The brigade training plan has been forwarded for necessary review and comment.

DOER: _____ DOEE: _____

VERB: _____ VOICE: _____

REVISION TO ACTIVE VOICE:

3. The unit will be inspected by the brigade commander.

DOER: _____ DOEE: _____

VERB: _____ VOICE: _____

REVISION TO ACTIVE VOICE:

4. The meeting notes were typed by SPC Thomas and distributed by SGT James.

DOER: _____ DOEE: _____

VERB: _____ VOICE: _____

REVISION TO ACTIVE VOICE:

5. When Billy Mitchell recommended naval air power in the 1920's, he was widely derided and eventually court martialed.

DOER: _____ DOEE: _____

VERB: _____ VOICE: _____

REVISION TO ACTIVE VOICE:

6. If you hadn't talked about the situation, she wouldn't have been arrested.

DOER: _____ DOEE: _____

VERB: _____ VOICE: _____

REVISION TO ACTIVE VOICE:

EXERCISE 7

Rewrite each of these sentences using the active voice.

1. Two years ago, the barracks were designed by Captain Ray.
2. The staff study was written by Sergeant Brown.
3. The meeting was held in the conference room.
4. The assignments were completed by the Army officers.
5. The pencils had been sharpened by the sergeant before the test was taken.
6. The window was opened by the major.
7. Lunch will be eaten at noon.
8. This book could be read in 2 hours.
9. The coffee could have been made yesterday.
10. The grammar class has been taught by Sergeant Cole.

EXERCISE 8

Directions: Identify each of the sentences below as either active (A) or passive (P). Underline the doer and the doee, and rewrite the passive sentences.

Example: A Captain Hornblower overestimated the power of his words.

1. ____ She could have been hurt.
2. ____ Being handicapped is a terrible thing.
3. ____ The result was chaos.
4. ____ Had it not been for Tom, I would have fallen.
5. ____ She should have been kissed that night.
6. ____ She could be driving home.
7. ____ During the earthquake, the earth trembled violently.
8. ____ She was elected governor.
9. ____ He was moved by the speech.
10. ____ He would have been given a good grade if he had studied.

EXERCISE 9

Correct the errors in grammar, spelling, punctuation, and usage.

1. Make sure each pronoun agrees with their antecedent.
2. Remember that verbs has to agree with their subjects.
3. Just between you and I, always check the case of your pronouns.
4. Don't use no double negatives.
5. A writer shouldn't shift his point of view: stick to yours throughout.
6. Use the diktionarie.
7. Join independent clauses properly, use proper punctuation.
8. Don't write a run-on sentence you must punctuate it.
9. About sentence fragments.
10. Remember its important to use apostrophe's and adverb's right.
11. Don't use commas, which aren't necessary.
12. Don't abbrev when it's inappropriate.
13. Check to see if you any words out.
14. Avoid repetition and redundancy: it's highly superfluous.
15. Passive verbs are to be avoided.

EXERCISE 10

What do these sentences mean?

1. One extant criticism often directed at American societal tendencies concerns our material possessory consciousness.
2. The information regarding 2LF Smith's promotion has been reviewed, and no subsequent action can be initiated without securing additional information warranting such action on this individual.

To what does this definition refer?

A graphic presentation reflecting the arrangement of all or a portion of the constituent units of a bureau, the subdivisions thereof, the respective lines of administrative control, and the organizational nomenclature assigned to each unit.

EXERCISE 11

Here are some words you see often in letters and staff actions. Choose the best alternative for each word:

1. Interface

- a. together
- b. connection
- c. common boundary
- d. close coordination
- e. integration

6. Viable

- a. competitive
- b. practicable
- c. economic
- d. economical
- e. capable of independent growth

2. Infer

- a. make a statement
- b. assume
- c. imply
- d. decide
- e. deduce

7. Facilitate

- a. make possible
- b. give help
- c. lend support
- d. make easier
- e. do

3. Definitive

- a. certain
- b. precise
- c. conclusive
- d. final
- e. unchangeable

8. Optimize

- a. hope for best
- b. maximize
- c. use in best way
- d. make cheaply
- e. none of the above

4. Feasible

- a. probable
- b. possible, but not likely
- c. plausible
- d. practical
- e. practicable

9. Enable

- a. make possible
- b. allow
- c. make able
- d. admit
- e. excuse

5. Prioritize

- a. put in order
- b. identify essentials
- c. rank
- d. set sequence
- e. none of the above

10. Preclude

- a. prevent
- b. conclude
- c. imply
- d. decide
- e. precede

EXERCISE 12

1. Shorten the following sentences by crossing out the unnecessary words:

a. The intent of this policy and guidance is to limit smoke and noise during engine tests.

b. The exercise will begin on or about 5 October and last for 14 days.

c. SSG Smith's success and achievement were attributed to his leadership.

2. Shorten the following sentences by avoiding "delayers."

a. It is our opinion that the quality of the program has improved.

b. There was no requirement in AR 5-8 that prevented such post-tenant agreements.

c. It will be our goal to make sure there are opportunities for everyone.

d. It is not mandatory that leave be taken when it is requested, but it is necessary that you request it.

3. Shorten the following sentences by avoiding "smothered" verbs:

a. The committee members held a meeting to give consideration to the plan.

b. They made the decision to give their approval to it.

c. Officers who have a requirement for this report should give a brief explanation of their uses of it.

4. Shorten the following sentences by omitting or revising wordy expressions:

a. In accordance with AR 335-11, reports must be filed on a quarterly basis.

b. In the month of January, they will start a study for the purpose of testing compliance with new policy.

c. We'll revise our approach in the near future in order to improve operational readiness.

EXERCISE 13

1. Cross out unnecessary words.

a. The end result of this study was the purchase of the new gym.

b. SGT Willis violated his contractual agreement with the education center.

2. Each sentence below contains contradictory terms; correct the erroneous passage.

a. He is a fairly unique person in attaining such rapid success.

b. Major Thompson worked hard to attain his present preeminence among his peers.

c. The commander became rather furious at the staff for its poor work in preparing the recommendation.

EXERCISE 14

Circle the exact word in each of the following sentences for the correct meaning.

1. The colonel's (advice, advise) was excellent.
2. Smoking cigarettes will (affect, effect) your stamina and health.
3. Private Howe will (proceed, precede) me in the parade.
4. The attentive audience was generous with (its, it's) applause.
5. The general addressed the military (personal, personnel) at the school.
6. Private Doe received a (compliment, complement) on his good work.

EXERCISE 15

Circle the correct word.

1. The (batterys, batteries) had orders to (proceed, procede) to (there, their, thier, they're) next firing position in (fifteen, 15) minutes.
2. The Multiple Launch Rocket System has a tremendous (affect, effect) on the battlefield. (Its, It's) range and accuracy (is, are) something to see.
3. The (principle, principal) factor in good (maintenance, maintnace) is command emphasis. It must (receive, recieve) constant attention.
4. (Personnel, Personal) administration is the (personnel, personal) concern of the (S1, S-1).
5. How would you (advice, advise) the (NCOs, NCO's) in this situation?
6. Sir, (your, you're) to sit in on the (counsel, council) meeting today.
7. (Cpt, CPT) Dick Smith is now at (HQ, HQs), (Fifth, V) Corps.

8. You must (develop, develope) a better way to solve your problems, or you'll (recieve, receive) a (counseling, counciling) statement.

9. My (companies, company's) (moral, morale) is very high.

10. (1LT, 1st Lt) Joe Jones, a (well rounded, well-rounded) officer, is the (batallion's, battalion's) (S4, S-4). He has a great deal of command (presence, presense) and (initative, initiative).

11. The (eleven, 11) new fire direction (personel, personnel) have had a great (effect, affect) on unit (profficiency, proficiency).

12. (Its, It's) a fact. He is a very (responsible, responsable) (NBC, N.B.C) NCO and I can trust him to work well when (separated, seperated) from his unit.

13. He'll (accept, except) the (battalion, batallion) colors at the ceremony.

14. (SSgt, SSG) Tom Coy gave the section (its, it's) tools at (0830, 0830 hours).

15. The commander of (2nd, 2d) (Battalion, Batallion) (3rd, 3d) Field Artillery (lead, led) well. He ensured all (batterys, batteries) (preformed, performed) to the highest standards.

16. (Who's, Whose) responsibility it it? (It's, Its) the (S-2's, S2's).

17. The (exercise, excercize, excercise) starts at (0430, 0430 hours).

18. (It's, Its) time you listened to (you're, your) (NCOs, NCO's).

19. Do you think they'll (achieve, acheive) (there, they're, their, thier) goals? (Its, It's) (to, too) soon for me to tell.

EXERCISE 16

The following pairs of words are among those most often misspelled. Circle the correct or preferred spelling.

commitment/committment

traveller/traveler

occurence/occurrence

deceit/deciet

judgment/judgement

necessary/neccessary

maintainence/maintenance

independance/independence

receive/recieve

liaison/liason

seperate/separate

accommodate/accomodate

EXERCISE 17

Circle the correct spelling:

- | | | | |
|----------------|-------------|------------------|---------------|
| 1. leutenent | lieutenant | 7. high moral | high morale |
| 2. maintenence | maintenance | 8. initative | initiative |
| 3. personnel | personell | 9. sargeant | sergeant |
| 4. develop | develope | 10. receive | recieve |
| 5. manuevers | maneuvers | 11. excercise | exercise |
| 6. batallion | battalion | 12. professional | proffessional |

EXERCISE 18

Perform a quick-screen edit on the document below.

ABCD-E

10 Oct 19XX

MEMORANDUM FOR Commander , Headquarters Battery, 1st Batalion ,
51st Field Artillery, 23rd Armd Division, APO
New York 08078-1000

1. Pvt Jackson was absent without authority from the Army Physical Fitness Test (AFPT) given by HHB Battrry on Aug 7. 1989, therefore he was recommended for a Battrry A-15 by the First Sergeant. The BC gave him a Article 15, he punished him with a weeks pay and too weeks extra duty.
2. Although Jackson recieved this fine and extra duty he did not learn his lesson and is continuing to perform real poor. On Aug 16, I counceled him on his bad performance and poor attitude and the bad affect it has on the moral of the battery.
3. When PVT Jackgon showed up late for a battery field training exercise on 2 Sept, he was again given an A-15 by the BC. Something that had no real effect on his performance and attitude.
4. Request that PVT Jackson be eliminated from the service ASAP.

John L. Smith
SSG, USA
Platoon Sergeant

EXERCISE 19

Determine the clarity index and reading grade level of the following passage.

Requirement for a quarterly command review focusing on items being dropped from accountability, was discussed with members of the task group. Personnel were disinclined to use the simplified adjustment format out of fear that large losses would be viewed as an indicator of poor supply management. Also discussed was the fact that losses are being carried without adjustment until transfer of property book officer, with a Report of Survey then being used for adjustment purposes.

CLARITY INDEX:

A. Number of sentences _____

B. Number of words _____

C. Number of long words _____

D. Clarity Index x .4

$$B \div A = \text{Words/Sentence} \text{ _____}$$

$$C \div B = \% \text{ Long words} + \text{ _____}$$

$$\text{Clarity Index} = \text{ _____}$$

$$\text{Reading-grade level} = \text{ _____}$$

DOCUMENT EXAMPLES

DEPARTMENT OF THE ARMY
Company D, Troop Brigade
United States Army Soldier Support Center
Fort Benjamin Harrison, Indiana 46216-5500

August 9, 19XX

LTC Frederick J. Cheatham
75th Support Battalion
Fort Knox, Kentucky 40121-5000

Dear Colonel Cheatham:

You have recently received orders assigning you to a new unit and you are writing to introduce yourself to your gaining commander.

In your letter, include information about yourself that he will want to know. At a minimum, include your military background, your civilian education, and your source of commission. Use dates conservatively; include those that will establish a clear chronology.

Let your gaining commander know what your current status is and when you plan to arrive.

Indicate what your duty preference is or any special skills or interests you possess. State that you will perform your best in whatever position you receive.

It is important to include your marital and family status in order for your gaining commander to assign you a qualified sponsor.

Lastly, include your address and phone number and how long you will be at that address.

2LT James J. Jones
Apt D-1, 921 Kingswood Avenue
Indianapolis, IN 46216
(317) 555-1212

(Letter of Introduction)

-2-

Always close your letter on a positive note.

Sincerely,

James J. Jones
Second Lieutenant, U.S. Army
Student

(Letter of Introduction - continued)

DEPARTMENT OF THE ARMY
1st Battalion, 93d Signal Brigade
Fort Gordon, Georgia 30905-5000

July 13, 1992

Office of the Commander

SSG Timothy J. Comer
Company E, 1st Battalion
93d Signal Brigade
Fort Gordon, Georgia 30905-5000

Dear Sergeant Comer:

I commend you for your performance in preparing for and during the visit of the five Korean officers from the Combined Forces Command July 3-7, 1992.

You arranged for the correct country clearances which were vital to the success of the officers' visit.

The detailed itinerary you developed aided in the efficient use of the officers' time. Additionally, it effectively organized the duty sections of the command to present focused briefings with little distraction to their busy schedules.

The Korean officers left knowing a great deal more about the efficient operations of this command. And just as important, they left here with a greater appreciation for what our country represents.

Again, I thank you for your professional efforts. I wish you continued success in your military career.

Sincerely,

Henry H. Williams
Lieutenant Colonel, U.S. Army
Commanding

(Letter of Commendation)

1
2
3
4
5
6
7
8 ATZL-OPS-D (350)

DATE

1
2
3 MEMORANDUM FOR Commandant, U.S. Army Command and General
|----- Staff College, Fort Leavenworth, KS
|----- 66027-6900

1
2 SUBJECT: Using and Preparing an Informal Memorandum

- 1
2
3 1. The informal memorandum is for written correspondence within a headquarters, command, or similar organization.
2. You may include a point of contact in the last paragraph of the informal memorandum.
3. Authority lines are not mandatory.

2
1
2
3
4
5 AUTHORITY LINE:

RAMEY J. BRANDON
Colonel, GS
DCSOPS

(Informal Memorandum)

DEPARTMENT OF THE ARMY
1st Battalion, 18th Field Artillery
Fort Custer, Ohio 39050-5000

S: 21 Nov 92

ASGD-CA (350)

6 Nov 92

MEMORANDUM FOR Commander, 3d Battalion, 29th Infantry Brigade,
← Fort Custer, OH 39050-5500

SUBJECT: Using and Preparing a Formal Memorandum

1. This is an example of a formal memorandum.
2. Formal memorandums must have a letterhead.
3. The heading has these six elements:
 - a. A suspense date if your correspondence requires a response by a certain date.
 - b. The office symbol of the writer's office.
 - c. The MARKS number.
 - d. The date in military format.
 - e. The address of the office expected to take action on the memorandum.
 - f. A brief subject capitalized as if it were a title.
4. The body of the memorandum starts on the third line below the subject line. Number paragraphs; indent four spaces and letter subparagraphs.
 - a. Clearly state the purpose of your memorandum in the first paragraph (bottom line up front!).
 - b. Place your recommendation, conclusion, or most important information next.

(Formal Memorandum)

ASGD-CA

SUBJECT: Using and Preparing a Formal Memorandum

5. Three major elements form the closing of your memorandum.
 - a. An individual authorized to sign for the commander or head of an office or agency would use an authority line.
 - b. The signature block contains name, rank, branch, and title.
 - c. The enclosure listing accounts for and organizes any document you enclose with your memorandum.
6. If your memorandum will not fit on one page, leave at least a 1-inch margin at the bottom and continue on a second (blank) page.
 - a. Type the office symbol on the eighth line from the top.
 - b. Type the subject line as it appears on page one.
 - c. Continue the body of the memorandum on the third line below the subject line.
7. Do not begin a second page to type your closing.
8. Don't forget to number your continuation pages.

FOR THE COMMANDER:

2 Encls
as

ROBERT J. BLACK
CPT, AG
Adjutant

Situation:

You are the executive officer of a company. The company commander assigned you as the unit safety officer as an additional duty.

While conducting a safety inspection of the company area, you noticed a broken handrail on one of the stairs leading to the second floor. You submitted an emergency job order to the facilities engineers to have the problem corrected (work order number 00709).

Yesterday, when you called the engineers to check on the order, you talked to Mr. Lattimore, Chief, Work Order Section. He told you that they couldn't fix the handrail and that they had to order a new one to replace it. It won't arrive for 2 weeks.

You've put up a warning sign, and you've told everyone about the broken handrail. The fact that one of your soldiers may get hurt still concerns you. You also know that on the upcoming Annual General Inspection (AGI), your company could receive an unsatisfactory rating from the safety inspectors.

This morning you spoke to the company commander about the situation. The commander suggested that you write an MFR outlining the problem and all your efforts to resolve it.

(Background Information for Memorandum for Record)

ASQN-SP-B (385)

24 Nov 92

MEMORANDUM FOR RECORD

SUBJECT: Safety Hazard

1. On 17 Nov 92, while performing an inspection of the company area, I found a broken handrail on the stairs leading to the second floor. This is definitely a safety hazard for the people using the stairs.
2. As the unit safety officer, I submitted an emergency work order to the facilities engineers on 18 Nov 92 requesting they repair or replace the handrail (work order 00709).
3. Yesterday, I contacted the engineers to check on the order. I spoke with Mr. Lattimore, Chief, Work Order Section. He told me that they couldn't fix the handrail and that they had to order a new one to replace it. It won't arrive for 2 weeks.
4. I've placed a warning sign on the wall by the broken handrail. I've also informed the company commander and company personnel of the hazard. I'll continue to monitor the situation until the engineers install the new handrail.

MICHAEL B. DONE
1LT, AG
Executive Officer

(Memorandum for Record)

DEPARTMENT OF THE ARMY
1st Battalion, 18th Field Artillery
Fort Custer, Ohio 39050-5000

S: 25 Sep 92

ASGD-CA-E (350)

10 Aug 92

MEMORANDUM THRU Commander, 29th Infantry Brigade, Fort Grant, MD
← 46466-5000

FOR Commander, 3d Battalion, 29th Infantry Brigade, Fort Grant,
← MD 42466-5000

SUBJECT: Use of Training Aids

1. This memorandum contains additional information about the memorandum.
2. First, you'll note, is the inclusion of a suspense date. That is a date, assigned by the drafter, by which he requires a response. A drafter should assign a suspense date only with compelling need to do so and should repeat the suspense date within the body of the memorandum.
3. Normally, you address correspondence through command channels. Be as direct as possible in addressing your correspondence. Use the attention line after the unit designation to specify a section within a command. You may add an individual's name if you know the individual still works in that section. Refer to the individual by rank or title and last name. A civilian's title is Mr. or Ms.
4. If you wish to inform another addressee or provide him the opportunity to comment, use the "MEMORANDUM THRU" line. The THRU addressee can either endorse the memorandum to the FOR addressee or simply line out his address, initial, and date the line out.
5. You'll often want to provide a point of contact (POC). Do so in the last paragraph of your memorandum and include the POC's rank or title, last name, and phone number.

(Base Document for the Endorsement)

ASGD-CA-E

SUBJECT: Use of Training Aids

6. You'll occasionally see correspondence signed by someone other than the named person in the signature block. Such signers will write "for" in front of the typed name, sign, and then add their rank or title.

HENRY H. WILLIAMS
LTC, FA
Commanding

2

(Base Document for the Endorsement - continued)

73

ANPS-RG-B (ASGD-CA-E/10 Aug 92) (350) 1st End MAJ Smith/
rc/332-4215
SUBJECT: Use of Training Aids

Commander, 3d Battalion, 29th Infantry Brigade, ATTN: ANPS-RG-B
←(MAJ Smith), Fort Grant, MD 46466-5000 15 Aug 92

THRU Commander, 29th Infantry Brigade, ATTN: ANPS-RG,
←Fort Grant, MD 42466-5500

FOR Commander, 1st Battalion, 18th Field Artillery, ATTN:
ASGD-CA-E (CPT Willis), Fort Custer, OH 39050-5000

1. This is an example of an endorsement.
2. An endorsement is a reply or a forwarding statement added to a memorandum.
3. The heading can be rather confusing. It requires these items:
 - a. Office symbol of the preparing office.
 - b. Office symbol and date of the basic correspondence.
 - c. MARKS number.
 - d. Endorsement number.
 - e. The endorsement writer's name/typist's initials/writer's telephone number.
 - f. Subject as it appears on the basic correspondence.
 - g. Address of the endorsing office and date.
 - h. FOR address.
4. The body of the endorsement follows the standard rules of the memorandum (margins, paragraph numbering, indentations, and subparagraphing).
5. Use authority lines on endorsements when appropriate.

ANPS-RG-B

SUBJECT: Use of Training Aids

6. Note that the endorsement becomes a part of the basic correspondence and that you number its pages sequentially.

JAMES T. JONES
LTC, IN
Commanding

4

(Endorsement of a Memorandum - continued)

75

OFFICE SYMBOL (MARKS)

DATE

MEMORANDUM FOR (Title of Your Target Audience)

SUBJECT: Preparing a Policy Memorandum

1. Reference. Any regulations (letters, pamphlets, etc.) that exist which support your policy memorandum.

EXAMPLE: Reference. AR 25-50, 21 Nov 88, Preparing and Managing Correspondence.

2. Purpose. Your bottom line--why you are writing this policy.

EXAMPLE: To inform. . .

3. Applicability. Whom does the policy apply to?
Whom does this policy affect?

EXAMPLE: All soldiers...
All lieutenants assigned to Company D.

4. General. Establish your policy. Be specific enough that your reader understands what he must do, but don't write the equivalent of an SOP. Mention any facts that apply to the situation.

EXAMPLE: All lieutenants will have an office call with the Commander, Fort Benjamin Harrison.

5. Responsibilities. List all individuals (by position only) who play a part in ensuring that we follow this policy. List their responsibilities.

EXAMPLE: The company administrative NCO will identify all lieutenants who need to schedule office calls.

EXAMPLE: The battalion S1 will schedule all office calls.

(Policy Memorandum Format)

DEPARTMENT OF THE ARMY
Company D, Troop Brigade
United States Army Soldier Support Center
Fort Benjamin Harrison, Indiana 46216-5000

ATZI-TB-D (310-2d)

16 February 1993

MEMORANDUM FOR All Company Personnel

SUBJECT: Recurring Duties (Policy Memorandum #3)

1. Reference. AR 220-45, 1 January 1976, Duty Rosters.
2. Purpose. To establish my policy on the distribution of recurring duties.
3. Applicability. This policy applies to all soldiers assigned or attached to this unit.

4. Summary of Policy. I intend to distribute fairly the recurring duties among the company personnel. Additionally, I intend for the duties performed to be appropriate for the soldier's rank.

5. Specifics.

a. Soldiers in the ranks of sergeant and staff sergeant will perform charge-of-quarters (CQ) duty.

b. Soldiers in the ranks of specialist and below will perform assistant CQ duty.

c. Soldiers in the ranks of specialist and below will perform driver duty for the battalion staff duty officer.

6. Responsibilities.

a. The first sergeant will maintain a DA Form 6, Duty Roster, for each recurring duty.

b. The first sergeant will post duty taskings at least 1 week prior to scheduled duty dates.

(Policy Memorandum)

ATZI-TB-D

SUBJECT: Recurring Duties (Policy Memorandum #3)

c. All duty-eligible soldiers will check the posted roster at least weekly to ensure they are present to perform scheduled duties.

JAMES M. SMITH
CPT, AG
Commanding

DEPARTMENT OF THE ARMY
Headquarters, 5th Battalion, 52d Air Defense Artillery
24th Infantry Division
Fort Stewart, Georgia 31314-1111

FASD-D (310-2d)

21 March 1992

MEMORANDUM FOR All Battalion Personnel

SUBJECT: Open Door Policy (Policy Memorandum #1)

1. Reference. AR 600-20, 30 March 1988, Army Command Policy.
2. Purpose. To set my open door policy.
3. Scope. This policy applies to all personnel assigned or attached to the battalion.
4. General. I am available to soldiers who desire to discuss problems which affect the discipline, morale, and effectiveness of the unit or to discuss problems of a personal or professional nature.
 - a. Open door hours will be on Thursdays from 1730 to 1900. Soldiers do not need an appointment to see me during these hours.
 - b. If a soldier feels he has a matter that can't wait until Thursday, I will see him by appointment. In this case, he should contact the battalion adjutant to schedule an appointment.
 - c. Although not required to do so, soldiers should seek help from their chain of command before they bring their concerns to me.
5. Specifics.
 - a. Battery commanders will post this memorandum on their unit bulletin boards.
6. Responsibilities.

(Policy Memorandum)

FASD-D

SUBJECT: Open Door Policy (Policy Memorandum #1)

b. Battery commanders will publish their own open door policies and will discuss my policy and theirs during in-briefings with new soldiers.

EDWARD E. EDWARDS
LTC, AD
Commanding

2

(Policy Memorandum - continued)

80

0026

Start with a header appropriate for informal or formal memorandum.)

MEMORANDUM FOR (Title of Your Target Audience)

SUBJECT: (The Requested Subject Area)

1. Problem. "To decide..." State the problem in the infinitive form and clearly indicate the nature of the problem and why the paper is necessary.
2. Recommendation. "That..." Clearly indicate what action the decisionmaker must take and what consequences that action will have.
3. Discussion.
 - a. First, provide the decisionmaker the background, the facts, and the assumptions needed to define the problem.
 - b. Next, define your decision criteria, define the solutions and analyze the solutions.
 - c. Finally, compare your chosen recommendation against the others solutions.
4. Conclusion. It should logically flow from your discussion.

X Encls

SIGNATURE BLOCK
 XXXXXXXXXXXX, XX
 XXXXXXXXXXXXXXXXX

COORDINATION:

S1	CONCUR/NONCONCUR	_____	DATE:	_____
S2	CONCUR/NONCONCUR	_____	DATE:	_____
S3	CONCUR/NONCONCUR	_____	DATE:	_____
S4	CONCUR/NONCONCUR	_____	DATE:	_____

(Decision Paper Format)

ATSG-WO

21 May 19XX

MEMORANDUM FOR Commanding General, USASSC

SUBJECT: Changes to the Unit Replacement System

1. PURPOSE: To recommend the best method of continuing the Unit Manning System.
2. RECOMMENDATION: That the CG sign the memorandum at TAB A. It recommends that the Army eliminate the old COHORT rotational system and replace it with a package replacement system. We'll send these recommendations to TRADOC for inclusion in its study of the Unit Manning System.
3. DISCUSSION:
 - a. Company COHORT rotations have proven costly; they've also caused many planning problems. Personnel managers believe they can manage package replacements better (TAB B).
 - b. The advantage of the old COHORT system is that commanders in USAREUR and Korea receive fully trained units that can begin to operate almost immediately. Disadvantages are that CONUS unit commanders must train the unit without reaping the benefits, rotating units disrupt normal administration at participating posts, and nonaffiliated soldiers perceive that COHORT soldiers receive special treatment (TAB C).
 - c. The advantages of a package system are that commanders have increased flexibility to manage their units, normal post administration continues without disruption, and all soldiers receive the same treatment regardless of whether or not they are in a participating unit. The only disadvantage is that overseas commanders don't get fully trained units; they must train package replacements to unit standards (TAB D).
 - d. The sole disadvantage of the package replacement system is negligible. The efficiencies more than offset the disadvantage. Clearly, the package replacement system is the better system.

(Decision Paper)