

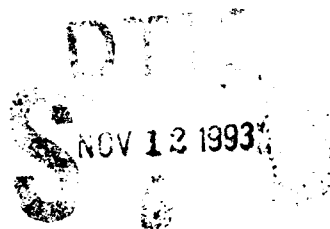


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Writing Skills Course for Newly Commissioned Marine Corps Officers

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**Writing Skills Course for Newly Commissioned
Marine Corps Officers**

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Reviewed, approved, and released by
J. C. McLachlan
Director, Training Research Department

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13. ABSTRACT (Maximum 200 words) The Basic School (TBS) at the Marine Corps University, Quantico, Virginia requested that the Navy Personnel Research and Development Center develop a self-paced course to improve the writing skills of their students, newly commissioned Marine Corps officers. The approach consisted of (1) conducting a needs analysis, (2) surveying existing writing materials, (3) developing the course, and (4) validating the course. A diagnostic pretest and posttest were also developed. The results show that the writing skills course was a success. The diagnostic pretest and the posttest instruments are reliable. The TBS students who took the course improved their grammar and their mechanics of writing significantly as shown by the improvement from their diagnostic pretest scores to their posttest scores.					
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Foreword

This work was sponsored by the Marine Corps Combat Development Command, Quantico, Virginia under the Training Support Project contract with Navy Personnel Research and Development Center. This reimbursable effort was funded under operations and maintenance, Marine Corps (O&M, MC), Work Unit 98C01POOW013.

The Marine Corps Combat Development Command provides professional education for military leaders through the schools and colleges of the Marine Corps University. One of these schools is The Basic School (TBS), which trains newly commissioned officers and warrant officers. As officers and leaders, TBS graduates must evidence skills in written communication. TBS had a need for a writing course to correct writing problems experienced by their students.

This report discusses the needs analysis and all aspects of the course development process and provides a copy of the *Writing Skills Course* in Appendix C.

J. C. McLACHLAN
Director, Training Research Department

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Summary

Background

The Basic School (TBS) at the Marine Corps University in Quantico, Virginia had a need for a writing course to correct writing problems experienced by their students. TBS requested that the Navy Personnel Research and Development Center develop a self-paced course to improve the writing skills of newly commissioned Marine Corps officers.

Objective

The objective of this effort was to develop and validate a self-paced writing course for newly commissioned Marine Corps officers attending TBS.

Approach

The approach consisted of (1) conducting a needs analysis, (2) surveying existing writing materials, (3) developing the course, and (4) validating the course. A diagnostic pretest and posttest were also developed. The needs analysis included two stages: (1) interviewing the staff at TBS and (2) developing and administering a diagnostic test to a sample of TBS students to identify specific writing areas most in need of training.

Results

A course was developed with three units: Unit I. Grammar and Mechanics of Writing; Unit II. Composition and Letter Writing; Unit III. Samples of Marine Corps Writing.

The writing skills course was validated in two phases using Marine Corps warrant officers and second lieutenants. In the first phase, the diagnostic test and Unit I of the course were administered to warrant officers. On the basis of a review of 30 Unit I booklets and the diagnostic test, revisions were made to the course and the test. In the second phase, 29 second lieutenants took the diagnostic pretest and, based on its results, completed the required lessons and then the posttest. The course was revised again.

The second lieutenants' posttest scores increased 16 points over their pretest scores. A comparison of the diagnostic pretest and posttest item analyses showed that the number of subject areas with 30% or more errors decreased from 20 for the pretest to 8 for the posttest. As a measure of internal consistency the Kuder-Richardson-20 coefficient was .83 for the revised diagnostic pretest and .84 for the posttest.

Conclusions

The results show that the writing skills course was a success. The diagnostic pretest and the posttest instruments were reliable. The second lieutenants who took the course improved their use of grammar and their mechanics of writing significantly as shown by the improvement from their diagnostic pretest scores to their posttest scores.

Recommendations

Although the TBS staff specified a self-paced course, it is recommended that one instructor be available to handle student test responses that are not listed in the answer section of the course. It would also be helpful if students were organized into groups to evaluate each other's writing in Units II and III. The checklist at the end of Unit II could be used for feedback.

Contents

Introduction	1
Background and Problem	1
Objective	1
Approach	1
Needs Analysis	1
TBS Staff Interviews	1
Diagnostic Test	2
Course Recommendations and Curriculum Outline	4
Survey of Writing Materials	4
Results	5
Writing Skills Course	5
Validation	5
Diagnostic Pretest Item Analysis	6
Diagnostic Pretest Internal Consistency	6
Posttest Item Analysis	8
Posttest Internal Consistency	8
Instruction Evaluation	8
Conclusions	11
Recommendations	11
References	13
Appendix A—Curriculum Outline for TBS Writing Skills Course	A/0
Appendix B—Writing Materials Surveyed	B/0
Appendix C—Writing Skills Course	C/0

Introduction

Background and Problem

The Basic School (TBS) at the Marine Corps University, Quantico, Virginia had a need for a writing course to correct writing problems experienced by their students. A few years ago, a contractor taught writing to warrant officers, but money for this has not been available recently. TBS requested that the Navy Personnel Research and Development Center (NAVPERSRANDCEN) develop a self-paced course to improve the writing skills of newly commissioned Marine Corps officers, both second lieutenants and warrant officers. Students would complete this self-paced writing course on their own time outside scheduled training.

NAVPERSRANDCEN was to conduct a needs analysis to determine the present state of writing at the school, the writing needs of the school, and the type of material to be covered in the writing skills course.

Objective

The objective of this effort was to develop and validate a self-paced writing course for newly commissioned Marine Corps officers attending TBS.

Approach

The approach consisted of (1) conducting a needs analysis, (2) surveying existing writing materials, (3) developing the course, and (4) validating the course.

Needs Analysis

The needs analysis included two stages: (1) interviewing the staff at TBS and (2) developing and administering a diagnostic test to a sample of TBS students to identify specific writing areas most in need of training. From the results of the needs analysis, course recommendations were made and a curriculum outline (Appendix A) was developed.

TBS Staff Interviews

From interviews with the Curriculum Analysis Officer, Operations Officer (S-3), Assistant Operations Officer, Instructional Officer, and Instructional Systems Specialist, we obtained information about student writing requirements, the most common student errors, the preferred instructional medium for the course, course design, testing, and existing Marine Corps courses on writing.

Two of the four courses taught at TBS require writing skills training: the Basic Officer Course (BOC) for second lieutenants and the Warrant Officer Basic Course (WOBC). Since both of these courses already contain extensive formal requirements, the TBS staff stated that the students must work on the writing skills course on their own time. The Curriculum Officer said that a writing skills course could also help many of the instructors at the school improve their writing skills.

Since TBS does not have computers available for all the students, the writing course must be paper-and-pencil based.

Because instructors are not available to teach or to correct writing skills course work, the course must be self-taught and self-corrected. While this is possible for grammar and mechanics of writing, correcting one's own composition presents a greater challenge. However, the writing course should provide composition instruction and recommend several methods of evaluation.

NAVPERSRANDCEN has researched methods for providing feedback in composition to the students. Two methods that appear promising are peer evaluation and self-evaluation (Beaven, 1977; Crowhurst, 1979). Peer evaluation involves assigning three or four students to a group to read each other's compositions and provide feedback on strengths and weaknesses. Having several students in the group provides more opportunities for identifying incorrect feedback. Self-evaluation asks the students to evaluate their own work, identifying their strengths and weaknesses based on the composition instruction provided. A checklist to guide the students—writers or peers—in evaluating a composition could be used as an aid in this process. In addition, a computer-based style checker, such as *Editor* (Thiesmeyer & Thiesmeyer, 1990), might be made available on a computer for students to use to obtain another evaluation of their writing.

The writing course should also include samples of good and poor documents written by officers while at TBS or in the first several years after graduating. Students and graduates would be able to use these samples as guides when producing their own work.

Two Marine Corps schools at Quantico currently teach writing. The Amphibious Warfare School (AWS), attended by about 20% of Marine Corps officers after 7 or 8 years of service, includes a writing course taught by a contractor. This course uses a self-paced commercial text to cover mechanics and grammar while the contractor's staff teaches and corrects compositions. The Command and Staff College, attended by about 20% of Marine Corps officers after approximately 15 years of service, includes a writing component similar in format—but not in materials—to that of the AWS school. The same contractor teaches writing at both schools.

TBS would like the writing course to use materials that the students can take with them when they leave the school. The students should also be able to use their course materials as a reference. The course should include examples of writing Marines may be called on to compose during the first several years of their careers. Supplying each student with a commercial text would not be appropriate, because money to buy the text may not be available for subsequent classes of students. If TBS produces its own materials, it can continue to offer the writing program to all students attending TBS in the future. However, TBS could place a commercial text in a central location for students to consult for additional information.

The curriculum analysis staff at TBS stated that students make most of their writing errors in areas such as subject-verb agreement, grammar usage, format, parallel construction, sentence fragments, pronouns and their antecedents, possessives, passive voice, and dash usage.

Diagnostic Test

NAVPERSRANDCEN developed a diagnostic test to cover the major problem areas of writing as compiled from TBS staff interviews and standard writing handbooks: use of abbreviations,

acronyms, numbers; agreement of subject and verb; capitalization; case; comma splice, fused sentences; confused words; omission of necessary words; parallelism; pronouns and their antecedents; punctuation, including the use of the apostrophe, comma, period, semicolon, colon, and dash; misplaced parts of sentences, dangling modifiers; sentence fragments; shifts in grammatical structures, tense, or number; active voice; omission of necessary words; redundancy; and topic sentences. The test did not include paragraph or essay construction. The test instructions asked students to circle incorrect parts of each sentence and to correct the errors. Instructions included a list of possible errors covered in the test, but not the specific errors in each sentence. A second section of the test asked the students to select the more effective sentence of a pair of sentences to test their recognition of good writing. This first version of the test contained 81 items.

Fifty-one students (48 second lieutenants and 3 warrant officers) at TBS completed the diagnostic test. The second lieutenants were about to start the Basic Officer Course.

The results of the diagnostic test indicated that all of the subject areas tested required instruction with some of the subject areas needing greater emphasis than others. Since each test item represents a sample of a subject area, such as the use of comma or active voice, the results are more valid when we calculate the mean incorrect responses (errors) to all of the several questions for a subject area. The mean number of errors per item in a subject area was calculated by dividing the total number of errors in a subject area by the number of items in that subject area. The mean number of errors per subject area ranges from 10 for omission of needless words to 41 for use of the dash. The mean number of errors in a subject area is 23 (or 45%).

The percent of errors per subject area was calculated by dividing the total number of errors in a subject area by the total number of possible responses (the number of items in a subject area times the number of students). The following subject areas had 30% (our cutoff criterion) or more errors:

- dash
- agreement of pronouns and their antecedents
- abbreviations, acronyms, numbers
- omitting necessary words
- parallelism
- capitalization
- misplaced parts of sentences and dangling modifiers
- simpler words
- agreement of subject and verb
- colon
- sentence fragments
- period
- confused words
- shifts in grammatical structures
- comma
- semicolon
- case
- active voice

These subject areas should receive the greatest emphasis in the writing course.

All but one of the problem areas mentioned by the curriculum analysis staff had 30% or more errors on the diagnostic test, the use of the possessive (apostrophe) had 27% errors. The diagnostic test identified other writing problems as well.

In addition to the items they missed on the diagnostic test, some students created errors by changing correct items to make them incorrect. Students made the greatest number of additional errors in the following areas:

- commas (156 errors)
- semicolons (42 errors)
- apostrophes (13 errors)

While we did not intend to calculate grades for individual students who took the diagnostic test, eight students asked to have their papers marked for grades. These students' grades on the diagnostic test ranged from 83% to 53%.

Course Recommendations and Curriculum Outline

As a result of the needs analysis, TBS accepted the following recommendations made by NAVPERSRANDCEN:

1. TBS writing course should include three parts: (a) grammar and mechanics of writing, (b) composition, and (c) writing samples.
2. The first unit should include topics in grammar and mechanics most needed by the students at TBS as determined by the diagnostic test. Because the "best" subject area had 20% errors, all areas tested should receive instruction. A pretest, based on the diagnostic test, should be developed to assign students only to those areas in which they made errors. A posttest should be constructed as a self-check of the material learned.
3. The second unit should provide information on composition, such as planning, organizing, writing, and revising. This unit should not be tested by the pretest and should be completed by all students.
4. The third unit should include samples of well written documents that the Marine Corps officers might produce at TBS and on the job for the next several years. Samples of writing that need improvement should also be shown with the necessary corrections. The testing officer at TBS should collect and forward samples of Marine Corps writing for inclusion in the course.

Based on the needs analysis, task statements were developed, submitted to TBS, and approved. The curriculum outline (Appendix A) was developed from these task statements.

Survey of Writing Materials

Writing materials that might be useful for the Marine Corps course were obtained from schools in all the branches of the armed services. We found no course that was suitable for our purposes but, during course development, we consulted the materials we obtained. Appendix B lists the writing materials we obtained from the armed services as well as commercial texts we consulted.

Results

Writing Skills Course

The course contains three units:

Unit I. Grammar and Mechanics of Writing

Unit II. Composition and Letter Writing

Unit III. Samples of Marine Corps Writing

Each lesson in Units I and II contains information on a specific topic with rules, examples, and a practice exercise. Each of the five sections of Unit I contains a progress test.

This course was designed to be self-paced and self-taught. This means that students must refer to the written answers at the back of their course book for answers. For situations where there are alternate ways for correcting an error, we have provided additional possible answers as feedback. We also recommend that students get feedback from other students on some of their writing in Unit II. A checklist is provided at the end of Unit II for this purpose. (For further information on this approach, see Odell, 1981.)

The diagnostic test was revised and expanded to 100 items; it is now called the diagnostic pretest and is to be completed before starting Unit I. Responses to the pretest determine which lessons students should take in Unit I. A posttest covering the same materials as the diagnostic pretest was constructed. Each item on the pretest has a parallel item of the same difficulty on the posttest. The posttest is to be taken at the end of Unit I.

All the students are to complete Unit II after finishing Unit I. They are supposed to take Unit III when the need for writing materials comparable to the samples arises.

Appendix C contains the *Writing Skills Course*.

Validation

The writing skills course was validated with a sample of the Marine Corps personnel who would be using it in the future. The validation was conducted in two phases using a sample from the following two populations: warrant officers and second lieutenants.

The first phase took place in May 1992 when the warrant officers were finishing the WOBC. This phase consisted of administering the diagnostic pretest and Unit I of the course. In a group setting, 160 warrant officers took the pretest and scored it. After completing the pretest, they each received a copy of Unit I with instructions to complete the lessons for any items they had missed on the pretest. They spent part of the next two weeks completing the required lessons in Unit I on their own time. Thirty of the 160 Unit I booklets were then randomly selected for review. On the basis of this review, the diagnostic test and Unit I were revised. Questions that were ambiguous were rewritten, and problems noted by the students were addressed.

The second phase consisted of administering the revised diagnostic pretest, Unit I, the posttest, and Unit II to 29 second lieutenants. This phase took place in July 1992 while these second lieutenants were waiting for TBS to start. The second lieutenants took the pretest, scored it, then completed the required lessons in Unit I. Some were also able to complete lessons in Unit II. During 30-31 July 1992, the second lieutenants took the posttest, scored it, and completed an evaluation of the course. Twelve of the 29 second lieutenants' writing skills course booklets were randomly selected and all of the pretests and scoring sheets were collected for review.

The goal of this review was to (1) analyze the diagnostic pretest and posttest items, (2) measure the diagnostic pretest and posttest instruments' internal consistency, and (3) evaluate the instruction.

Diagnostic Pretest Item Analysis

Table 1 presents the results of the analysis of the diagnostic pretest taken by the 29 second lieutenants. The mean number of errors per item in a subject area ranged from 2 for wordiness to 19.6 for agreement of pronouns and antecedents. (The mean number of errors per item in a subject area was calculated by dividing the total number of errors in a subject area by the number of items in that subject area. The percent of errors per subject area was calculated by dividing the total number of errors in a subject area by the number of items in a subject area times the number of students.) The following subject areas had 30% or more errors:

- numbers—72%
- agreement of pronouns and antecedents—68%
- omitting necessary words—67%
- dash—64%
- period—60%
- agreement of subject and verb—59%
- shifts in grammatical structures—54%
- capitalization—50%
- parallelism—49%
- case—47%
- active voice—47%
- positive sentences—47%
- misplaced parts and dangling modifiers—44%
- abbreviations and acronyms—43%
- concrete words—40%
- semicolon—38%
- colon—37%
- apostrophe—32%
- comma—30%
- confused words—30%

Diagnostic Pretest Internal Consistency

To assess the reliability of the diagnostic pretest instrument, an internal consistency coefficient was computed. Based on the 100 items of the diagnostic pretest for the 29 second lieutenants, the Kuder-Richardson-20 coefficient was .83.

Table 1

Diagnostic Pretest Item Analysis Results: TBS Second Lieutenants ($N = 29$)

Topic/Subject Area	Number of Items	Errors		
		Total Number	Mean Number per Item	Percent
A. Grammar				
A1. Sentence Fragments	5	39	7.8	27
A2. Comma Splice and Fused Sentence	4	33	8.3	28
A3. Case	4	55	13.8	47
A4. Agreement of Subject and Verb	6	103	17.2	59
A5. Agreement of Pronouns/Antecedents	5	98	19.6	68
B. Mechanics				
B1. Capitalization	5	73	14.6	50
B2. Abbreviations and Acronyms	2	25	12.5	43
B3. Numbers	3	63	21.0	72
C. Punctuation				
C1. Comma	8	70	8.8	30
C2. Period	2	35	17.5	43
C3. Semicolon	2	22	11.0	38
C4. Colon	3	32	10.7	37
C5. Apostrophe	3	28	9.3	32
C6. Dash	2	37	18.5	64
D. Diction				
D1. Confused Words	6	53	8.8	30
D2. Redundancy	3	24	8.0	28
D3. Wordiness	6	12	2.0	7
D4. Omitting Necessary Words	3	58	19.3	67
D5. Concrete Words	3	35	11.7	40
D6. Word Choice	4	20	5.0	17
E. Effective Sentences				
E1. Active Voice	4	54	13.5	47
E2. Misplaced Parts/Dangling Modifiers	5	64	12.8	44
E3. Parallelism	4	57	14.3	49
E4. Shifts in Grammatical Structures	4	63	15.8	54
E5. Cumbersome Sentences	2	6	3.0	10
E6. Positive Sentences	2	27	13.5	47

Posttest Item Analysis

When the workbooks were reviewed, it became apparent that one of the 29 second lieutenants did not complete the required lessons. Subsequently, this second lieutenant did so poorly on the posttest that he became a statistical outlier and his data were dropped from this analysis.

Table 2 presents the results of the analysis of the posttest taken by the 28 second lieutenants. The mean number of errors per item in a subject area ranged from 0 for redundancy to 13.67 for numbers. The following subject areas had 30% or more errors:

- numbers—49%
- colon—37%
- agreement of pronouns and antecedents—34%
- semicolon—34%
- agreement of subject and verb—32%
- abbreviations and acronyms—32%
- omitting necessary words—32%
- comma splice and fused sentence—30%

Posttest Internal Consistency

To assess the reliability of the posttest instrument, an internal consistency coefficient was computed. Based on the 100 items of the posttest for the 28 second lieutenants, the Kuder-Richardson-20 coefficient was .84.

Instruction Evaluation

To assess the instruction, data were collected for the following variables: writing skills course problem areas, average time spent on Unit I, average improvement from diagnostic pretest to posttest, and writing skills course evaluations.

Course Problem Areas. Thirty warrant officer and 12 second lieutenant writing skills course booklets were randomly selected and evaluated for problem areas based on errors. In order to determine where the problem areas existed, a 25% decision rule was applied. If 25% or more of the subjects had missed a particular item, efforts were made to improve the instruction. This review revealed that the instruction was basically sound, but that changes were needed in eight lessons. These improvements consisted of clarifying and/or expanding instructions, explanations, examples, and practice exercises.

Average Time Spent on Unit I. To gauge how long it would take to complete the writing skills course, the second lieutenants were asked how much time they spent on Unit I. The mean time to complete Unit I was 3.8 hours based on information from eight second lieutenants. The range was from 1.5 to 6.5 hours. Based on the estimates from seven second lieutenants, the mean time to complete one lesson in Unit I was 14.6 minutes. The mean time spent to complete the diagnostic pretest was 57.5 minutes based on the estimates from 12 second lieutenants. The mean time spent to complete the posttest was 40.9 minutes based on the estimates from 11 second lieutenants. To complete all of the lessons in Unit I, the pretest, and the posttest would take a student approximately 5.4 hours. One student reported that it took him 2.5 hours to complete Unit II, but this estimate should be accepted with caution since it is based on only one student.

Table 2

Posttest Item Analysis Results: TBS Second Lieutenants (N = 28)

Topic/Subject Area	Number of Items	Errors		
		Total Number	Mean Number per Item	Percent
A. Grammar				
A1. Sentence Fragments	5	38	7.6	27
A2. Comma Splice and Fused Sentence	4	34	8.5	30
A3. Case	4	28	7.0	24
A4. Agreement of Subject and Verb	6	53	8.8	32
A5. Agreement of Pronouns/Antecedents	5	48	9.6	34
B. Mechanics				
B1. Capitalization	5	32	6.4	23
B2. Abbreviations and Acronyms	2	18	9.0	32
B3. Numbers	3	41	13.7	49
C. Punctuation				
C1. Comma	8	56	7.0	25
C2. Period	2	12	6.0	21
C3. Semicolon	2	19	9.5	34
C4. Colon	3	31	10.3	37
C5. Apostrophe	3	12	4.0	14
C6. Dash	2	11	5.5	20
D. Diction				
D1. Confused Words	6	31	5.8	18
D2. Redundancy	3	0	0.0	0
D3. Wordiness	6	6	1.0	4
D4. Omitting Necessary Words	3	27	9.0	32
D5. Concrete Words	3	19	6.3	23
D6. Word Choice	4	25	6.3	22
E. Effective Sentences				
E1. Active Voice	4	21	5.3	19
E2. Misplaced Parts/Dangling Modifiers	5	36	7.2	26
E3. Parallelism	4	23	5.8	21
E4. Shifts in Grammatical Structures	4	26	6.5	23
E5. Cumbersome Sentences	2	10	5.0	18
E6. Positive Sentences	2	12	6.0	21

Average Improvement from Diagnostic Pretest to Posttest. The performance of all second lieutenants showed improvement from the diagnostic pretest to the posttest. Based on comparing the total scores of correct items out of 100, the mean improvement was 16.3 points. The mean diagnostic pretest score was 59.3 with a standard deviation of 10.1 and the mean posttest score was 75.6 with a standard deviation of 9.6. To assess the second lieutenants' improvement between the diagnostic pretest and the posttest as a function of taking the writing skills course, a pair-wise *t*-test was computed. The second lieutenants scored significantly better on the posttest than on the pretest, $t(27) = 11.25, p < .001$.

Writing Skills Course Evaluations. NAVPERSRANDCEN developed an evaluation form for the writing skills course. Twelve of the 19 questions about the course required a yes or no response (with the option of making additional comments) and the rest were open-ended. Twenty-eight second lieutenants filled out this form. Table 3 presents the percentage of yes or no responses. The majority of respondents thought that the material in the course was clear and sufficient.

Table 3
Writing Skills Course Evaluation Responses

Evaluation Question	Responses (% Respondents)	
	Yes	No
1. Were the instructions clear?	89	11
2. Was the amount of information in the lessons sufficient?	92	8
3. Was the information in the lessons clear?	85	15
4. Were there enough examples in the lessons?	68	32
5. Were there enough items in the practice exercises?	96	4
6. Were the answers to the practice exercises sufficient feedback?	74	26
7. Did the progress tests adequately measure your understanding of the material?	79	21
8. Were the answers to the progress tests sufficient feedback?	67	33
9. Did you like the self-paced method of instruction?	89	11
10. Was the level of instruction appropriate for a Marine of your rank/grade?	78	22
11. Do you feel you will be able to apply the information learned in this course to other courses and real situations?	86	14
16. Are there any parts of the course you would change?	65	35

A review of their open-ended responses revealed some problems that are inherent in a self-paced course. Several second lieutenants responded that they would like to have a greater number of alternatives in the answers. Although we provided alternative answers where possible and prudent, some of the second lieutenants believed more should be added. Several expressed the need for an actual teacher to be available for questions, guidance, and objectivity. Several wanted more examples, especially examples of the exceptions to the rules of grammar.

Conclusions

The writing skills course was a success. A comparison of the diagnostic pretest item and the posttest item analyses shows that the number of subject areas with 30% or more errors decreased from 20 for the pretest to 8 for the posttest.

The diagnostic pretest and the posttest instruments were reliable as indicated by reliability coefficients of .83 and .84 respectively.

The second lieutenants who took the course improved their use of grammar and the mechanics of writing significantly as evidenced by the improvement from their diagnostic pretest scores to their posttest scores. Since the items in the pretest and posttest were constructed to be of equal difficulty, we believe the improvement was due to the writing skills course. Although the improvement might be due to other factors such as learning from the pretest, this is unlikely since the pretest contained such a large number (100) of items.

Based on their responses on the evaluation form, a majority of the second lieutenants thought that the material in the course was clear and sufficient. Some of the problems that they encountered were a function of the self-paced instruction format. We sought to counter these problems where possible.

Several second lieutenants stated that they would like to see more alternative answers. Toward this end, we added other alternatives where possible and also added a paragraph that stated that (1) it was nearly impossible to include all possible alternatives, (2) these answers were suggested answers, and (3) there were other possible answers. Several second lieutenants wanted to have an actual teacher available for questions. Since funds are not available for this, we suggested that they refer to a college English handbook provided to the Curriculum Analysis Office at TBS. We also suggested that they rely on each other in peer review groups.

Recommendations

Although the TBS staff specified a self-paced course, it is recommended that one instructor be available to handle student test responses that are not listed in the answer section of the course. It would also be helpful if students were organized into groups to evaluate each other's writing in Units II and III. The checklist at the end of Unit II could be used for feedback.

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Appendix A
Curriculum Outline for TBS Writing Skills Course

A/0

Unit I. Grammar and Mechanics of Writing

A. Grammar

Lesson Topic A0. Parts of a Sentence

A0 Identify the parts of a sentence.

This is an introductory lesson for those who need a review on the parts of a sentence.

Lesson Topic A1. Sentence Fragment

A1 Given a sentence fragment for a sentence, identify the error and correct it.

Lesson Topic A2. Comma Splice and Fused Sentence

A2 Given a sentence with two main clauses connected by a comma or by no punctuation, identify the error and correct it.

Lesson Topic A3. Case

A3 Given a sentence with a word or words in an incorrect case, identify the error and correct it.

Lesson Topic A4. Agreement of Subject and Verb

A4 Given a sentence with a subject and verb that do not agree, identify the error and correct it.

Lesson Topic A5. Agreement of a Pronoun and Its Antecedent

A5 Given a sentence with a pronoun not in agreement with its antecedent, identify the error and correct it.

B. Mechanics

Lesson Topic B1. Capitalization

B1 Given a sentence without capital letters, supply capital letters where needed.

Lesson Topic B2. Abbreviations and Acronyms

B2.1 Given a sentence with an abbreviation or acronym, identify any error and correct it.

B2.2 Given a sentence with an abbreviation or acronym, select and add the appropriate word, "a" or "an."

Lesson Topic B3. Numbers

B3 Given a sentence with a number that is expressed in words or as a figure, identify any error and correct it.

C. Punctuation

Lesson Topic C1. Comma

C1.1 Given a sentence with one or more commas, identify any error and correct it.

C1.2 Given a sentence lacking a necessary comma, identify the error and correct it.

Lesson Topic C2. Period

C2 Given a sentence with an omitted, unnecessary, or misplaced period, identify the error and correct it.

Lesson Topic C3. Semicolon

C3 Given a sentence with an omitted, unnecessary, or misplaced semicolon, identify the error and correct it.

Lesson Topic C4. Colon

C4 Given a sentence with an omitted, unnecessary, or misplaced colon, identify the error and correct it.

Lesson Topic C5. Apostrophe

C5 Given a sentence containing a word with an apostrophe, identify any error and correct it.

Lesson Topic C6. Dash

C6 Given a sentence with dashes, identify any error and correct it.

D. Diction

Lesson Topic D1. Confusing Words

D1 Given a sentence with a word that is often confused with a similar word, identify any error and correct it.

Lesson Topic D2. Redundancy

D2.1 Given a redundant sentence, identify and eliminate the redundant word(s).

D2.2 Given a sentence with redundant words and a sentence with the redundant words omitted, indicate which sentence communicates more effectively.

Lesson Topic D3. Wordiness

D3.1 Given a wordy sentence, identify and eliminate the wordy expression(s).

D3.2 Given a sentence with wordy expressions and a sentence with the needless words omitted, indicate which sentence communicates more effectively.

Lesson Topic D4. Omitting Necessary Words

D4 Given a sentence with a necessary word omitted, identify the error and correct it.

Lesson Topic D5. Concrete Words

D5.1 Given a sentence containing vague words, replace the vague words with concrete ones.

D5.2 Given a sentence with vague words and a sentence with concrete words, indicate which sentence communicates more effectively.

D5.3 Given a sentence with "it is" or "there is," rewrite the sentence eliminating these words.

D5.4 Given a sentence with "it is" or "there is," indicate which sentence communicates more effectively.

Lesson Topic D6. Word Choice

D6.1 Given a sentence with complex words, replace the complex words with simple, common ones.

D6.2 Given a sentence with complex words and a sentence with common words, indicate which sentence communicates more effectively.

D6.3 Given a sentence with smothered verbs (weak verbs with noun forms of verbs), rewrite the sentence to eliminate the smothered verbs.

D6.4 Given a sentence with smothered verbs and a sentence without smothered verbs, indicate which sentence communicates more effectively.

E. Effective Sentences

Lesson Topic E1. Active Voice

E1.1 Given a sentence in the passive voice, rewrite the sentence to make it active.

E1.2 Given a sentence in the active voice and a sentence in the passive voice, indicate which sentence communicates more effectively.

Lesson Topic E2. Misplaced Parts/Dangling Modifiers

E2 Given a sentence with a misplaced part or a dangling modifier, identify the error and correct it.

Lesson Topic E3. Parallelism

E3.1 Given a sentence with one of several elements not in parallel with the other elements, identify the error and correct it.

E3.2 Given a list of instructions, change the instructions to make the elements parallel to one another.

Lesson Topic E4. Shifts in Grammatical Structures

E4 Given a sentence with a shift in viewpoint, number, tense, or person, identify the error and correct it.

Lesson Topic E5. Cumbersome Sentences

E5.1 Given cumbersome sentences, break them up into simpler ones.

E5.2 Given a cumbersome sentence and an alternative, indicate which sentence communicates more effectively.

Lesson Topic E6. Positive Sentences

E6.1 Given a sentence with negative words, change the sentence to a positive statement while retaining the meaning.

E6.2 Given a sentence with negative words and a sentence with positive words, indicate which sentence communicates more effectively.

Unit II. Composition and Letter Writing

F. Planning and Organizing

Lesson Topic F1. Defining your purpose and identifying your audience

F1.1 Define the purpose of your composition or letter.

F1.2 Identify the audience for your composition or letter.

F1.3 Use nonsexist language.

Lesson Topic F2. Prewriting techniques

- F2.1 Use the free writing technique.
- F2.2 Use the mind mapping technique.
- F2.3 Use the listings technique.
- F2.4 Use the brainstorming technique.
- F2.5 Research your topic.
- F2.6 Select a pattern.

Lesson Topic F3. Outlining

- F3 Outline a topic.

G. Writing the Composition

Lesson Topic G1. Topic sentence

- G1.1 Given a paragraph, identify the topic sentence.
- G1.2 Write a topic sentence on a given topic.

Lesson Topic G2. Paragraphs

- G2.1 Write a unified paragraph.
- G2.2 Write a coherent paragraph.

Lesson Topic G3. The composition

- G3.1 Write an introduction.
- G3.2 Write the body.
- G3.3 Write the conclusion.

H. Writing a Letter

Lesson Topic H1. Begin a Letter with the Main Point

- H1.1 Given several choices, select the most appropriate way to convey the main point of a letter.
- H1.2 Given the scenario of a letter, write an opening sentence that effectively conveys the main point of the letter.

Lesson Topic H2. Paragraphs and Subparagraphs of a Letter

- H2.1 Given a paragraph and additional sentences, group the additional sentences into subparagraphs.
- H2.2 Given a paragraph, break it into subparagraphs.
- H2.3 Given a letter with several paragraphs, reorganize it, placing the main point first and explaining no more than necessary.

I. Revising

Lesson Topic I1. Technical Accuracy and Coverage

- I1 Review the document for technical accuracy and coverage.

Lesson Topic I2. Arrangement and Flow of Ideas

- I2 Review the document for arrangement and flow of ideas.

Lesson Topic I3. Readability and Mechanics

- I3 Review the document for readability and mechanics.

Lesson Topic I4. Peer Review

- I4 Ask a peer to review your work and comment using the checklist provided.

Unit III. Samples of Marine Corps Writing

- J1 Simple Letter
- J2 Autobiography
- J3 Fitness Report
- J4 Personal Award Recommendation
- J5 Citation
- J6 Bulletin
- J7 Order
- J8 Response to Complaint
- J9 JAG Manual Investigation
- J10 Detailed Lesson Outline
- J11 Student Handout

Glossary

Appendix B
Writing Materials Surveyed

B/0

Army

Army Management Staff College

Communicative Arts, Volume III—Course Guide for Communicative Skills Program (1990).

A Guide to Executive Communication Skills—Material from seminar presented by LTC R. St. Denis, U.S. Army Forces Command, GA (July 1990).

Seminar on Effective Army Writing—Seminar presented by LTC R. St. Denis, U.S. Army Forces Command, GA (July 1990).

Field Artillery School, Fort Sill, OK

The Army Writing Style, DCCOWB—Student Workbook for Communicative Skills Program: Field Artillery Warrant Officer Advanced Course (May 1987).

Capitalization: Programmed Text, TCXXWA Pt. 4, Tactics and Combined Arms Department (May 1984).

Communicative Skills Workbook, TR02XX, Communicative Skills Office (Sep 1989).

Grammar: Programmed Text, TCXXWA Pt. 5, Tactics and Combined Arms Department (Sep 1984).

Spelling: Programmed Text, TCXXWA Pt. 2, Tactics and Combined Arms Department (May 1984).

The Technique of Clear Writing (Extract from DA PAM 310-20), Tactics and Combined Arms Department (1 Dec 1981).

Headquarters, Department of the Army, Washington, DC

Effective Writing for Army Leaders, DA PAM 600-67—Writing Standards and Guidelines
(2 Jun 1986).

Preparing and Managing Correspondence, Army Regulation 25-50 (21 Nov 1988).

Writing and Speaking Skills for Senior Leaders, Student Text 22-2 (Apr 1990).

U.S. Army Research Institute

Guidebook for the Development of Army Training Literature, Special Publication, Army
Project Number 2Q063101A755 (Nov 1975).

Navy

BOOST School, Navy Training Center, San Diego, CA

English Curriculum Review and Revision Proposal.

Department of the Navy, Office of the Secretary, Washington, DC

Correspondence Manual, SECNAVINST 5216.5C (24 Aug 1983).

Office of Chief of Naval Operations, Washington, DC

Better Naval Writing—A Workbook for Chapter 1 of Correspondence Manual, OPNAV
09B-P1-84 (1984).

Just Plain English (Sep 1981).

Marine Corps

Amphibious Warfare School, Quantico, VA

Effective Communications Program, *Faculty Handbook*, Individual Development
Associates (1991-1992).

The Basic School, Quantico, VA

Effective Writing for Warrant Officers, Vols. I & II, Individual Development Associates
(1990).

Command and Staff College

The Writing Program, Vols. I and II and Supplementary Material (AY 1990-1991).

Office of the Commandant of the Marine Corps

Marine Corps Individual Records and Accounting Manual (IRAM), MCO P1070.12H
(13 Jul 1992).

Headquarters, U.S. Marine Corps, Washington, DC

Marine Corps Historical Center Writing Guide, History and Museums Division (1983).

User's Guide: How to Write a Fitness Report, NAVMC 2794 (23 Jun 1986).

Marine Corps Institute, Marine Barracks, Washington, DC

Performance Evaluation System Handbook, MCCDC, VA (25 Jul 1986).

Professional Communications, MCI 7204—Staff Noncommissioned Officers Academy,
Advanced Nonresident Program (1990).

Punctuation, MCI 01.19f (1 Feb 1988).

Spelling, MCI 01.18j (18 Nov 1985).

Techniques of Military Instruction, MCI 7001 (1990).

Air Force

Air University, Squadron Officer School, Maxwell Air Force Base, AL

Style Guide for Writers and Editors, Air University Press, AL (Dec 1990).

Headquarters, U.S. Air Force, Washington, DC

Guide for Air Force Writing, AF Pamphlet 13-2 (1 Nov 1973) (This was superseded by
Tongue and Quill, AF Pamphlet 13-2 (2 Jan 1985).

Tongue and Quill, AF Pamphlet 13-2 (2 Jan 1985).

U.S. Air Force Effective Writing Course, AF Pamphlet 13-5 (2 Jan 1980).

Technical Training Wing, Faculty Development Division, Sheppard Air Force Base, TX

English Grammar Review—Programmed Text for Technical Writer Principles, J3AIR75200
013-I-2 (Jan 1989).

Technical Writer Principles, Study Guide Workbook, J3AIR75200 014-I (Sep 1989).

Technical Writer, Resident Training Material, Study Guide Workbook, J3A1R75200 014-I
(Jul 1991).

USAF Senior Noncommissioned Officers Academy

Communication Skills, Vol. 1—Material from Course 8A (1984).

USAF Academy, Department of English

Executive Writing Course.

U.S. Government Printing Office, Washington, DC

U.S. Government Printing Office Style Manual (Mar 1984).

Department of the Treasury, Internal Revenue Service

Effective Writing: A Workshop Course, Study Guide, 9931-01 (May 1975).

Commercial Texts

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Brogan, J.A. (1973). *Clear technical writing*. New York: McGraw-Hill.

Chicago manual of style. (1982). Chicago: University of Chicago Press.

Dutwin, P., & Diamond, H. (1991). *Writing the easy way* (2nd ed.). New York: Barron.

Hodges, J.C., Whitten, M.E., Horner, W.B., & Webb, S.S. (1990). *Harbrace college handbook*. San Diego: Harcourt, Brace, Jovanovich.

Hook, J.N., Evans, W.H., & Reagan, S.B. (1990). *The harbrace tutor*. San Diego: Harcourt, Brace, Jovanovich.

Shenk, R. (1990). *Guide to naval writing*. Annapolis, MD: Naval Institute Press.

Staley, H. (1990). *The new tongue and quill*. New York: Pergamon-Brassey's International Defense Publications.

Strunk, W., & White, E.B. (1979). *The elements of style* (3rd ed.). New York: Macmillan.

Venolia, J. (1982). *Write right*. Berkeley, CA: Ten Speed Press.

Appendix C
Writing Skills Course

C/0

WRITING SKILLS COURSE



EFFECTIVE OCTOBER 1992

UNITED STATES MARINE CORPS
The Basic School
Marine Corps Combat Development Command
Quantico, Virginia 22134-5053

TABLE OF CONTENTS

INTRODUCTION	1
INSTRUCTIONS (A Guide to Using This Course)	2
UNIT I. GRAMMAR AND MECHANICS OF WRITING	3
Diagnostic Pretest for Writing Skills	4
Grammar	
A0 Parts of a Sentence	12
A1 Sentence Fragment	15
A2 Comma Splice and Fused Sentence	18
A3 Case	21
A4 Agreement of Subject and Verb	24
A5 Agreement of a Pronoun and Its Antecedent	27
Progress Test	30
Mechanics	
B1 Capitalization	31
B2 Abbreviations and Acronyms	33
B3 Numbers	36
Progress Test	39
Punctuation	
C1 Comma	40
C2 Period	43
C3 Semicolon	45
C4 Colon	48
C5 Apostrophe	51
C6 Dash	53
Progress Test	55
Diction	
D1 Confusing Words	57
D2 Redundancy	60
D3 Wordiness	63
D4 Omitting Necessary Words	66
D5 Concrete Words	68
D6 Word Choice	70
Progress Test	73
Effective Sentences	
E1 Active Voice	77
E2 Misplaced Parts and Dangling Modifiers	80
E3 Parallelism	83
E4 Shifts in Grammatical Structures	87
E5 Cumbersome Sentences	89
E6 Positive Sentences	92
Progress Test	94
Posttest for Writing Skills	96
UNIT II. COMPOSITION AND LETTER WRITING	104
Planning and Organizing	
F1 Defining Your Purpose and Identifying Your Audience	105
F2 Prewriting Techniques	108
F3 Outlining	114

Writing the Composition	
G1 Topic Sentence	116
G2 Paragraphs	119
G3 The Composition	123
Writing a Letter	
H1 Begin a Letter with the Main Point	127
H2 Paragraphs and Subparagraphs of a Letter	130
Revising	
I1 Technical Accuracy and Coverage	134
I2 Arrangement and Flow of Ideas	137
I3 Readability and Mechanics	142
I4 Peer Review	145
UNIT III. SAMPLES OF MARINE CORPS WRITING	147
J1 Simple Letter	148
J2 Autobiography	151
J3 Fitness Report	155
J4 Personal Award Recommendation	157
J5 Citation	160
J6 Bulletin	163
J7 Order	166
J8 Response to Complaint	169
J9 JAG Manual Investigation	174
J10 Detailed Lesson Outline	182
J11 Student Handout	189
APPENDIX A--GLOSSARY/INDEX	A-0
APPENDIX B--ANSWERS	B-0

INTRODUCTION

Why do we need a writing course at The Basic School (TBS)? Every Marine Corps officer must communicate effectively and will be called on frequently to do this in writing. This writing skills course will help you write effectively and correct any problems you may have with writing early in your career.

It is not unusual for a Marine Corps officer school to include a writing course. Both the Amphibious Warfare School and the Command and Staff College attended by more advanced officers include a writing component. These writing courses include grammar, mechanics, and composition.

Because of scheduling constraints, the writing course at TBS is self-taught and self-corrected. The books you receive for the writing course contain all the information you need to complete the course, but you need to schedule your own time to work through the lessons. This writing course will help you in your scheduled class work at TBS, so finding the time to complete the lessons is important.

The writing skills course contains three units:

- Unit I. Grammar and Mechanics of Writing
- Unit II. Composition and Letter Writing
- Unit III. Samples of Marine Corps Writing

Unit I includes a pretest and a posttest. After taking the pretest, you can check your answers with the key. For any questions you answered incorrectly, complete the corresponding section in your workbook. If you answered all questions of a section correctly, you can skip that section. Once you have completed Unit I, you will take the posttest to measure your improvement from the pretest.

Unit II on Composition and Letter Writing should be completed by all students. This unit will help you become a better writer of Marine Corps documents, letters, and other compositions. While Unit I will make you an accurate writer, Unit II will improve your ability to communicate clearly, coherently, and efficiently.

Unit III provides samples of writing that you will be doing at TBS as well as during the next several years of your career as a Marine Corps officer. These samples should help you understand what an exemplary document looks like, but they are not the only way to write that particular letter or composition. Use the samples only as a start for your own ideas.

Turn to page 2 for step-by-step instructions on how to proceed through this course.

A GUIDE TO USING THIS COURSE

The following is a list of steps to help guide you through this course. You can use these steps as a checklist of your progress.

- _____ **STEP 1.** Read the course introduction (page 1) and the Unit I introduction (page 3).

- _____ **STEP 2.** Take the diagnostic pretest (page 4).

- _____ **STEP 3.** Score your diagnostic pretest using the key and scoring sheet provided in the front of Appendix B.

- _____ **STEP 4.** Look at your diagnostic pretest scoring sheet. If you answered any items incorrectly for a particular lesson topic, take that lesson in Unit I.

- _____ **STEP 5.** After completing each required lesson in Unit I, correct your practice exercises using the answers provided in Appendix B. If you missed any of the practice exercises, review the appropriate information in the lesson.

- _____ **STEP 6.** Take the posttest (page 96).

- _____ **STEP 7.** Score your posttest using the key and scoring sheet provided in Appendix B.

- _____ **STEP 8.** Look at your posttest scoring sheet. If you answered any items incorrectly for a particular lesson topic and do not understand the corresponding rule, review that lesson in Unit I.

- _____ **STEP 9.** Read the Unit II introduction (page 104).

- _____ **STEP 10.** Complete the lessons in Unit II starting on page 105.

- _____ **STEP 11.** After completing each lesson in Unit II, correct your practice exercises using the answers provided in Appendix B. If you missed any of the practice exercises, review the appropriate information in the lesson.

- _____ **STEP 12.** Read the Unit III introduction (page 147) and proceed as directed.

UNIT I. GRAMMAR AND MECHANICS OF WRITING

This unit consists of a diagnostic pretest, several sections with lessons covering grammar and the mechanics of writing, and a posttest. First, you will take the pretest and score it with the key provided. The results will help you identify your strengths and the specific areas you need to review.

The lessons in Unit I cover grammar, mechanics, punctuation, diction, and effective sentences. Each lesson contains rules, examples, and practice exercises. Appendix B contains the answers to the practice exercises.

At the end of each section, a progress test will help you evaluate how well you have mastered the material. If you make any errors on the progress test, review the appropriate lesson before proceeding to the next section. After you complete the lessons, take the posttest at the end of Unit I. Compare the results of your posttest with the results of your pretest to measure your improvement. If you make any errors on the posttest and do not understand the corresponding rule, review the appropriate lesson. Then proceed to Unit II where you will use the information in Unit I to write letters and compositions.

Naturally, no course of this type can possibly cover every case of punctuation or matter of style. This course is intended to provide basic guidelines which will cover most common writing situations. If you need further guidance in any particular area, you may consult a dictionary or reference book.

DIAGNOSTIC PRETEST FOR WRITING SKILLS

This test will be used to determine which topics you will need to cover in the writing skills course at The Basic School. The questions cover such topics as grammar, punctuation, capitalization, word usage, and effective and efficient communication. After finishing this test, you will correct your answers. The lines preceding each question will be used to score your answers.

In the following sentences, circle and correct any incorrect elements. Each sentence may contain one or more incorrect elements. Rewrite the sentence only if necessary. Leave correct elements of the sentence unchanged. If the sentence is correct, mark it with a C after the sentence.

Examples of corrected sentences:

1. According to the colonel, careful consideration of landing beach criteria made this strike a victory for the attacking forces.
 2. We are revising our form letters to make them more readable. C
 3. Your mission is to clear the woods to the north.
-

Correct the following sentences:

- _____ 1. The hikers said that they had seen two bears but that they had run away at once.
- _____ 2. The agency presented a professionally designed brochure. Mailed it on Monday.
- _____ 3. Each of the 30 men wear a uniform.
- _____ 4. The skills required by the researcher include planning experiments, data analysis, and writing reports.
- _____ 5. People at the rear of the auditorium couldn't hear.
- _____ 6. To who shall I report?
- _____ 7. As soon as the general arrived, we assembled on the green.
- _____ 8. Sally took field trips in a few courses, such as, botany, geology, and, sociology.

- _____ 9. We prepared for the driver's test by studying the driver's booklet, memorizing the rules, and learned the road signs.
- _____ 10. The Sears Tower is taller than the height of the World Trade Center.
- _____ 11. I had never been to the base before therefore I asked for a map.
- _____ 12. I agree that military periodicals are indispensable, I disagree that they are easy to locate in all libraries.
- _____ 13. Commands that have undergone training in these areas will be better prepared for situations encountered on today's battlefield.
- _____ 14. He was an interesting person. A man who had traveled all over the world and lived in a dozen countries.
- _____ 15. In the day-to-day routines of operations and training, 2 primary areas are affecting the Fleet Marine Force (FMF).
- _____ 16. Neither of them kept their appointment.
- _____ 17. Either the F/A-18 or the AV-8B is called on for close air support.
- _____ 18. She said, "Such an idea can hardly be true".
- _____ 19. Not able to swim that far, a lifeguard came to my rescue.
- _____ 20. The audience was at first indifferent, later it became more interested.
- _____ 21. The symposium is a forum for disseminating information and not to establish standards.
- _____ 22. Colonel Cathcart had courage, and never hesitated to volunteer for any assignment.
- _____ 23. The airplane crash only killed two people.

- _____ 24. Did they expect war to break out in the middle east?
- _____ 25. Discouraged by low grades, I thought dropping out of school made sense.
- _____ 26. Your writing should be clear concise and closely knit.
- _____ 27. Important improvements to the manual was necessary.
- _____ 28. The current training system which has been in place for the past five years is working very well.
- _____ 29. Surface preparation requires three items, a scraper, a cloth, and cleaning fluid.
- _____ 30. The lawyer hoped to affect the jury's decision.
- _____ 31. If a person is cold, you should wear a jacket.
- _____ 32. One should do their work as well as possible.
- _____ 33. My son you will be pleased to hear is in the Marine Corps.
- _____ 34. Just as congress and the administration direct a force reduction, the nation's economy drops into a recession.
- _____ 35. Our teacher asked Marcia and me to solve the problem together.
- _____ 36. Colleen never has and probably never will vote for Adams.
- _____ 37. Neither the troops on the left bank nor those in the center are experienced in combat.
- _____ 38. If the company has been observed and engaged it should move out of harm's way to minimize the effect of the enemy's indirect fire.
- _____ 39. His speech as well as his manner are objectionable.
- _____ 40. She noticed a large stain in the rug that was in the center.

- _____ 41. Either of them know what to do.
- _____ 42. They did not know whom to put in charge.
- _____ 43. After listening to Ruth's proposal and to Lisa's objections, I liked her ideas better.
- _____ 44. Automation requires more machines and less people.
- _____ 45. Its a smart cat that scratches its own fleas.
- _____ 46. He found there office closed for the day.
- _____ 47. The instructor suggested that we read the book, *The art of war*.
- _____ 48. While they waited, Ann argued against nuclear power, and her brother discusses the effects of global warming.
- _____ 49. The winners were: Pat, Joan, and Tom.
- _____ 50. Their sure they can pass, if they study for the test.
- _____ 51. Between you and I, I think her suggestion was a good one.
- _____ 52. Paris is larger than any city in France.
- _____ 53. The situation is extremely dangerous but one chance to escape remains.
- _____ 54. An aggressive recycling program at Quantico could reduce up to forty percent of the solid waste heading into its landfill.
- _____ 55. Officers should do the following, provide general supervision, plan (for next month, not tomorrow), and think.
- _____ 56. Preparing the meeting minutes is Captain Brown's responsibility (she was given the task on Friday.)

- _____ 57. She explained the affects of the Civil War.
- _____ 58. This tree grows large-sized oranges.
- _____ 59. Robert Rogers, the American father of light infantry, was retained by Lord Howe during the French and Indian War to instruct the British in guerrilla warfare.
- _____ 60. The new lawyer needed a law clerk. Preferably someone with experience.
- _____ 61. The second report on artillery in the Southwest Asia theater written shortly after the conclusion of the ground war.
- _____ 62. No major offensive has succeeded against an opponent who controlled the air no country has won a war in the face of enemy air superiority.
- _____ 63. The Global Positioning System (GPS) has proven itself a valuable tool in a featureless global environment.
- _____ 64. He preferred the marines to any other branch of the armed services.
- _____ 65. On arriving in New York, her friends met her at the airport.
- _____ 66. Each of the trucks had their tires checked.
- _____ 67. Such comments neither contribute nor detract from his reputation.
- _____ 68. My uncle he is an avid golfer.
- _____ 69. The new copiers enable business executives to accomplish more work because their assistants can manage them easily and quickly.

For each pair of sentences, circle the letter of the sentence which communicates more effectively. If both sentences are equally effective, circle both letters.

- _____ 70. a. In order to start the motor, push the red button.
b. To start the motor, push the red button.
- _____ 71. a. He said - and no one contradicted him - "The battle is lost."
b. He said--and no one contradicted him--"The battle is lost."
- _____ 72. a. The enclosure explains farkled fibbets.
b. Farkled fibbets are explained in the enclosure.
- _____ 73. a. Our recommendation is that you receive an award.
b. It is our recommendation that you receive an award.
- _____ 74. a. For this conversion, there are eight steps that must be carried out.
b. For this conversion, eight steps must be carried out.
- _____ 75. a. Free dental care is given under this plan.
b. This plan gives free dental care.
- _____ 76. a. The maximum takeoff weight of the AV-8A is about 25,000 pounds; that of the AV-8B is even greater.
b. The maximum takeoff weight of the AV-8A is very great; that of the AV-8B is even greater.
- _____ 77. a. The classrooms were utilized 24 hours a day.
b. The classrooms were used 24 hours a day.
- _____ 78. a. Many young Marines today are facing serious personal financial problems, and the number of personal bankruptcies is increasing, and easy credit and changing attitudes toward bankruptcy contribute to this situation.
b. Many young Marines today are facing serious personal financial problems. The number of personal bankruptcies is increasing, and easy credit and changing attitudes toward bankruptcy contribute to this situation.

- _____ 79. a. Turn the knob clockwise.
b. Turn the knob in a clockwise direction.
- _____ 80. a. He took an early vacation owing to the fact that the resorts were less crowded at that time.
b. He took an early vacation because the resorts were less crowded at that time.
- _____ 81. a. The facilities engineering department installed the navigation aids.
b. The facilities engineering department actually installed the navigation aids.
- _____ 82. a. He asked whether the lengthy schooling was necessary.
b. He asked the question as to whether the lengthy schooling was necessary.
- _____ 83. a. We replaced it with a simple, reliable, inexpensive type of calibrator.
b. We replaced it with a simple, reliable, inexpensive calibrator.
- _____ 84. a. We need at least 10 boxes of pencils.
b. We have a requirement for at least 10 boxes of pencils.
- _____ 85. a. Marines leaders should view their responsibilities in the following manner:
1. Know the way things should be done.
2. Recognize when they are not done the right way.
3. Provide instruction to subordinates.
4. Supervise subordinates.
b. Marine leaders should view their responsibilities in the following manner: know the way things should be done, recognize when they are not done the right way, provide instruction to subordinates, and supervise subordinates.
- _____ 86. a. It has been decided by the division chief that more decisions should be made by the branch heads.
b. The division chief decided that the branch heads should make more decisions.
- _____ 87. a. The instructor will not answer any questions until you turn in your exam.
b. The instructor will answer any questions when you turn in your exam.

- _____ 88. a. The front panel contains 36 switches.
b. The front panel contains a total of 36 switches.
- _____ 89. a. This directive applies to all personnel who use the system.
b. This directive is applicable to all personnel who use the system.
- _____ 90. a. We do not want to prevent you from seeking additional training.
b. We will allow you to seek additional training.

Correct the errors in the following paragraphs.

Your an officer serving in a large Marine air-ground task force. The ground combat element (GCE), which includes a battalion of M1A1 tanks and an infantry regiment, is advancing toward the south. It's present position is 40 kilometers north of Deepwater River, your mission is to seize the 60--ton bridge over the Deepwater River and hold it until the GCE'S advance is complete and it can link up with you at 1800 hours.

The intelligence officer has said that the enemy force consists of light armored vehicles that can cross the river at many places, so the enemy did not need the bridge for their own purposes.

Your plan is simple. You intend to land near the bridge and set up a perimeter defense around the bridge. As your force flies toward your landing zone. Nine enemy light armored vehicles were seen by you approaching from the south. What do you do?

When you have completed this test, turn to Appendix B for the key (pages B-1 to B-5) and scoring sheet (pages B-6 and B-7).

TITLE: Parts of a Sentence

LESSON NUMBER: A0

INFORMATION:

The purpose of this lesson is to review the basic parts of a sentence. Effective sentences vary in length and complexity, but they all contain at least a subject and a predicate. This lesson will cover the following three sentence types: simple, compound, and complex.

Here are some examples of sentence types.

1. Simple Sentence

A simple sentence consists of a subject and a predicate. The subject is a noun or a pronoun and states who or what the sentence is about. The predicate contains a verb that describes the action of the subject.

A simple sentence may also be called a main or independent clause because it can stand alone as a complete thought.

Lt J. Smith spoke.

The subject *Lt J. Smith* is a noun and states who the sentence is about. The predicate *spoke* is a verb and states the action of the subject.

The subject can be a pronoun.

She spoke to the captain.

The subject can consist of more than one noun.

Lt J. Smith and Lt R. Jones spoke.

The subject can be preceded by an article.

The lieutenants spoke.

The subject can be preceded by a possessive pronoun.

My captain spoke.

The subject can be preceded by an adjective.

All lieutenants spoke.

The predicate can be in the past, present, or future tense and can contain more than one word.

Lt F. Johnson *will speak*.

A simple sentence may contain modifiers such as adjectives and adverbs.

The *young* lieutenant spoke.

The adjective *young* modifies the noun *lieutenant*.

The young lieutenant spoke *clearly*.

The adverb *clearly* modifies the verb *spoke*.

A simple sentence may contain another word group (phrase) that describes when an action takes place.

The young lieutenant spoke clearly *during his briefing*.

Or it may contain an object, a noun or pronoun that completes the meaning of the verb.

The young lieutenant reviewed the *papers*.

These examples are some of the many forms that simple sentences can take using the following parts of speech:

Article	The
Adjective	young
Noun (subject)	lieutenant
Verb (past tense)	spoke
Adverb	clearly
Phrase	during his briefing
Noun (object)	papers

2. Compound Sentence

A compound sentence consists of at least two simple sentences (main clauses) connected by a coordinating conjunction, such as *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*.

Supplies were pushed to the front, *and* prisoners of war were moved to the rear.

The sky is clear now, *but* there are clouds on the horizon.

The rifle company can cross the bridge, *or* they can cross the stream.

3. Complex Sentence

A complex sentence consists of one main clause and at least one subordinate clause.

A subordinate clause or dependent clause contains a subject and a predicate and is preceded by a subordinating conjunction or a relative pronoun.

Unlike a simple sentence which can stand alone, a subordinate clause is grammatically dependent on the main clause. A subordinate clause cannot stand alone as a complete thought without the main clause.

Some Subordinating Conjunctions

after	in case (that)	till
although	in order (that)	unless
as	now that	until
as if	once	when
as though	provided (that)	whenever
because	since	where
before	so that	wherever
even if	supposing (that)	whether
even though	than	while
how	that	why
if	though	

Relative Pronouns

what	who	whom	whose
which	whoever	whomever	

After the ground attack was suspended, the commanders began analyzing the targeted positions.

The subordinate clause *After the ground attack was suspended*, which begins with the subordinating conjunction *After*, precedes the main clause *the commanders began analyzing the targeted positions*.

The deception operation was successful *because* it kept the enemy guessing.

The main clause is followed by a subordinate clause.

The M240 is a new medium-sized machine gun, *which* can be mounted on a M1A1 tank.

The main clause is followed by a subordinate clause.

Note: There are no practice exercises for this introductory lesson. If you need practice, go to a newspaper or a book and find examples of the three types of sentences.

TITLE: Sentence Fragment

LESSON NUMBER: A1

INFORMATION:

A sentence fragment lacks either a subject or a verb, while a complete sentence contains both a subject and a verb. Both begin with a capital letter and end with a period.

The most common sentence fragments consist of a phrase, subordinate clause, or a word group without a subject or a verb.

You can correct sentence fragments either by connecting them to an existing sentence or making them into a complete sentence.

Note: For information on the subject, verb, or subordinate clause of a sentence, refer to Lesson A0. To review any terms used in the lessons, refer to the Glossary in Appendix A.

Here are some rules and examples for correcting sentence fragments.

1. Correct a sentence fragment with a subject and no predicate by adding a predicate.

The best way to learn how to lead.

Corrected:

The best way to learn how to lead is to watch leaders.

2. Correct a sentence fragment with a predicate and no subject by adding a subject.

Has proved effective in antiarmor roles.

Corrected:

HELLFIRE has proved effective in antiarmor roles.

3. Correct a phrase sentence fragment by including it in a preceding sentence or making it a complete sentence.

The Hercules KC-130 can be converted to a cargo plane. *Delivering bulk fuel and troops to forward areas.*

Corrected:

The Hercules KC-130 can be converted to a cargo plane, *delivering bulk fuel and troops to forward areas.*

OR

The Hercules KC-130 can be converted to a cargo plane. *It can deliver bulk fuel and troops to forward areas.*

4. Correct a subordinate clause sentence fragment by including it in a preceding sentence or making it a complete sentence.

Your company's mission is to seize a small town set among hedgerows. *Which typically line all the roads in the area.*

Corrected:

Your company's mission is to seize a small town set among hedgerows, *which typically line all the roads in the area.* OR

Your company's mission is to seize a small town set among hedgerows. *They typically line all the roads in the area.*

PRACTICE EXERCISE:

The following word groups may or may not be sentence fragments. Correct the sentence fragments by either connecting them to an existing sentence or making them into a complete sentence. Not all sentences will require corrections.

EXAMPLE:

With minimal equipment losses. The 1st Marine Division had destroyed 80 enemy tanks.

Corrected:

With minimal equipment losses, the 1st Marine Division had destroyed 80 enemy tanks.

1. Delivery to the fleet sometime in the fall of the following year.
2. One of the many successes of the Gulf War is the M1A1 tank. Which received its baptism of fire against Iraq.
3. The ammo lists for these SOPs should be consistent. This is merely practical.
4. Knowing enemy doctrine. He suspected a counterattack by local reserves.
5. The penetrator went through a berm surrounding an Iraqi tank. Through the tank itself, and then through the berm on the other side.
6. You have selected a landing zone near the bridge. Where you plan to land your forces.
7. Reconnaissance elements from Task Force Taro. Sent to support a counterattack.

8. After having been validated during the war. His theories on the tactical employment of rocket launchers are still valid.
9. Based on the experience of one company.
10. Tactical mobility provides the freedom and ability to maneuver. When combined with firepower, tactical mobility becomes the principal physical ingredient of maneuver.
11. We monitored the enemy. Intercepting his radio transmissions.
12. This chapter is followed by one that explains the Corps' current philosophy. Regarding its special-operations capability.
13. Marines who fought in Hue City during the 1968 Tet offensive.
14. Forces moved to the line of departure, passed through breaches in the first obstacle belts. And began screening operations.
15. Operational speed and the firepower of our combined arms enable the landing force to attack by air and surface. In so doing, the landing force creates confusion.

TITLE: Comma Splice and Fused Sentence

LESSON NUMBER: A2

INFORMATION:

The terms comma splice and fused sentence refer to punctuation errors in compound sentences.

A comma splice consists of two main clauses separated by a comma.

A fused sentence (also called a run-on sentence) consists of two or more main clauses with no punctuation between them.

Note: To review compound sentences and main clauses, refer to Lesson A0.

Here are some rules and examples for correcting comma splices and fused sentences.

1. Correct a comma splice or a fused sentence by writing and punctuating each main clause as a complete sentence.

Comma Splice:

Events from military history are discussed in seminars, campaigns are analyzed through systematic battle study.

Corrected:

Events from military history are discussed in seminars. Campaigns are analyzed through systematic battle study.

2. Correct a comma splice or a fused sentence by using a semicolon to separate each main clause.

Fused Sentence:

Heat stress ranges from mildly annoying to life-threatening there are three types: heat cramps, heat exhaustion, and heat stroke.

Corrected:

Heat stress ranges from mildly annoying to life-threatening; there are three types: heat cramps, heat exhaustion, and heat stroke.

3. Separate main clauses by placing a semicolon before and a comma after a conjunctive adverb (*also, consequently, finally, hence, however, nevertheless, then, and therefore*).

Fused Sentence:

The helicopter is a three-dimensional weapons system to employ this weapons system to its full potential, we must be able to maximize its strengths and minimize its weaknesses.

Corrected:

The helicopter is a three-dimensional weapons system; *therefore*, to employ this weapons system to its full potential, we must be able to maximize its strengths and minimize its weaknesses.

4. Insert a comma after the first main clause and add a coordinating conjunction (*and, but, or, for, nor, so, and yet*) before the second main clause.

Comma Splice:

The study of military history is all too often the study of battles won, we should also analyze the reasons for military failure.

Corrected:

The study of military history is all too often the study of battles won, *but* we should also analyze the reasons for military failure.

PRACTICE EXERCISE:

Correct any comma splices or fused sentences below by using one of the techniques listed above. Not all sentences will require corrections.

EXAMPLE:

Knowing when to quit is never easy sometimes it can call for more courage than not quitting.

Corrected:

Knowing when to quit is never easy, *but* sometimes it can call for more courage than not quitting.

1. Throughout history, commanders sought victory in battle by concentrating against an enemy's weakness the easiest way was to pit a superior weapons system against an inferior one.
2. Every officer knows the truism that the best school for war is the history of war, the battles of the age of the musket are imperfect guides for modern warfare.
3. There are several problems associated with battle fatigue its sufferers are often distressed because they cannot perform adequately.
4. A key in any low-intensity conflict is the use of ambush to deny the enemy the ability to move freely throughout the area of operation.
5. A two-quart canteen carrier will hold a field protective mask it will keep your legs free from obstruction.

6. The best way to learn how to lead is to watch leaders, something can be learned from each of them.
7. The requirement to have powerful naval forces must, by logical necessity, include a potent power projection capability.
8. An attack is a bid to destroy the enemy, do this by striking at a critical vulnerability.
9. The primary objective is 30 kilometers southeast of the firing point due to the range and accuracy of the multiple launch rocket system, the fire team does not need to be any closer.
10. Intelligence indicates the enemy is looking for a fight, we will take advantage of his aggressiveness.
11. Management is a bad word in the military these days the truth is management is a big part of leadership.
12. To maximize stealth, the drivers use night vision devices to guide them to their firing point, thus alleviating the need for blackout lights.
13. Heat stress is debilitating, consequently, it is important to drink plenty of fluids.
14. Techniques of leadership can be overlaid on a fundamentally sound character, it is impossible to make a leader of someone who lacks moral strength.

TITLE: Case**LESSON NUMBER: A3****INFORMATION:**

The term case refers to the function of a noun or pronoun in a sentence that shows its relationship to other parts of the sentence. (If you cannot recall the parts of a sentence, review Lesson A0.)

The three cases in the English language are the subjective, the possessive, and the objective.

Personal pronouns and relative pronouns have the following different forms for the three cases.

Personal Pronouns

	Subjective	Possessive	Objective
Singular			
1st person	I	my, mine	me
2d person	you	your, yours	you
3d person	he, she, it	his, her, hers, its	him, her, it
Plural			
1st person	we	our, ours	us
2d person	you	your, yours	you
3d person	they	their, theirs	them

Relative Pronouns

	Subjective	Possessive	Objective
Singular			
OR Plural	who	whose	whom
	which	whose	which
	that	that	that

Here are some rules and examples for the use of case forms.

1. Use the subjective case for the subject of a verb in a sentence or clause.

They listened carefully to the battalion commander. (*They* is the subject of the verb *listened*.)

I don't know *who* is teaching the navigation lessons. (*Who* is the subject of the verb *is*.)

After speaking with a corpsman, *she* and *I* realized the importance of drinking plenty of fluids during heat stress conditions. (*She* and *I* are the subjects of the verb *realized*. Notice that repeating the two subjects separately with their verbs helps clarify their meaning; for example, *She realized. . . . I realized. . . .*)

2. Use the possessive case to indicate ownership.

My goal is to be a Marine pilot. (*My* indicates ownership of the noun *goal*.)

Their job is to clear the trenchlines and destroy the enemy. (*Their* indicates ownership of the noun *job*.)

3. Use the objective case for the object of a verb, preposition, and infinitive in a sentence or clause. Use *whom* (rather than *who*) as the object of the verb in a subordinate clause.

The course taught *self-reliance*. (*Self-reliance* is the object of the verb *taught*.)

Everyone was invited except *you* and *her*. (*You* and *her* are objects of the preposition *except*.)

The instructor told the student *whom* to call. (*Whom* is the object of the infinitive *to call*.)

The baseball player *whom* she liked hit a home run. (*Whom* is the object of the verb *liked* in the subordinate clause. Compare this with the use of *who* in Rule 1.)

PRACTICE EXERCISE:

The following sentences may contain correct or incorrect usage of case. Rewrite the incorrect sentences using the appropriate case. Not all sentences will require corrections.

EXAMPLE:

Lt M. Smith and me thought that the writing course would help our careers.

Corrected:

Lt M. Smith and I thought that the writing course would help our careers.

1. LtCol Sam Jones called on him and I.
2. Us Marines are kept busy at The Basic School.
3. For who was the phone call?
4. I forgot whom wrote the book The Art of War.
5. When it came to rappelling, he and I wanted to go first.
6. Just between you and I, I think I did well on the communications test.
7. Our instructor asked 2ndLt P. Campbell and I to demonstrate the bayonet fighting.
8. The CO is someone who we respect.
9. Lt Kevin Johnson is a man who will make a good leader of Marines.

10. The instructor gave Gary and he another assignment.

11. Because of the physical challenge, he and I were looking forward to the combat endurance march.

12. The POW who we captured did not speak English.

TITLE: Agreement of Subject and Verb

LESSON NUMBER: A4

INFORMATION:

The subject and verb have to agree in number in a sentence. Singular subjects call for singular verbs, and plural subjects call for plural verbs.

Adding an *s* to most subjects makes them plural; however, adding an *s* to most verbs makes them singular.

Lt Mike Brown works hard. (The subject *Lt Mike Brown* is singular and calls for a singular verb *works*.)

Ten *lieutenants work* hard. (The subject *lieutenants* is plural and calls for a plural verb *work*.)

Here are some rules and examples for subject-verb agreement.

1. A verb agrees with the subject, not the complement.

One major *threat is terrorists*. (The subject *threat* is singular and calls for the singular verb *is*. The word *terrorists* is the complement.)

If we switch the subject and complement we get:

Terrorists are a major *threat*. (Now the subject *terrorists* is plural and calls for the plural verb *are*. *Threat* is now the complement.)

2. The number of the verb is not affected by an intervening prepositional phrase.

A *leader with experience in continuous operations understands* their stressful effects. (The subject *leader* is singular and calls for a singular verb *understands*. The prepositional phrases *with experience in continuous operations* does not affect the verb.)

Phrases beginning with such words as *accompanied by, along with, as well as, in addition to, including, no less than, not to mention, and together with* do not change the number of the subject.

Wind, along with road conditions, influences fuel consumption.

Road conditions as well as wind influence fuel consumption.

3. Subjects linked by *and* are usually plural. Subjects modified by *each, every, or any* are an exception and call for a singular verb, even if the subject is not linked by *and*.

The CH-46E and CH-53D *are* helicopters.

Every CH-46E and CH-53D helicopter *is* refueled regularly.

Any of these helicopters *is* available for the training exercise.

4. Singular subjects linked by *or, nor, either . . . or, or neither . . . nor* call for a singular verb.

A wordy or vague phrase *is* to be avoided.

Neither she nor he *believes* what politicians say.

5. Collective nouns taken as a unit call for a singular verb. A number of something referred to as one unit calls for a singular verb.

The group *presents* its proposal today.

The number of women in this company *is* very small.

The committee *is meeting* on the 10th.

Five political parties *is* not the topic of this discussion.

6. Collective nouns that refer to parts of a group call for a plural verb. A number of something referred to as a number of units calls for a plural verb.

The group *write* their papers on a variety of topics.

A number of women *are* present.

The committee *are debating* each other's ideas.

Five political parties *are* represented at this convention.

PRACTICE EXERCISE:

The following sentences may or may not contain subject-verb agreement errors. Rewrite the incorrect sentences using the rules given above. Not all sentences will require corrections.

EXAMPLE:

Landing craft and vehicles serves an important function in amphibious operations.

Corrected:

Landing craft and vehicles *serve* an important function in amphibious operations.

1. The concept of using maritime prepositioning force squadrons to move supplies are not new.
2. Rapid reaction will be important as the Marine Corps concentrate on low-intensity conflicts.
3. The 1st squad and Dragon team remains in position.

4. The number of POWs are unknown.
5. Ten bushels of apples is a lot of apples.
6. Any of the ten Marines were ready to volunteer.
7. An evaluation of potential landing sites was conducted.
8. Either WO1 Ray Lee or 2ndLt Mary West have the notes for that lesson.
9. Taking responsibility for one's actions and the actions of one's Marines are important components of leadership.
10. Fixed-wing aircraft in addition to helicopter assets possess the necessary firepower to deal with enemy strong points.
11. Overcoming complex obstacles are especially difficult.
12. Each of the ten objectives were met.
13. My family has plans for a reunion.
14. A burning oil well along with burning tanks were present on the battlefield.

TITLE: Agreement of a Pronoun and Its Antecedent**LESSON NUMBER: A5****INFORMATION:**

A pronoun and its antecedent (the word the pronoun refers to) have to agree in number and in gender.

Singular pronouns call for singular antecedents, and plural pronouns call for plural antecedents.

Mary wrote her own papers. (A feminine singular antecedent *Mary* calls for a feminine singular pronoun *her*.)

The *students* wrote *their* own papers. (A plural antecedent *students* calls for a plural pronoun *their*.)

Here are some rules and examples for pronoun-antecedent agreement.

1. Singular antecedents, such as *man, woman, person, everybody, one, anyone, each, either, neither, sort, and kind* call for singular pronouns.

Each of the squads had *its* turn.

Every *man* in the squad had *his* turn.

2. Use pronouns that do not stereotype gender roles or exclude either sex.

Mechanics should be thoroughly familiar with *their* tools.

A *person* should be aware of *his or her* strengths. OR

People should be aware of *their* strengths.

3. Two or more antecedents linked by *and* call for a plural pronoun.

When the time came to parachute from the airplane, *Jim and Tom* showed *their* courage.

4. Two or more singular antecedents linked by *or* or *nor* call for a singular pronoun.

When time came to parachute from the airplane, did *Jim or Tom* show *his* courage?

5. Collective nouns call for either singular or plural pronouns depending on their context.

The *club* was unsure of *its* position.

The *club* voted for *their* representatives.

6. Make a pronoun's reference to its antecedent clear to avoid ambiguity.

Ambiguous: Frank wrote to his brother every day when he was in Saudi Arabia.

Clear: Frank wrote to his brother every day when *his brother* was in Saudi Arabia.

Ambiguous: The student spoke to the teacher as she walked down the hall.

Clear: The student spoke to the teacher as *the student* walked down the hall.

PRACTICE EXERCISE:

The following sentences may or may not contain pronoun-antecedent agreement errors. Rewrite the incorrect sentences using the rules given above. While some sentences may require no changes, others may require more than one.

EXAMPLE:

If one of the Marines need a ride, they can take the shuttle.

Corrected:

If one of the Marines needs a ride, *he or she* can take the shuttle.

1. Lt S. Jones and WO1 L. Smith lost his badge and couldn't get on base.
2. A nurse spends a lot of time on her feet.
3. Neither Mary nor Jane wanted to change their minds.
4. Any man can make a mistake, but he needs to be able to admit it.
5. The jury is trying to reach their decision.
6. An officer needs to know his Marines and look out for his welfare.
7. In this operation, the 2d and 3d platoons will provide their support.
8. The members of your staff gave its recommendation.
9. A female Marine should wear their uniform to the Marine Corps Ball instead of a gown.
10. After seeing Mike's paintings and Jim's drawings, I liked his art better.
11. On 10 November 1991, the Marine Corps celebrated its 216th birthday.

12. The SAW or the M203 deliver their firepower effectively.
13. Each year, it seems Congress votes themselves a pay raise.
14. Jane went to visit Susan at the lake every summer when she was young.

UNIT I
GRAMMAR LESSONS A1-A5

PROGRESS TEST:

This exam will test your progress in applying the rules of grammar. The paragraphs below contain the following errors in grammar: sentence fragments, comma splices, fused sentences, incorrect pronoun case, subject-verb disagreement, and pronoun-antecedent disagreement. Correct the errors in grammar by using what you have learned in Lessons A1 through A5.

You are the commander of a Marine infantry battalion. With the mission of destroying enemy forces. Your battalion of three rifle companies, a weapons company, and service company is mounted in 5-ton trucks. Your heavy machine guns and Dragons are mounted in HMMWVs every Marine knows their job. You are enroute to intercept the enemy in the town of Morovia, Morovia is located five miles west of your present location.

You have to go through a small forest on your way to Morovia. You send Company A, with their Dragons and heavy machine guns, to a hill north of the forest to provide protection while Companies B and C travel in column through the woods. An artillery liaison officer and a forward observer, whom is from the mortar platoon, accompany you as you head the column. Intelligence provided to you indicates the number of enemy are small. There is only one road into town. Crosses a river with a bridge that the enemy controls.

You are one mile before the river you have just left the forest. Company A reports that an enemy helicopter gunship and an armored vehicle is leaving the town. They are heading in your direction. As the armored vehicle approaches the bridge. The helicopter gunship begins firing rockets in your direction. Decide what actions you would take to cope with this situation, prepare the frag order you would issue to your subordinates.

TITLE: Capitalization**LESSON NUMBER: B1****INFORMATION:**

Words that are capitalized are usually those that are specific names of people, places, and things. Words used in a general sense usually are not capitalized.

Some words, like "I" and the first word of any sentence, are easily identified as words that are capitalized. Other words, mainly proper names and titles, are also capitalized, but these cases are more difficult to identify.

Here are four rules and examples which cover most cases of capitalized words; however, if a problem arises with a specific word, it is best to consult a dictionary.

1. Always begin a proper name with a capital letter. Proper names include names of people, places, organizations, months, days of the week, holidays, events, religions, ethnic groups, and languages.

Chris Jones, Pacific Northwest, Utah, Mississippi River, Red Cross, July, Sunday, Halloween, Desert Storm, Yalta Conference, Christianity, Judaism, Hispanic, English

2. Capitalize a common noun that is an essential part of a proper name. Do not capitalize a common noun that replaces a proper name.

*Statue of Liberty, but the statue near the barracks
Panama Canal, but the canal we passed through
Camp Pendleton, but the camp that was attacked*

3. Capitalize a military title, or any other title, when it precedes a proper name. Do not capitalize a title when it stands alone.

*Staff Sergeant Jackson, but the sergeant is ill
Major Pritchard, but the major has already gone
Doctor Murray, but the doctor will see you now
Aunt Sue, but my aunt came to visit me
Dad, but my dad was in the Marine Corps*

4. Always capitalize the first word in the title and subtitle of a book, play, manuscript, document or song. Also capitalize all other words in the title and subtitle except articles, coordinating conjunctions, and prepositions.

*A Stranger in a Strange Land (A is capitalized because A is the first word in the title.)
Marines: The Chosen Few (T is capitalized because The is the first word in the subtitle.)
Bill of Rights
"How to Speak and Write Effectively for Public Audiences"*

PRACTICE EXERCISE:

Correct each of the following sentences by supplying capital letters where they are needed. Some sentences may require more than one change.

EXAMPLE:

sergeant peters will be distributing maps on monday.

Corrected:

Sergeant *Peters* will be distributing maps on *Monday*.

1. the colonel asked for a copy of the book, handbook for writers.
2. did sgt allen mendelson speak to his father about the deployment to cambodia?
3. perhaps the united states marine corps has the strongest men and women in the world.
4. i can never remember if father's day is in june or july.
5. the first landmark i'd like to see is the washington monument.
6. next thursday, september 2, will mark the start of my third year as an officer in the marines.
7. please tell private susan johnson which amendment to the constitution gives us the right to bear arms. the private needs the information for the article she's writing, "my view of the nra today."
8. the general's briefing on the strength of foreign armies was translated to french and spanish when it was transcribed.
9. when we were in the middle east, most of our tanks were positioned south of our camp.
10. as a child he was taught catholicism, but as an adult he chooses not to practice any religion.
11. most of these jets were designed by lockheed.
12. for christmas, my husband and i are taking a boat trip down the Nile river.
13. your physical will be conducted by the department of defense medical examination review board.
14. after the war, many Kuwaitis were seen standing on top of destroyed Iraqi tanks.

TITLE: Abbreviations and Acronyms**LESSON NUMBER: B2****INFORMATION:**

An abbreviation is a shortened form of a word. An acronym is made up of the initials from a group of words. Abbreviations and acronyms are used for economy.

Writing economically is not as important as writing clearly. You must consider your audience and its familiarity with your topic when deciding whether to abbreviate, so the decision is generally based on your own best judgment. Some basic rules do apply, though, and they are presented below.

Avoid excessive abbreviating. Spell out any abbreviation used infrequently or unfamiliar to your audience. Avoid using uncommon military abbreviations in correspondence intended for civilians.

Introduce an acronym the first time you use it by including the complete words it represents. From then on, consistently use the acronym in place of the full term. If you are sure your readers will understand your acronym, it is acceptable to use it without introducing it first.

Easily recognizable abbreviations and acronyms generally appear in a standard English dictionary. Technical abbreviations are generally recognized only by members of that particular technical field. An abbreviation or acronym must be at least as well known as the term it replaces. Remember this rule: *Clarity before economy.*

For questions about specific abbreviations or acronyms, consult chapter six of the *Marine Corps Individual Records and Administration Manual (IRAM)*.

Here are some rules and examples for forming abbreviations and acronyms.

1. In general, capitalize any military abbreviation if the word it represents is capitalized. A military abbreviation is usually written without spaces, unless it includes a number. Use rank abbreviations only before full names or initials and not before last names only. Never use periods with rank abbreviations.

Gunnery Sergeant Smith
National Aeronautics and Space Administration
Monday
chapter
Fifth Marine Aircraft Wing

GySgt Jeff Smith
NASA
Mon
chap
5th MAW

2. For military correspondence, use three letter abbreviations for months. Use U.S. Postal Service two letter abbreviations for states in addresses, but do not abbreviate states in text.

Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec
AK, CA, DE, FL, MD, PA, NY, TN, VT, WI

3. Spell out an acronym the first time you use it.

The Marine Corps Combat Development Command (MCCDC) published the article . . . refer to MCCDC for that information.

The soldier was issued a meal-ready-to-eat (MRE) . . . his MRE had ham slices in it.

4. Designate plural with a lower case "s" immediately after the acronym. Designate possession using apostrophes according to standard rules.

... several Surface-to-Air Missiles ...
 ... the Inspector General's opinion ...

... several SAMs ...
 ... the IG's opinion ...

5. Listen to the way that an abbreviation or acronym is pronounced. Use "an" before any abbreviation or acronym that begins with a vowel sound. Use "a" before any abbreviation or acronym that begins with a non-vowel sound. (Remember that an acronym may be pronounced as letters, as in POW, or as a word, as in NATO. Use "a" or "an" depending on the first sound you hear when pronouncing the abbreviation or acronym its usual way.)

an MIT student, *an* NFL coach, *an* F-14 (Although *M*, *N*, and *F* are consonants, they begin with vowel sounds when pronounced.)

a USMC captain, *a* CIA official (*U* and *C* begin with consonant sounds when pronounced.)

PRACTICE EXERCISE:

Part One: Using "a" and "an"

In the following sentences, supply the appropriate word ("a" or "an") in the space provided.

1. _____ NASA official gave a briefing on the new shuttle.
2. Lt Mark Price organized _____ MIA ceremony.
3. _____ NATO jet crashed in the Atlantic.
4. _____ AFROTC cadet was chosen for the program.
5. The aggressor was deterred by _____ U.N. resolution.
6. The soldier used _____ M16 with a rimfire adaptor.
7. _____ UCLA student was injured during the riot.
8. David thought he saw _____ UFO.

Part Two: Using Acronyms and Abbreviations in Writing

The following letter was written by a Marine lieutenant to a civilian. Make any necessary changes involving abbreviations or acronyms in the letter to make it more economical. Keep in mind the rule, *Clarity before economy*.

Unit I

1 January 1988

Mister Tom McCann
8486 West Lincoln Street
Seattle, Washington 99999

Dear Mister McCann,

Thank you for allowing the Aviation Combat Element (ACE) at Naval Air Station Millwalk to use your auditorium for our annual Prisoner of War/Missing in Action service. Not only was the event's officer in charge pleased, but all the members of the Aviation Combat Element felt that having the service at the auditorium in the same park as the Missing in Action memorial was perfect. Also, the former Prisoners of War who attended enjoyed the exhibit, "Letters Home."

Our guest of honor, Colonel Michael Anderson, United States Marine Corps, Retired, was moved by your generosity in providing the auditorium and also donating to the Veterans of Foreign Wars College Fund. Doctor James Rosenfeld was very happy with your donation to the Veterans Administration Hospital. The Commanding Officer at Naval Air Station Millwalk wishes to present you with the enclosed certificate in recognition of your continued support of the Aviation Combat Element. Further, he wishes to invite you to be his guest to our first Biservice Prisoner of War/Missing in Action ceremony at Randal Air Force Base in Nevada on Sunday, February 8, 1988.

Again, on behalf of the Aviation Combat Element at Naval Air Station Millwalk, thank you for helping make our fourth annual Prisoner of War/Missing in Action service a success!

Sincerely,

Albert G. Reynolds

Lieutenant, United States Marine Corps

35
C/39

TITLE: Numbers

LESSON NUMBER: B3

INFORMATION:

A variety of factors influence whether numbers are written as figures or as words. Organizational style and appearance may sometimes take precedence over the simple rules that govern the general use of numbers.

Usually, you write numbers one through nine as words and 10 and above as figures. However, you write in words any numbers that begin a sentence. Use hyphens to join words for numbers from 21 through 99 (36 becomes thirty-six).

To make a figure plural, follow it immediately with a lower case *s* (7s). Do not use an apostrophe.

Place a comma after every three digits from the right in all figures of more than four digits (1250 but 1,250,000). When a four-digit number is used in a column with numbers of more than four digits, use a comma after the first three digits so the numbers line up neatly.

To convert a figure to its ordinal form, follow the figure with the suffix *-st*, *-d*, or *-th* (first becomes 1st, second becomes 2d, third becomes 3d, and fourth becomes 4th). An exception to this rule is Marine Corps ranks, for which second becomes 2nd. Use the same rules for ordinal numbers as for other numbers.

Here are some rules and examples for the use of numbers.

1. The following items are usually expressed in figures:

a. Numbers in mathematical, statistical, and technical text

Add 3 and divide by 12.
The mean score was 15.
The humidity was 98 percent.

b. Numbers in names of USMC units

Marine Aircraft Group 39, MAG 39
3d Marine Expeditionary Brigade

c. Units of time and money

1830 (Do not write "hours" when expressing military time.)
\$13.50, \$200, 48 cents

d. Measurements and dimensions

66 meters, 20- by 28-foot room
size 9 shoes, 82 degrees

e. Document and location identifiers

page 104, lines 5 and 18, Attachment 2
Genesis 24:10
1246 Landford Street, PO Box 184, room 6, aisle 22

f. Dates

8 Feb 90, 22 August 1889 (If the month is abbreviated, so is the year.)
Class of '89, Fiscal Year 1980
April and May 1971
45 BC

2. The following numbers are usually written out:

a. Numbers that are part of a dignified or serious title

Ten Commandments
Eighty-first Congress
The Thirteen Colonies

b. Indefinite or rounded numbers

five or six thousand dollars
hundreds of spectators
a man in his thirties
during the late seventies

c. Numbers less than 100 that precede unit modifiers with numbers

thirty 100-foot planks
nine 10-gallon drums

d. Fractions that stand alone or that are followed by "of a (or an) . . ."

one-fourth
half of an apple

3. All numbers in a series or related set must be expressed in the same way. Do not mix figures with written out numbers.

45 hot dogs, 16 hamburgers, and 8 salads
two men, fourteen women, and one child

PRACTICE EXERCISE:

In each of the following sentences change any incorrectly written number to its proper form. Add or delete hyphens and commas as necessary. Some sentences may require more than one change.

EXAMPLE:

11 trips to the zoo have been scheduled between 1 June 1990 and 1 June 1991.

Corrected:

Eleven trips to the zoo have been scheduled between 1 June 1990 and 1 June 1991.

1. Our club had 105 members during the 60s and 2,123 by the 80s.
2. General Stevens expected from 100 to 200 Marines to attend the ceremony.
3. How will we ever fit 40 recruits, 17 officers, and two dogs in one 20-seat bus?
4. The 5th word on line nine is misspelled.
5. For the fitness test, we will need 55 10-pound weights.
6. The president will be greeted by 1/3 of the members of the 2nd Marine Aircraft Wing.
7. In our class at 1100 hours, we reviewed the 16th Amendment.
8. To determine your individual score, divide your team score by 10 and add two points.
9. Fifteen tanks, 11 helicopters, and 9 jets were damaged or destroyed during the battle.
10. 4th Marines are hosting a party on 23 February at 270 Park Avenue, Suite three.
11. 21 of the red boxes will cost nine dollars plus tax (63 cents), for a total of \$9.63.
12. Matt rolled 2 3's, 2 5's, and a 6.

UNIT I
MECHANICS LESSONS B1-B3

PROGRESS TEST:

This exam will test your progress in applying the rules for capitalization, abbreviations, acronyms, and numbers. Correct the mechanical errors in the following paragraphs by using what you have learned in Lessons B1 through B3.

Aviation in the gulf war involved 40 Marine Corps flying squadrons (nineteen fixed-wing and 21 helicopter). A total of 160 aircraft in the Forth and Fifth Marine Expeditionary Brigades (MEBs) and 390 aircraft in the 3rd Marine Aircraft Wing were involved. this is the largest concentration of Marine combat aviation ever.

In world war II, 50 Marine squadrons (1st and 2d MAW's) participated in South Pacific combat operations during the 40s, but not all at the same time. In vietnam, 1st MAW reached 26 squadrons and 475 aircraft. During the Okinawa campaign (April-June 1945), Marine aviation called for 21 squadrons. 6 of those squadrons were aboard aircraft carriers, while second MAW was ashore. In the Korean War, 1st MAW consisted of eight squadrons--1 helicopter, 1 observation, and 6 fighter.

During the Gulf War, majgen Royal N. moore, jr. was senior of the six Marine aviator generals serving. Majgen Moore, who arrived in the middle east at 1400 hours on 16 Aug. 1991, was commander of the 3d MAW. Thirty three years earlier, the Major General graduated from Chapman college in CA and from the Naval Aviation Cadet Program. During his 3 decades as a marine, he flew 287 combat missions in Vietnam, earning 18 Air Medals and the Distinguished flying cross.

In the forty-three-day Gulf War, Marines flew 17000 sorties, losing only ten aircraft. 3d MAW provided air support for 1st Marine Expeditionary Force and participated in the Air Campaign over iraq. The Marines also provided 25 percent of American fixed-wing aircraft in Central Command (CentCom).

TITLE: Comma**LESSON NUMBER: C1****INFORMATION:**

The comma indicates a small interruption in a sentence. The comma is important for clarity because it separates two elements, avoiding confusion, and keeps the sentence flowing smoothly.

Mistakes are easy to make when using commas. Do not use a comma to separate a subject from a verb or to join two complete sentences without using a conjunction. If you have trouble with joining sentences, you may want to review Lesson A2 on the comma splice.

Here are some rules and examples for the use of the comma.

1. Use a comma before, but not after, a conjunction (*and, but, for, or, nor, so, and yet*) to link independent clauses. Do not use a comma before a conjunction in a compound predicate (two verbs that have the same subject).

I have duty this weekend, but I can help you next weekend.

Bill can go alone to Chicago for a long stay, or we can all go for a brief visit.

We went fishing on the lake but didn't catch anything. (This sentence has a compound predicate, so no comma is needed.)

2. Use commas to separate items in a series, including series of adjectives that modify the same noun. Do not use a comma before the first or after the last item in a series.

This school offers several majors, including biology, physics, and psychology.

We decided to tour a carrier, a destroyer, and a submarine while we were at the base.

I wish I had a nice, tall glass of cold water.

We sponsor a variety of sports, such as soccer, touch football, baseball, and karate.

3. Use a comma after an introductory word, phrase, or adverb clause. Adverb clauses are recognized by the marker words at the beginning. These marker words include *after, although, because, if, since, when, and while*.

Yes, I did vote this year.

According to the diagram we are in the right place.

Exhausted by his first day at boot camp, the recruit fell right to sleep.

After we go to the restaurant, we can go to a movie.

4. Use a comma to set off phrases and nonrestrictive clauses that could be left out of the sentence without changing its meaning.

My brother, the one at Annapolis, sent me this postcard.

Their morale, in case you haven't noticed, is decreasing by the minute.

This base, like many others, has a chemical dependency treatment center.

5. Use a comma to set off complementary phrases that refer to the same word or phrase.

This road goes around, rather than through, Madrid.

Professor White, not Colonel Berry, will give the lecture.

The shortest, but by far most challenging, drill was saved for last.

6. Use a comma following transitional words like *however, that is, therefore, for example, and namely* when they interrupt the flow of the sentence.

Therefore, we will need to be prepared.
The entire battalion is ready; however, we need still more people.
Blue and red, for example, are primary colors.

7. Use a comma to set off elements of addresses and place names, but not the zip code.

4085 Apple Court, Lawrence, Kansas 66044
PO Box 5, Paradise, CA 95969
Naval Air Station, Memphis

8. Use a comma to set off a direct quotation.

Captain Peters said, "Our plan seems to have some problems."
"Everyone needs to arrive by 0700," said the colonel.
"Please," said the judge, "let the witness speak."

9. Use a comma to indicate direct address.

Sir, your wife is on the phone.
It is time, cadets, for your initiation!
I need your opinion, Sergeant Mitchell.

10. Use a comma between similar or identical words to avoid confusion and for ease of reading.

In 1985, 968 female Marines became mothers.
Still, water is a valuable resource that must not be wasted.
The children will march in, in a single file.

PRACTICE EXERCISE:

Correct each of the following sentences by adding or deleting commas where needed. While some sentences may not require any changes, others may require more than one.

EXAMPLE:

I read the manual and, I completed all the practice exercises.

Corrected:

I read the manual, and I completed all the practice exercises.

1. This job has handsome benefits, such as, paid vacations, paid sick leave, free child-care, and free use of the medical facility.
2. Well I'd rather have pizza tonight.

3. I was considering joining the Army, but, the Marine Corps offers more of a challenge.
4. One Marine remarked, "People don't realize that Marine guards are visual symbols."
5. Sgt Marvin Andrews wants to buy a fast, dependable, fuel-efficient, car.
6. Maj B. Tom has several awards; for example he received a purple heart on 18 May, 1970.
7. Gen Chad Thornberg is an experienced pilot for he has flown fighters, tankers, and helicopters during his career.
8. Lt Angela Stanfeltz says that, our ship is in excellent condition.
9. My father, who recently died of lung cancer, convinced me to become a doctor.
10. The Toyota comes with an airbag on the driver's side, and has a full four-year warranty.
11. From Jim Peter received two tickets to the baseball game.
12. Many of the Navy's aircraft including the F-14 can land on aircraft carriers.
13. For the picnic please bring napkins, plastic forks, and, paper cups.
14. Today, thirty Navy ROTC midshipmen are touring Washington DC.
15. Many combat injuries are permanently disabling if not fatal, unless treated immediately.
16. Col Maggie Parker, who is very health-oriented requested a vegetarian dinner.
17. "Perhaps" said the soldier, "I should clean my rifle, sir."
18. While serving with the 1st Calvary he was selected to attend the Air War College.
19. Whatever you do, do well.
20. Brian please measure each man's hips, waist, and chest.

TITLE: Period**LESSON NUMBER: C2****INFORMATION:**

The period is the easiest punctuation mark to use. Use it as an end mark.

The most basic use for the period is to end a sentence that is not a question or exclamation. Here are some rules and examples for its other uses.

1. Place a period inside a closing quotation mark when at the end of a sentence.

Jeff explained, "The new procedure makes publishing our articles much easier."

"Do not wait," he said, "until it is too late." (The first quotation mark does not fall at the end of the sentence, so a comma is used instead of a period.)

"Go to the commissary for a quart of milk," she said. (The closing quotation mark does not fall at the end of the sentence, so a comma is used instead of a period.)

2. Place the period outside of the parenthesis when the parenthetical material is part of another sentence and inside if the parenthetical material is a separate sentence. If you have two main clauses, you may choose to punctuate them as either one sentence or two separate sentences.

We ate at Piper's Pizza Place (my favorite restaurant).

My return flight was delayed (my first flight was on time).

My return flight was delayed. (My first flight was on time.)

3. Use a period in some abbreviations. For more information, see Lesson B2, Abbreviations and Acronyms.

Mr. and Mrs.

vs., et al., etc. (When an abbreviation falls at the end of a sentence, use only one period.)

Col M. Day (Use no period after a rank abbreviation, but always use one after an initial.)

4. Use three spaced periods (ellipsis points) to show that words have been omitted from a quoted passage. If the omitted words come at the end of the sentence, use an additional period.

The new transport "features . . . a quiet, powerful engine."

Charles suggested, "I could stay behind"

PRACTICE EXERCISE:

Correct each of the following sentences by adding or deleting periods where needed. While some sentences may not require any changes, others may require more than one.

EXAMPLE:

I would like to go back to college and earn a second degree

Corrected:

I would like to go back to college and earn a second degree.

1. Sgt Jennifer Browning inspected our building this month. (Usually, Sgt Becky Holt does the inspection).
2. We will need the typical office supplies, such as tape, a stapler, etc.
3. Capt. Kevin Martin replied, "Please, do not inform the president."
4. Mr Anderson wants to see the colonel's proposal
5. My article was credited to William Warner, et al.
6. I thought you were sick, but the newsletter said you "took your . . . much-deserved leave."
7. The soldiers wondered if they should advance?
8. Our instructor referred to a book that "outlines the principles of . . . flying . . ."
9. One of the manuals (the one with the blue cover.) comes with a computer simulation on a floppy disk.
10. I asked how much the tickets to the party cost.

TITLE: Semicolon

LESSON NUMBER: C3

INFORMATION:

Use a semicolon (;) to mark a break in a sentence that is too important to be marked with just a comma. Do not use a semicolon when a comma will suffice.

Here are some rules and examples for the use of the semicolon.

1. Use a semicolon between two independent clauses not linked by a conjunction or too closely related to be written as separate sentences. Use a semicolon between closely related sentences from which words have been omitted.

The Marine Corps faces a challenge; it could greatly benefit from a revision in its combat marksmanship training program.

The protestors were ready; it was time to begin the rally.

On Wednesday, we will discuss ground combat; on Friday, air support.

2. Use a semicolon between independent clauses that are long or contain commas themselves, even with a conjunction.

Like Grant, Eisenhower went on to renown in another war; but unlike Grant, Eisenhower did well in the Army even during peacetime.

3. Use a semicolon before adverbs and phrases used as transitions in a compound sentence. This includes *however, therefore, namely, that is, and for example.*

We tried to be careful; however, we suffered many losses.

The Martins, however, could not attend. (No semicolon is used in this sentence, because it is not a compound sentence.)

4. Use a semicolon to separate a series of complex items or items that contain punctuation marks.

The conference was attended by Lloyd Marks, Director of Public Relations; Rita Miller, Director of Personnel Management; and Gen Phillip Adams, the Executive Officer.

Nervously, he entered the room; anxiously, he waited for his cue; and awkwardly, he recited his lines.

5. Place the semicolon after the end quotation mark.

I heard you bought a "contemporary masterpiece"; I never expected it to be this beautiful.

PRACTICE EXERCISE:

Correct each of the following sentences by adding or deleting semicolons where needed. While some sentences may not require any changes, others may require more than one.

EXAMPLE:

Gate B will be open from 0530 to 1830, Gate C, 0530 to 1230.

Corrected:

Gate B will be open from 0530 to 1830; Gate C, 0530 to 1230.

1. The soldiers expected to sleep on the ship, however, when the storm hit, sleep became impossible.
2. I wasn't sure I believed Major Porter when he said, "Not one soldier was hurt in the drill;" for three privates missed dinner that evening, and two missed the trail run the next morning.
3. During the Vietnam War, few urban battles occurred, still fewer lasted long.
4. I stopped at the post office; mailed my bills; and bought a book of stamps.
5. War is destructive, peace, constructive.
6. Two officers have been chosen for the survival training course; namely; Lt L. Paterson and Lt J. Daniels.
7. High quality leaders are essential, rigorous training and iron discipline are part of every Marine's life.
8. Col Paul Anderson is on leave; but he came to work today for the board meeting.
9. Do you think we should have pizza and salad; sandwiches, chips, and dip; or barbecued hot dogs, hamburgers, and chicken?
10. You can buy a programmable scanner at Electronics Hut (located at the corner of Pilgrim Avenue and Main Street); they have the most reliable brands at the most reasonable prices.
11. Several volunteers helped make the project successful for example, Major Porter's financial planning kept us on our budget, and Mrs. Day's efficient office skills kept us on our schedule.
12. More people than were expected donated to the fund, therefore, another student will receive a scholarship.
13. In California, the temperature was 80 degrees, in Maryland, it was 57 degrees.

14. The blue team, also called the "Avengers," won the competition with a score of 195, the red team, or the "Fighters," came in second with a score of 180, and the white team, nicknamed the "New Guys," finished third with a score of 162.

TITLE: Colon

LESSON NUMBER: C4

INFORMATION:

The colon (:) indicates a break in continuity greater than a semicolon indicates, but less than a period indicates.

Use the colon to introduce and call attention to what follows.

Here are some rules and examples for the use of the colon.

1. Use a colon to introduce a list, summary, quotation, or final clause that explains or amplifies the preceding material. Use only one space after a colon.

Bring three items with you to the interview: your resume, your letters of reference, and your completed application.

Make sure everyone is aware of this regulation: visitors are not allowed on the base without a guest pass.

2. Use a colon in the following cases: between a title and a subtitle, between city of publication and publishing company in a bibliography, and in reference to scripture.

Writing Well: Punctuation

The Chicago Manual of Style. 13th ed. Chicago: University of Chicago Press, 1982.

Psalms 45:1, John 3:16

3. Do not use a colon to separate a verb from its object or complement. Do not use a colon to separate a preposition from its object.

Not: I brought: a cardigan.

But: I brought one thing: a cardigan.

Or: I brought a cardigan.

Not: The winners of the shooting contest are: Jeff, Alan, and Mark.

But: The winners of the shooting contest are as follows: Jeff, Alan, and Mark.

Or: The winners of the shooting contest are Jeff, Alan, and Mark.

Not: The briefing was about: censorship.

But: The briefing was about an interesting topic: censorship.

Or: The briefing was about censorship.

4. When introducing a list, place a colon after the introductory clause, unless the list itself completes the sentence. Capitalize the items of the list if a complete sentence introduces them, but not if the items complete the sentence that introduces them. Punctuate according to standard rules, using commas between items in a series and a period at the end of a complete sentence.

We chose to vacation in California for three reasons:

1. The weather is nice.
2. The beaches are beautiful.
3. Our travel agent got us an excellent deal on airfare.

(The introductory sentence is complete; each item is a complete sentence.)

We chose to vacation in California for three reasons:

1. Nice weather
2. Beautiful beaches
3. Cheap airplane tickets

(The introductory sentence is complete; each item is not a complete sentence.)

We chose to vacation in California because

1. the weather is nice,
2. the beaches are beautiful, and
3. our travel agent got us an excellent deal on airfare.

(The whole list makes up one complete sentence--each item is an item of the series.)

PRACTICE EXERCISE:

Part One: Using the Colon in Sentences

Correct each of the following sentences by adding or deleting colons and other punctuation marks as needed. Some sentences do not require correction.

EXAMPLE:

The tray has the following vegetables, carrots, celery, pickles, and radishes.

Corrected:

The tray has the following vegetables: carrots, celery, pickles, and radishes.

1. A wise person once shared a pearl of wisdom that is well-known today: "A penny saved is a penny earned."
2. Was his biography included in: Aces: World War I or Aces: World War II?
3. Two of your duties are: typing memos and filing reports.
4. Consider the following positions, comptroller, recruiting advisor, and administrative assistant.
5. Their joy was laced with fear, what if the terrible disease came back?
6. We've selected six officers: Capts Bill Murray, Leah Gold, Aaron Edwards, Roger Huff, Leo Clark, and Glen Anderson.
7. Consider this quote from Shakespeare. "To write and read comes by nature."
8. The sergeant wanted a particular kind of pencil the kind that does not show up on Xerox copies.

9. Please call: Lt N. Lewis, Lt D. Drane, and Cpl S. Parker.
10. Be sure to buy a copy of The Translator: French Version: before you visit France.
11. Life is like a blank jigsaw puzzle: you have a bunch of jumbled pieces and no picture to guide you as you put them together.

Part Two: Using the Colon in Lists

Punctuate the following lists. Capitalize letters where necessary.

1. Please run the following errands for me
 - a. mail these letters at the post office
 - b. pick up my uniform at the cleaners
 - c. get gas
 - d. buy some cough syrup
2. While preparing for the inspection, concentrate on
 - a. shining your shoes
 - b. pressing your uniform, and
 - c. polishing your belt buckle
3. Bring the following items with you to camp
 1. flashlight
 2. warm blanket
 3. extra socks
4. Be grateful for three things
 1. you already completed basic training
 2. you have a job
 3. you are healthy
5. For your car to be in top condition, it needs
 - a. its tires rotated
 - b. its oil changed, and
 - c. its brake pads replaced with new ones
6. I dislike only three foods
 1. squid
 2. anchovies
 3. escargot

TITLE: Apostrophe

LESSON NUMBER: C5

INFORMATION:

The apostrophe (') indicates the possessive case of nouns (including acronyms) and pronouns. It also marks omissions and contractions and forms some plurals.

Here are some rules and examples for the use of the apostrophe.

1. To indicate possession, add 's to singular nouns and acronyms, indefinite pronouns, and plural nouns that do not already end with s. To plural nouns that already end with s, add just an apostrophe.

a dog's leash

the rhinoceros's tail (Although *rhinoceros* ends with s, it is singular, so 's was added.)

the IG's uniform

anyone's opinion

women's watches (The plural noun *women* does not end in s, so 's was added.)

the recruits' bunks (The plural noun *recruits* ends in s, so just an apostrophe was added.)

2. For compound words, only the last word takes the apostrophe.

the commanding officer's orders

my father-in-law's boat

3. For individual ownership of individual items, both names take an apostrophe. For joint ownership of the same item, only the last owner's name takes the apostrophe.

Pat's and Angela's cars (Each owns a separate car.)

Pat and Angela's car (Both own the same car.)

4. Do not use the apostrophe with possessive pronouns, such as *his, hers, its, ours, yours, theirs, or whose*.

Not: That car is our's.

But: That car is ours.

5. Use an apostrophe to mark an omission in contractions and abbreviated numbers.

didn't, wasn't, he's, they're, she'd, there's

Class of '93

6. Use an apostrophe to form the plural of lowercase letters that stand alone and with capital letters where confusion might otherwise result.

Mind your p's and q's.

Joe got Ds on all his exams.

Ann got A's on both of her reports.

PRACTICE EXERCISE:

Correct each of the following sentences by adding or deleting apostrophes where needed. While some sentences may not require any changes, others may require more than one.

EXAMPLE:

I met Major Tanners wife at the Christmas party last week.

Corrected:

I met Major Tanner's wife at the Christmas party last week.

1. The builders replaced a children's playground with the new officers mess.
2. Did you go to Bill's and Lynette's party?
3. My boss's wife designs clothes for babies.
4. That table isnt your's, but I'll be happy to inform you when another table is ready.
5. Your letter has too many /s in it.
6. Sue's doctor's phone number is 555-0180.
7. They always hold the meeting in the Secretary of Defenses office.
8. The roar of the jet's always sets off someone's car alarm.
9. The Jackson's do not plan to move until the summer of 92.
10. Lt Rick Jones's perfect attendance record gave him an edge over the other candidates.
11. Its not easy to put the apostrophe in its place.

TITLE: Dash

LESSON NUMBER: C6

INFORMATION:

Two main types of dashes are used in writing--the em dash and the en dash. The em dash, known simply as "the dash," is used in writing to mark sudden breaks in thought and abrupt changes in sentence structure. In typewritten work, the dash consists of two hyphens with no spaces before, between, or after them (--). In handwriting, the dash is an unbroken line about the length of two hyphens.

The en dash, or hyphen, is used in the absence of the word *to* when denoting continuous numbers or periods of time. It is indicated by a single hyphen with no spaces before or after it (-).

Use dashes sparingly and not as a substitute for commas, semicolons, or end marks.

Here are some rules and examples for the use of the dash.

1. Use a dash to mark a break in thought. If the break occurs in the center of the sentence, use dashes *before and after* the break. Do not substitute a comma, semicolon, colon, or period for the second dash.

I left the key on the--no, under the doormat.
I don't think--well, maybe--no, I better not.

2. Use a dash to set off a word or phrase for emphasis or clarity. If the emphasized word or phrase falls in the center of the sentence, use dashes *before and after* the word or phrase.

He received what he asked for--nothing.
The report should be--no, will be--completed by the end of the month.

3. Use the dash to set off an introductory series.

Pilots, navigators, and instructors--all must attend the safety class.

4. Use the en dash, or hyphen, to indicate continuing or inclusive numbers--dates, time, and reference numbers.

1989-90
October-November 1955
1000-1630
pages 119-135
chapters 1-4

PRACTICE EXERCISE:

Correct each of the following sentences by adding or deleting dashes and other marks where needed. While some sentences may not require any changes, others may require more than one.

EXAMPLE:

That makes no sense to, oh, I see.

Corrected:

That makes no sense to--oh, I see.

1. Geometry--calculus--and physics--these are the required classes for the new program.
2. Every Christmas, Dad gives me the same thing--almonds.
3. We can have turkey--well, I'd prefer ham.
4. All officers, enlisted Marines, too, did a great job.
5. A brief explanation of that problem can be found in the manual, pages 336--341.
6. Will you be joining us for dinner--
7. My son--the Marine recruiter, is looking forward to retirement.
8. Fighters, tankers, helicopters-Gen Pat Browning has flown them all.
9. One day last week; Monday, I think, we ate lunch together.
10. You will be bused -- no, flown -- to Camp Lejeune.
11. The most prosperous period in our club's history was 1979--1981.
12. The west gate is closed today--even to base residents--.

UNIT I
PUNCTUATION LESSONS C1-C6

PROGRESS TEST:

This exam will test your progress in applying the rules of punctuation. Imagine that this essay was written by a Marine Corps Warrant Officer and is going to be used as a recruiting device to attract high school students to the Marine Corps. Your job is to correct any punctuation errors you find in this essay by using what you have learned in Lessons C1 through C6.

I am a junior in high school. My guidance counselor has recommended that I begin to think about my future. The choices seem endless but I think I have narrowed it down to three. I can apply for college and pray for a scholarship; I can try to get a job; or I can enlist in the Marines.

I would like to go to a prestigious college, and study electrical engineering but, I cant afford to right now. Unfortunately the local community college doesn't offer any courses I consider challenging: especially not in engineering. My brother--he's the smart one in the family, is already in college, and he said, "Tom - you should get some experience before you attempt college". College, according to my brother is harder than I think; and I wouldnt' be able to do the work. (I'm not very disciplined when it comes to schoolwork therefore, I make mostly C's).

Where would I be able to get a job? I'd like to do something worthwhile, such as: develop energy-saving electrical devices; or fix broken equipment for the gas and electric company. I couldn't get those jobs, I have no experience. Well, I guess I could work at the local burger joint. I could, flip hamburgers, make milkshakes, and, mop floors. However I wouldnt be able to pay rent with a job like that, and you know what that means, living at Moms and Dads house.

The last and obviously best, alternative for me is to join the Marines. As a Marine; I can develop the skills I already possess (shooting, for one.) and acquire new ones. (such as discipline) I can save my money, and go to college later. I can also gain practical work experience and, make a lot of friends. The benefits of being a Marine seem as endless as the choices that faced me before I made this decision.

I found the address of the Marine Corps recruiter. It is 9650 Park Blvd. Ste 2-31, Elyria OH, 44035. I am going to call him (Sgt. Pete McCannis) at 555-9000 to find out when I can meet with him. I can't wait to. . . meet the recruiter.

Unit I

For the 1985--86 school year: early enlistment is available for the class of 87, so visit your local Marine Corps recruiter soon. Brothers, sisters, friends, bring them with you to your information meeting. If you are younger than 17 one parent must attend the processing interview with you; and both of your parent's signatures are required on your contract.

TITLE: Confusing Words**LESSON NUMBER: D1****INFORMATION:**

The next six lessons will cover diction. Diction refers to matters of style based on the choice of words and their arrangement. Effective writing involves choosing words that are accurate and exact.

Similar sounding words are easy to confuse and misspell. Words that have similar meaning are also easy to confuse. If you are unsure of the meaning of the word you want to use, consult a dictionary.

Here are some rules and examples for correcting words that might be confused with other similar words.

1. Avoid confusing possessive pronouns with contractions.

its, it's

Its is a possessive pronoun. (The storm lost *its* punch.)

It's is a contraction of *it is* or *it has*. (*It's* going to rain.) (*It's* been fun.)

their, they're

Their is the possessive of they. (They are ready to eat *their* lunches.)

They're is a contraction of they are. (*They're* ready to eat their lunches.)

whose, who's

Whose is the possessive of who. (*Whose* boots are these?)

Who's is a contraction of who is. (*Who's* ready to leave?)

your, you're

Your is the possessive of you. (*Your* car is ready.)

You're is a contraction of you are. (*You're* looking refreshed today.)

2. Avoid confusing words that have similar but different meanings.

lay, lie

Lay means to put or place something. (*Lay* the book on the table.)

Lie means to recline. (When she gets home, she will *lie* down.)

(This can be confusing because the past tense of *lie* is *lay*.)

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>	<u>Present Participle</u>
<i>lay</i>	<i>laid</i>	<i>laid</i>	<i>laying</i>
<i>lie</i>	<i>lay</i>	<i>lain</i>	<i>lying</i>

Examples for lay:Present: (*Lay* the socks in the drawer.)Past: (He *laid* the socks in the drawer.)Past Participle: (He had *laid* the socks in the drawer.)Present Participle: (He was *laying* the socks in the drawer.)Examples for lie:Present: (If she is tired, she should *lie* down.)Past: (Since she was tired, she *lay* down.)Past Participle: (Since she was tired, she had *lain* down.)Present Participle: (Since she was tired, she was *lying* down.)**fewer, less***Fewer* (used with plural nouns) applies to number. (*Fewer* cars are on the road today.)*Less* (used with singular nouns) applies to amount. (*Fewer* cars mean *less* traffic.)3. Avoid confusing words having similar sounds, but different meanings.**affect, effect***Affect*, usually a verb, means "to influence." (The moon *affects* the tides.)*Effect*, usually a noun, means "result of a cause." (The high tides were the *effect* of the full moon.)*Effect*, when used as a verb, means "to produce." (Chemotherapy *effected* a remission of her cancer.)**their, there***Their* is the possessive of they. (*Their* rifles need cleaning.)*There* is an adverb meaning in or at that place. (*There* goes the bus.)**PRACTICE EXERCISE:**

Correct the following sentences by changing the confusing words to the proper words. Some sentences do not require correction.

EXAMPLE:

In the fog of battle, their was some confusion.

Corrected:

In the fog of battle, *there* was some confusion.

1. Its always necessary to have a backup plan.
2. Less people will be taking vacations this year.
3. Who's going to watch the fireworks on the Fourth of July?
4. Some lobbyists try to effect how members of Congress will vote.
5. Intelligence revealed that the enemy had laid land mines.
6. The Marines moved forward to there next site.
7. Your sure you heard the message correctly?
8. Whose going to volunteer first?
9. The room was so crowded that there was no place to lay down.
10. The Marine Corps takes care of it's own.
11. The members of the tank battalion indicated that their all ready to move ahead.
12. Make an inventory of you're assets.
13. Improved training has resulted in fewer accidents.
14. The affect of the rain has to be taken into consideration too.

TITLE: Redundancy

LESSON TITLE: D2

INFORMATION:

Redundancy refers to the needless repetition of an idea or word. Avoid using two words to convey an idea when one will do.

Here are some rules and examples for correcting redundancy.

1. Avoid using different words to say the same thing.

Not: When she lost her husband, she became a *widow woman*.

But: When she lost her husband, she became a *widow*.

Here are some other examples.

Redundant

brown-colored shoe

sweet-tasting candy

square-shaped box

Concise

brown shoe

sweet candy

square box

2. Avoid using a double subject (subject + subject pronoun).

Not: My *father he* was a Marine.

But: My *father* was a Marine.

3. Avoid using a double comparison.

Not: This test is *more easier than* the last one.

But: This test is *easier than* the last one.

4. Avoid using a double negative.

Not: I *can't hardly* wait to start the tactics lesson.

But: I *can hardly* wait to start the tactics lesson.

PRACTICE EXERCISE:

Part One

Strike out the redundancies in the sentences that contain them. Not all sentences require corrections.

EXAMPLE:

After you complete your mission, return back to your platoon.

Corrected:

After you complete your mission, return ~~back~~ to your platoon.

1. Continue on following General John A. Lejeune's guidance.
2. My sister she wants to be a pilot.
3. Because of the fog, I can't barely see.
4. We hit the selected targets with great accuracy.
5. Mobility in a sandy area is more easier for the SP howitzer than the M198.
6. A CH-53 can connect up with a KC-130 tanker to refuel.

Part Two

Compare the following sentence pairs and circle the letter of the sentence that communicates more effectively.

1. a. At this rate, we won't never get there.
b. At this rate, we won't ever get there.
2. a. Marine officer training is a cradle-to-grave process.
b. Marine officer training it is a cradle-to-grave process.
3. a. The meeting will be held at 1900 at night.
b. The meeting will be held at 1900.
4. a. The CH-46 helicopter is smaller than the CH-53.
b. The CH-46 helicopter is more smaller than the CH-53.

5.
 - a. In my opinion, tactical excellence is more important than technical performance.
 - b. In my opinion, I think tactical excellence is more important than technical performance.

6.
 - a. It is a true fact that safety is a concern for every Marine.
 - b. It is a fact that safety is a concern for every Marine.

TITLE: Wordiness

LESSON NUMBER: D3

INFORMATION:

Wordiness refers to using more words than necessary to convey meaning. Effective writing consists of sentences without unnecessary words. Although wordiness is not as serious an error as redundancy, it should be avoided.

Here are some rules and examples for correcting wordiness.

1. Omit words that do not add to the meaning.

Wordy: In order to serve you better, we will offer direct phone access.

Concise: To serve you better, we will offer direct phone access.

Wordy: The Basic School is located in the state of Virginia.

Concise: The Basic School is located in Virginia.

2. Use one word to convey meaning rather than two.

Wordy: Thank you for your help and support last week.

Concise: Thank you for your help last week.

3. Avoid using phrases containing "the -tion of" and "the -ment of." Words ending in -ion and -ment are verbs turned into nouns. Whenever possible, change these nouns to verb forms that begin with "to" or end with "-ing."

Wordy: Use your teaching experience *for the consideration of* what lessons to teach.

Concise: Use your teaching experience *to consider* what lessons to teach.

Wordy: *In the accomplishment of* our mission, *the effective utilization of time* is essential.

Concise: *To accomplish* our mission, *using time effectively* is essential.

4. Do not needlessly repeat words.

Wordy: It was a blow *to* the candidate *to* lose *to* his opponent.

Concise: Losing to his opponent was a blow to the candidate.

PRACTICE EXERCISE:

Part One

The following sentences are unnecessarily wordy. Rewrite the sentences to omit wordiness.

EXAMPLE:

We are on alert due to the fact that there have been terrorist threats.

Corrected:

We are on alert *because* there have been terrorist threats.

1. In the event that it rains, we will reschedule the ceremony.
2. We will modify and adjust our targets after we assess the battle damage report.
3. Use these guidelines for the preparation of your bulletin.
4. Because of her cold, she was sneezing, was coughing, and was blowing her nose.
5. The advisor recommended the collection of relevant books and the establishment of a library.

Part Two

Compare the following sentence pairs and circle the letter of the sentence that communicates more effectively.

1. a. Though we were outnumbered, we defeated the enemy.
b. In spite of the fact that we were outnumbered, we defeated the enemy.
2. a. Whether we should advance or remain needs to be addressed.
b. The question as to whether we should advance or remain needs to be addressed.
3. a. There are guidelines for reducing and decreasing pollution.
b. There are guidelines for reducing pollution.
4. a. After examining your report, we agree with your recommendation.
b. After the examination of your report, we agree with your recommendation.
5. a. We have a requirement for fresh water.
b. We need fresh water.

6. a. This order was prepared according to the established standards and criteria.
b. This order was prepared according to the established standards.

7. a. While hovering, the Harrier is controlled in roll, pitch, and yaw.
b. While hovering, the Harrier is controlled in roll, in pitch, and in yaw.

8. a. He was born in Texas.
b. He was born in the state of Texas.

TITLE: Omitting Necessary Words**LESSON NUMBER: D4****INFORMATION:**

Do not omit words that are necessary for the meaning of a sentence.

Sometimes these omissions result from how we speak. When speaking, we might say, "You better do your homework!" When writing, we should write, "You *had* better do your homework!" Do not leave out the verb.

Proofread your writing carefully to avoid omitting necessary words.

Here are some rules and examples for correcting omission of necessary words.

1. Do not omit necessary conjunctions.

Incomplete: I reminded her we have an inspection tomorrow.

Complete: I reminded her *that* we have an inspection tomorrow.

2. Do not omit necessary prepositions. When using two verbs that require different prepositions, do not leave out the first preposition.

Incomplete: His remarks neither contributed nor detracted from the discussion.

Complete: His remarks neither contributed *to* nor detracted from the discussion.

3. Do not omit necessary verbs. When using two verbs that require different tenses, do not leave out the first verb.

Incomplete: She has not and probably never will learn her lessor..

Complete: She has not *learned* and probably never will learn her lesson.

4. Do not omit necessary auxiliaries (a form of *be, have, or do* used with a verb).

Incomplete: Since I been in the Marines, my outlook has changed.

Complete: Since I *have* been in the Marines, my outlook has changed.

5. Do not omit words necessary for comparisons.

Incomplete: Blue whales are larger than any animal. (This implies that blue whales are larger than themselves.)

Complete: Blue whales are larger than any *other* animal.

Incomplete: The carpenter did a better job on our house. (Better than what?)

Complete: The carpenter did a better job on our house *than he did on theirs*.

PRACTICE EXERCISE:

Correct the following sentences by adding omitted words where necessary. Not all sentences require corrections.

EXAMPLE:

She planned on leaving then decided to stay.

Corrected:

She planned on leaving *and* then decided to stay.

1. What type aircraft is that?
2. They been trying to cross that bridge all day.
3. He was lost, but he would not ask or listen to any directions.
4. The soldiers had occupied the building were still there.
5. Some lessons are harder to learn.
6. Sam's weight is less than his wife.
7. I have always and will always like to exercise.
8. The four billets in the maintenance section have been filled.
9. Rain here is as scarce as the desert.
10. That rule never has and never will be enforced.
11. Frank is short.
12. You better talk to the admiral before the briefing.

TITLE: Concrete Words

LESSON NUMBER: D5

INFORMATION:

Use concrete words that have specific meaning rather than vague words that have general meaning.

Vague: The *aircraft* is on the runway.

Concrete: The *jet* is on the runway.

More Concrete: The *F-4 Phantom* is on the runway.

Using concrete words adds precision to your writing, thereby decreasing ambiguity for your reader.

Here are some rules and examples for making abstract words concrete.

1. Use concrete words that describe exactly who, what, when, where, and why.

Vague: The *airplane* carried *ammunition*.

Concrete: The *Harrier AV-8b* carried a load of *Mk82 570-pound bombs*.

2. Avoid the use of expressions such as *it is* and *there are*. *It* or *there* followed by a form of *to be* makes the entire sentence vague by placing the true subject later in the sentence.

Vague: *It is* requested that all badges be returned upon leaving.

Concrete: *We* request that all badges be returned upon leaving.

Vague: *There are* three alternatives offered in the report.

Concrete: The report offers three alternatives.

PRACTICE EXERCISE:

Replace the vague words in the following sentences with concrete words. Not all sentences require corrections.

EXAMPLE:

We plan on leaving sometime in the morning.

Corrected:

We plan on leaving *at 0700*.

1. The land navigation section has many lessons.

2. It is our opinion that the quality of the program has improved.
3. Several players from a football team are on the field during a game.
4. There was no requirement in the directive that prevented such host-tenant agreements.
5. Your zone of action is 1000 meters wide.
6. Our solar system consists of a handful of planets.
7. It is our goal to ensure that everyone has opportunities for training.
8. Submit your detailed lesson outline on terrain analysis by 1200 on Friday, 6 March.
9. There are books about the Persian Gulf War available
10. The United States of America has many states.
11. The Yom Kippur War started at 1400 on 6 October 1973.
12. It is a pleasure for me to see your progress.

TITLE: Word Choice

LESSON NUMBER: D6

INFORMATION:

Use simple words and phrases, instead of complex ones, to convey meaning.

Sometimes people use complex words in their writing to impress the reader. More often than not, the reader is not fooled. Use the simple word *start* instead of *commence*. Here are some other examples

<u>Instead of</u>	<u>Try</u>
adjacent to	next to
assist, assistance	help, aid
has a requirement for	needs, requires
implement	start, carry out
in accordance with	by, following, under
in order to	to
in the amount of	for
in the event that	if
prior to	before
promulgate	issue, publish
this activity, this command	we, us
utilize, utilization	use

The verb is the most important word in a sentence because it expresses a state or an action. Do not smother verbs by connecting other forms of the word to general verbs such as *make* or *is*. Using general verbs weakens writing by requiring extra words to complete the meaning. Use the verb *applies* instead of *is applicable to*. Use the verb *decide* instead of *make a decision*.

Here are some rules and examples for making words and phrases simpler.

1. Use simple words to convey meaning.

Complex: In primary flight training, you will *utilize* a T-34C single turboprop.

Simple: In primary flight training, you will *use* a T-34C single turboprop.

Complex: We have a *requirement* for your *assistance*.

Simple: We *need* your *help*.

2. Avoid smothering verbs.

Complex: Enclosure (1) *makes reference* to correspondence we have not received.

Simple: Enclosure (1) *refers* to correspondence we have not received.

Complex: Your success *is dependent upon* your hard work.

Simple: Your success *depends on* your hard work.

PRACTICE EXERCISE:

Part One

Replace the complex words in the following sentences with simple words and rewrite smothered verbs. Not all sentences will require corrections.

EXAMPLE:

Be sure to promulgate the order.

Corrected:

Be sure to *issue* the order.

1. The detailer makes the selection of the person who gets the billet.
2. The pilots utilized highly successful World War II Marine-developed, close air support tactics.
3. We must make provisions for the extra people.
4. The directive is applicable to all units.
5. The Navy Correspondence Manual shows various Marine letter formats.

Part Two

Compare the following sentence pairs and circle the letter of the sentence that communicates more effectively.

1. a. This publication provides guidance for all personnel who make use of the system.
b. This publication guides all personnel who use the system.
2. a. Be sure to utilize your time effectively.
b. Be sure to use your time effectively.
3. a. We will carry out the recommendations when we receive them.
b. We will implement the recommendations when we receive them.

4. a. The committee met to consider the proposal.
b. The committee held a meeting to give consideration to the proposal.

5. a. Offices having a requirement for this report should give a brief explanation of their uses for it.
b. Offices needing this report should briefly explain their uses for it.

6. a. The P DQ is adjacent to the mess hall
b. The BOQ is next to the mess hall.

7. a. She wrote a check for \$50.
b. She wrote a check in the amount of \$50.

UNIT I
DICTION LESSONS D1-D6

PROGRESS TEST:

This exam will test your progress in applying the rules of diction. The sentences below contain the following errors and matters of style in diction: confusing words, redundancy, wordiness, omitting necessary words, concrete words, and word choice. In Part One, you will identify errors and correct them. In Part Two, you will compare two sentences and identify the one that communicates more effectively.

Part One

The following sentences may contain errors in diction. Identify the errors and rewrite the sentences using what you have learned in Lessons D1 through D6.

1. Its in the best interest of a country to have it's borders secure.
2. I been interested in airplanes since I was a child.
3. It snowed so hard that we could not hardly see.
4. There was a lot of smoke that made navigation difficult.
5. My sister she likes to go sailing.
6. A grapefruit is bigger.
7. Altering the missile's weight effected its flight profile.
8. He has never given nor taken from charities.
9. It is important to provide instruction to subordinates.
10. The enemy launched its attack at 0500 in the morning.
11. Less money means less purchases.
12. Training in extreme climates is more harder than in moderate ones.
13. You better perform your preflight checks.

14. We have never nor will we ever retreat.
15. Who's job is it to wash the van?
16. They had never seen that type jet before.
17. Their prepared to march when the order is given.

Part Two

Compare the following sentence pairs and circle the letter of the sentence that communicates more effectively.

1. a. In the event that you disagree with your official military personnel file, contact the Board for Correction of Naval Records.
b. If you disagree with your official military personnel file, contact the Board for Correction of Naval Records.
2. a. You're ability to decide rests on intellect and experience.
b. Your ability to decide rests on intellect and experience.
3. a. The Marine Corps is working toward full use of the aviation combat element.
b. The Marine Corps is working toward full utilization of the aviation combat element.
4. a. A 25-mile combat endurance march is difficult but necessary for physical conditioning.
b. A 25-mile combat endurance march is difficult, but it is necessary for physical conditioning.
5. a. In darkness, they used there night vision goggles.
b. In darkness, they used their night vision goggles.
6. a. Ripe lemons are yellow.
b. Ripe lemons are yellow in color.
7. a. Smith runs faster than any other member of the battalion.
b. Smith runs faster than any member of the battalion.

8. a. Since the heater broke, she been cold.
b. Since the heater broke, she has been cold.
9. a. The recent storm brought rain, sleet, and snow.
b. The recent storm brought rain, brought sleet, and brought snow.
10. a. Marine Corps companies continue to make a provision for security at naval installations that require them.
b. Marine Corps companies continue to provide security at naval installations that require them.
11. a. Once we pass a certain point, we can never go back.
b. Once we pass a certain point, we can't never go back.
12. a. One pound consists of 16 ounces.
b. One pound consists of quite a few ounces.
13. a. Driving forward is easier than driving backward.
b. Driving forward is more easier than driving backward.
14. a. Marines need to meet certain physical conditioning standards and criteria.
b. Marines need to meet certain physical conditioning standards.
15. a. On hot summer days, my dog he loves swimming in the lake.
b. On hot summer days, my dog loves swimming in the lake.
16. a. When you finish cleaning your rifle, lay it down on the table.
b. When you finish cleaning your rifle, lie it down on the table.
17. a. In Aviation Indoctrination, you had better be prepared to study a lot.
b. In Aviation Indoctrination, you better be prepared to study a lot.
18. a. We are looking forward to the settlement of this dispute.
b. We are looking forward to settling this dispute.

- 19. a. She has always been and will always be a team player.
- b. She has always and will always be a team player.

- 20. a. There are worthwhile lessons to be learned from Southwest Asia
- b. We can learn worthwhile lessons from Southwest Asia.

TITLE: Active Voice

LESSON NUMBER: E1

INFORMATION:

Using the active voice to express your thoughts produces simpler, stronger, more direct writing than using the passive voice. It also conveys greater force, speed, and liveliness.

In the active voice, the subject performs the action on an object in this basic format:

ACTOR . . . ACTION . . . OBJECT.

An example of an active sentence is *Joan saw the play.*

In the passive voice, the subject receives the action in this basic format:

ACTION . . . FORM OF "TO BE" . . . ACTOR.

An example of a passive sentence is *The play was seen by Joan.*

To determine whether a sentence is active or passive, see if the subject is doing, will do, or has done the action stated by the verb. If so, the sentence is active. If not, the sentence is passive.

The active voice creates powerful, effective writing. The passive voice often creates weak, clumsy writing. Use the active voice whenever you can, and your writing will be clear, concise, and pleasant to read.

Here are some rules and examples for using the active and passive voices in your writing.

1. Use the active voice to create powerful, effective writing.

Clouded: Our office is in receipt of your application.

Effective: We received your application.

2. Beginning a sentence with *There are* or *It is* creates passive writing. Instead, use concrete subjects and objects.

Clouded: There is a man in my apartment complex who sells guns for a living.

Effective: A man in my apartment complex sells guns for a living. (Simply take out *There is* and *who*, and the sentence is active.)

3. Use the passive voice to emphasize the action rather than the actor.

Sergeant Connors was chosen for the position from a large group of qualified candidates. (Emphasizes that Sergeant Connors was chosen over the other candidates.)

Form 44 must be completed by your employer. (Emphasizes that form 44 is the particular form that your employer must complete.)

4. When the actor is obvious, you can use the passive voice.

Passive: The president was reelected.

Active: The voters reelected the president. (This active sentence is also correct.)

5. When the actor is unimportant or unknown, you can use the passive voice.

Passive: The shipment will be delivered this afternoon.

Active: A delivery person will deliver the shipment this afternoon. (This active sentence is also correct.)

Passive: The threatening letter was typewritten.

Active: Whoever wrote the threatening letter used a typewriter. (This active sentence is also correct.)

PRACTICE EXERCISE:

Part One

Revise the following sentences to make them active.

EXAMPLE:

The car was driven by Tom.

Corrected:

Tom drove the car.

1. The source of the problem has been discovered by the maintenance crew.
2. There is a radio station in California that gives away \$100,000 every day.
3. The briefing was attended by all reconnaissance pilots in this squadron.
4. Your leave was approved by the XO yesterday.
5. Your visitor's pass may be picked up at the front desk.
6. There were thousands of spectators at the air show Saturday.

Part Two

For each pair of sentences, circle the letter of the sentence which communicates more effectively. If both sentences are equally effective, circle the letter of the sentence which is active.

1. a. Something new was learned by everyone.
b. Everyone learned something new.
2. a. The mail was delivered at noon.
b. The mail carrier delivered the mail at noon.
3. a. It has been suggested that we break for lunch.
b. Shall we break for lunch?
4. a. Her appendix was removed in emergency surgery.
b. A surgeon removed her appendix in emergency surgery.
5. a. Technicians tested the new weapons system.
b. The new weapons system was tested by technicians.
6. a. It has been brought to my attention that Lieutenant Allen suggested an alternate plan.
b. Lieutenant Allen suggested an alternate plan.
7. a. A pilot spotted one MiG in Canadian air space.
b. One MiG was spotted in Canadian air space by a pilot.
8. a. We rescheduled the party for next Friday.
b. The party has been rescheduled for next Friday.
9. a. Care for dependents is provided at the on-base clinic.
b. The on-base clinic provides dependent care.
10. a. It was decided by the division chief that more decisions should be made by the branch heads.
b. The division chief decided that the branch heads should make more decisions.

TITLE: Misplaced Parts and Dangling Modifiers**LESSON NUMBER: E2****INFORMATION:**

A misplaced part is a modifier whose position in a sentence causes an ambiguous meaning. For example, in the sentence, *I want a cold glass of water*, *cold* is a misplaced part that modifies *glass* rather than *water*. Avoid this problem by keeping related words together and in the order that best conveys the intended meaning. Corrected, the example above would be *I want a glass of cold water*.

A dangling modifier is not close enough to the word or phrase it modifies, or the word or phrase it modifies has been left out of the sentence. Consider the sentence, *In my uniform, my mother thinks I look terrific*. *In my uniform* is a dangling modifier, modifying *mother*, which is not the writer's intent. Avoid this problem by arranging words in the sentence so that the modifier clearly refers to a part of the sentence. Add words, if necessary, to clarify the meaning. Corrected, the example above would be *When I'm in my uniform, my mother thinks I look terrific*.

Here are some rules and examples for correcting misplaced parts and dangling modifiers.

1. Place modifying phrases as close as possible to the words they modify.

The lawyer decided to take the case after a short vacation. (*After a short vacation* is misplaced.)

Could mean: The lawyer decided to wait until after a short vacation to take the case.

Or: After returning from a short vacation, the lawyer decided to take the case.

Better: Use the alternative that conveys your intended meaning.

2. Place single adjectives and adverbs, such as *almost, only, just, even, hardly, nearly, and merely*, immediately before the words they modify.

The explosion only injured two Marines. (*Only* is misplaced.)

Could mean: Only two Marines were injured by the explosion.

Or: Two of the Marines were only injured by the explosion. (Others were killed.)

Better: The explosion injured only two Marines.

The admiral ordered a hot cup of coffee. (*Hot* is misplaced.)

Could mean: The admiral wanted hot coffee in a cup.

Or: The admiral wanted coffee in a hot cup.

Better: The admiral ordered a cup of hot coffee.

3. Avoid placing modifiers where they could refer to either the preceding or following word.

The way I spoke clearly impressed him. (*Clearly* is misplaced.)

Could mean: He was impressed by my *clear speaking*.

Or: He was *clearly impressed* by the way I spoke.

Better: My clear speaking impressed him.

4. To avoid creating a dangling modifier in an introductory phrase, be sure the modifying phrase refers to the subject of the main clause.

To apply for the program, Sergeant Finley will review your Form 52. (This means Sergeant Finley is applying for the program.)

Better:

To apply for the program, *you* must have Sergeant Finley review your Form 52. (You are applying for the program.)

5. Eliminate a dangling modifier by changing the modifier into a clause that has a subject of its own.

After advancing into occupied territory, hunger slowed us down. (This means hunger advanced into occupied territory.)

Better:

After *we* advanced into occupied territory, hunger slowed us down. (We advanced into occupied territory.)

PRACTICE EXERCISE:

Correct any misplaced parts or dangling modifiers in the following sentences. Not all sentences will require corrections.

EXAMPLE:

I'd like a salted bag of peanuts.

Corrected:

I'd like a bag of salted peanuts.

1. Even as a little girl, my father hoped I'd become a Marine.
2. I'm watching my weight, so just give me a small piece of cake.
3. Our ship is in port, which had been damaged during the storm.
4. To be considered for the team, you must complete a difficult series of training exercises.

Unit I

5. Using a new computer program, Lance created visual aids for the briefing.
6. We were ordered this morning to advance.
7. While serving in the Middle East, the lieutenant's son started kindergarten.
8. If your bullet even hits the perimeter of the target, you will qualify for the badge.
9. We talked about the M1A1 in the plane.
10. Upon arriving in Uganda, our African hosts greeted us.
11. Testing new technologies seriously requires a time commitment.
12. Margaret teaches gymnastics to a group of young children.

TITLE: Parallelism

LESSON NUMBER: E3

INFORMATION:

Using parallel construction in your writing makes sentences flow more smoothly and emphasizes the relationship between words and phrases. Sentences, clauses, phrases, and words are constructed in a parallel form when they are of equal grammatical form and logical importance. Unnecessary shifts in form create writing that is not parallel and is difficult to read. Remember to express similar ideas in similar form.

In this simple example, two elements are parallel, but one is not. Can you identify where the shift occurred?

Major Travis runs, swims, and will row.

The first two elements in the series are in the present tense, but the last is in the future tense. A clearer way to express this sentence is

Major Travis runs,
swims,
and rows.

Each element is parallel to each of the other elements in the sentence. This method of lining up words or phrases to check for parallelism can help you determine if your writing is constructed in a parallel form, which is also called *balanced*.

Here are some rules and examples for using parallelism in your writing.

1. Balance words and phrases.

Unbalanced: I felt tired and like I was going to faint.

Balanced: I felt tired
and faint.

Unbalanced: We chose Jim because of his experience and he is enthusiastic.

Balanced: We chose Jim because he is experienced
and enthusiastic.

OR

We chose Jim because of his experience
and enthusiasm.

2. Balance clauses.

Unbalanced: Parts of the area are highly developed; total wilderness is found in other parts.

Balanced: Parts of the area are highly developed;
other parts are total wilderness.

3. Balance sentences.

Unbalanced: If your leadership style is flexible, you will be effective. If people can predict the way you lead, you will be ineffective.

Balanced: If your leadership style is flexible, you will be effective.
If your leadership style is predictable, you will be ineffective.

4. Balance words, phrases, and clauses used with correlatives such as both . . . and; either . . . or; neither . . . nor; not only . . . but also; and whether . . . or.

Unbalanced: Either I complete this project on time or my reputation will be destroyed.

Balanced: Either I complete this project on time
or I destroy my reputation.

Unbalanced: Both in uniform and when you are not wearing your uniform, behave in a manner consistent with military standards.

Balanced: Both in uniform
and out of uniform,
behave in a manner consistent with military standards.

5. Balance all items in a list of instructions.

Unbalanced: When writing a list of instructions, do the following:

1. Think of all the items you want to include in your list of instructions.
2. A logical order should be established.
3. Use similar form to write your list of items.

Balanced: When writing a list of instructions, do the following:

1. Think of all the items you want to include in your list of instructions.
2. Establish a logical order.
3. Use similar form to write your list of items.

6. To clarify an unclear parallel construction, repeat introductory words or phrases.

Unbalanced: My lunch consists of an apple, sandwich, and bag of cookies.

Balanced: My lunch consists of an apple
a sandwich
and a bag of cookies.

Unbalanced: Taking care of a dog is easier than a cat.

Balanced: Taking care of a dog
is easier than taking care of a cat.

PRACTICE EXERCISE:Part One

The following sentences may or may not contain errors in parallelism. Revise the incorrectly written sentences using parallel form to express parallel ideas. You may find it helpful to line up sentence elements to check for parallelism. While some sentences may require more than one change, others may require no changes.

EXAMPLE:

Whether male or if you are female, you are required to take this test.

Corrected:

Whether male or female, you are required to take this test.

1. We prepared for the physical fitness test by running, doing push-ups, and stretched.
2. Prevent battle fatigue by drinking plenty of water and rest enough.
3. We went to the Air Museum to see vintage airplanes and the Automobile Museum to see old cars.
4. When I run, my shins hurt. When I dance, it hurts my knees.
5. Neither rain nor snowing will prevent us from completing this operation.
6. An attack is aimed at the enemy's vulnerability; an assault is aimed at the enemy's unavoidable strength.
7. Believe in your training, in your equipment, your leader, and yourself.
8. Their adaptability and that they are versatile have been demonstrated by the Marines.
9. The Marine Corps should sponsor more events for family members. It should also sponsor more events for veterans.
10. The morning class teaches you leadership, and you will be taught military history in the afternoon class.
11. They asked me if I had spare change and could give them some.
12. Most of the Marines were enthusiastic and eager to fight, while others were nervous and afraid to fight.

Part Two

Make the following list of instructions parallel by making each instruction parallel to the others.

Before you go home each night, follow these security guidelines:

1. Remove all classified materials from unsecured areas.
2. Your computer must be turned off.
3. Closing and locking your office window is important.
4. Turn off the light in your office.
5. Closing and locking your office door is also important.
6. The lights in the hallway and bathroom should be turned off.
7. Close and lock the building door.
8. It is mandatory to double-check the building door to make sure it is locked.

TITLE: Shifts in Grammatical Structures**LESSON NUMBER:** E4**INFORMATION:**

Needless shifts in grammatical structure produce confusing sentences. Commonly, writers make unnecessary shifts in number (singular ↔ plural), tense (past ↔ present ↔ future), person (first ↔ second ↔ third), and voice (active ↔ passive). Choose the best way to convey your idea and remain consistent throughout the sentence or paragraph.

Here are some rules and examples for correcting unnecessary shifts in your writing.

1. Once you establish a word as singular or plural, keep it the same throughout the sentence. Make sure all references to the word agree with it in number.

Not: A recruit must go through basic training when they enlist in the Marine Corps. (*A recruit* is singular; *they* is plural.)

But: *Recruits* must go through basic training when they enlist in the Marine Corps.

2. Once you use a verb in the past, present, or future tense, keep it the same throughout the sentence. Make sure all references to the verb agree with it in tense.

Not: Each time I visit the capitol, I saw the Vietnam Memorial. (*Visit* is in the present tense; *saw* is in the past tense.)

But: Each time I visit the capitol, I *see* the Vietnam Memorial.

Or: Each time I *visited* the capitol, I saw the Vietnam Memorial.

3. Avoid a shift in person when referring to the same word.

Not: After one eats on a ship for six months, you learn to appreciate home cooking. (*One* is third person; *you* is second person.)

But: After one eats on a ship for six months, *one* learns to appreciate home cooking.

Or: After *you* eat on a ship for six months, you learn to appreciate home cooking.

4. Avoid using both the active and the passive voice in a single sentence. In a compound sentence, both sentence halves should be written in the same voice, preferably the active voice.

Not: I will make copies of the article and they will be distributed by Sgt Ed Berry. (The first clause is active; the second clause is passive.)

But: I will make copies of the article and Sgt Ed Berry will distribute them.

PRACTICE EXERCISE:

The following sentences may or may not contain unnecessary shifts in grammatical structure. Revise the incorrectly written sentences to make them more consistent.

EXAMPLE:

He comes to my office and told me about the ceremony.

Corrected:

He came to my office and told me about the ceremony.

1. This group of Marines know how to use the new weapons system.
2. My staff developed the outline, but the actual manuscript was written by the research staff.
3. If you want to succeed, one must be willing to work hard.
4. You will be eligible to vote when you turned 18.
5. The 1982 drill team is planning to invite this year's team to its reunion.
6. The Marines followed the original plan and their objective was met.
7. If Captain Parker wants to speak at the luncheon, have him contact Sergeant Tucker.
8. The Marine flew to San Diego and meets his ship two weeks late.
9. Someone left their flight cap in the bus.
10. While we are in the simulator, a person may feel weightless.

TITLE: Cumbersome Sentences

LESSON NUMBER: E5

INFORMATION:

Sentences packed with excess information are difficult to understand. Even with flawless grammar and punctuation, these cumbersome sentences are confusing and ineffective. Here is an example:

This sentence, which is correctly punctuated and, as you can see, very long, is an excellent example of a cumbersome sentence, one which contains too much extra information, much of which, if left out, would not change the meaning of the sentence and is, thus, unneeded.

This sentence is full of unneeded information. Did you find the sentence difficult to follow?

Many cumbersome sentences contain too much information. This excess information is typically inserted into one or more of the following places:

1. Between the subject and the verb
2. Between the verb and the object
3. Before the subject
4. At the end of the sentence

To avoid cumbersome sentences, simply avoid cramming extra information into these places. Begin a new sentence rather than create a confusing sentence. Of course, not all long sentences are cumbersome. Because an occasional long sentence can be effective, no rule for maximum sentence length has ever been established. As long as every sentence you write is clear and easy to understand, you should have no problems.

Here are some rules and examples to help you avoid creating cumbersome sentences.

1. Put separate ideas in separate sentences.

Cumbersome: Children may accompany their parents to the island as long as enough shelter is available, but if shelter is not available, they must stay in our care facilities for safety reasons.

Better: If shelter is available, children may accompany their parents to the island. If not, they must stay in our care facilities.

2. Use lists when you have several parallel ideas to convey.

Cumbersome: Before departure, you must, in this order, file an end-of-tour report, meet with the transportation officer to arrange for transportation, file your forwarding address, return your office key to the logistics office, and return your badge to the security office.

Better: Before departure, complete these steps in this order:

1. File an end-of-tour report.
2. Arrange for transportation with the transportation officer.
3. File your forwarding address.
4. Return your office key to logistics.
5. Return your badge to security.

3. Avoid unnecessary words. Condense long, wordy phrases into fewer words. (This is covered in more detail in Lesson D3.)

Cumbersome: Prior to being deployed, you will be required to fill out several forms, which are lengthy and detailed.

Better: Before deployment, you must fill out several lengthy, detailed forms.

PRACTICE EXERCISE:

Revise each of the following cumbersome sentences to make them easier to understand.

EXAMPLE:

We designed the training exercises to promote unity and teamwork and to test the physical endurance of all recruits, and after the recruits completed the exercises, we evaluated them individually and granted them their first free time.

Revised:

We designed the training exercises to promote unity and teamwork and to test the physical endurance of all recruits. After the recruits completed the exercises, we evaluated them individually and granted them their first free time.

1. Our mission is to plan for the deployment of special-operations-capable naval expeditionary forces for contingency requirements, counternarcotic operations, crisis response missions, and special security operations, and this may require that we utilize exercise participation and wargaming.

2. For my birthday, March 13, my parents are coming over to visit from Japan, which is where they are currently living because my father works at an automobile plant there while my mother takes care of children.

3. The prime function of the rifle company is to provide protection for antiarmor weapons, and so the rifle company forms a web of automatic weapons, capable of fire in all directions, that protects the antiarmor weapons.

4. In combat, all leaders must be aware of and able to understand the positive and negative effects of continuous operations on their soldiers and, with that information in mind, must make sure they do not add extra stress to a situation that is already stressful as it is.

5. On the first day, the class learns about such topics as observation techniques; vehicle and equipment recognition; size, activity, location, unit, time, equipment (SALUTE) reports; threat organizations; and world situation briefs.

6. If we are to continue with the same proposed course of action, which we obviously should, the school will need a bigger budget to accommodate the larger student body and the increased number of faculty members.

7. I don't like to waste time in that if I ask you what time it is, don't tell me how to build a clock, and if you don't know the answer to my question, say so and then go find the answer. Don't write on paper the answers to simple questions for me. Call the executive assistant with the answer or poke your head in the door, although you should write complex or drawn-out answers, particularly if there is a great deal of background information.

8. I can get more information if each of you gives me less, and the reason why is that in a week, about 110 staff actions show up in my box, but 70% of my time in the headquarters goes not to the in-box but to briefings. I could handle that dilemma, too--by listening to briefings and thinking about staff papers at the same time, which I don't.

TITLE: Positive Sentences

LESSON NUMBER: E6

INFORMATION:

Use a positive tone in your writing as much as possible. Positive writing is much more forceful than negative writing. Consider the following example:

Because you did not pass the physical examination, you are not eligible for this position.

Using a positive tone, you can make the example much less offensive, or even pleasant. Sometimes you need to add a sentence to make the meaning clear.

Only those who pass the physical examination are eligible for this position. Given the results of your physical examination, we recommend you seek an alternate position.

Negative words hint at crime and punishment. Try to avoid them, particularly when writing about sensitive issues. When feelings are involved, one negative sentence can make an enemy.

Here are some rules and examples for using a positive tone in your writing.

1. Watch for *not* and, if possible, restate the idea positively.

Negative: We have *not* received your response to our request for information.

Positive: We are waiting for your response to our request for information.

2. Avoid double negatives in the same sentence.

Double Negative: *Unqualified* Marines need *not* apply.

Positive: Only qualified Marines should apply.

Double Negative: Do *not* accept this position *unless* you are prepared to work hard.

Positive: Accept this position only if you are prepared to work hard.

3. Choose positive rather than negative words.

Replace:

Stop writing badly.
Opportunity is limited.
The cup is half empty.

With:

Start writing well.
Competition is keen.
The cup is half full.

PRACTICE EXERCISE:

Without changing their meanings, revise each of the following sentences to make them positive.

EXAMPLE:

I do not want to go to school today.

Revised:

I want to skip school today.

1. Since your parking request has not yet been approved, you are not allowed to use the private lot.
2. Do not leave this copier on over night because it does not have a sufficient cooling system.
3. By not using a standard reporting system, I have lost track of several documents.
4. Sandra cannot help you unless you have completed the questionnaire.
5. I do not support Major Loden's style of leadership as much as I support Major Alexander's.
6. You will not receive your recertification until you can perform all the required skills.
7. No one failed the test.
8. Unit commanders do not recommend for parachute training any person who is not qualified.
9. Do not discuss the incident report with any person who does not have a security clearance.
10. We do not intend to prohibit you from attending the seminar, but we cannot pay your travel expenses.
11. Women who do not have dependent children are not eligible for our program.

UNIT I
EFFECTIVE SENTENCES LESSONS E1-E6

PROGRESS TEST:

This exam will test your progress in writing effective sentences based on the concepts presented in Lessons E1 through E6. Follow the directions for each section of the exam.

Part One

In the following pairs of sentences, circle the letter of the sentence which communicates more effectively.

1. a. You must complete a medical history form before the treatment begins.
b. A medical history form must be completed before treatment is begun.
2. a. Testifying honestly against a friend is difficult to do.
b. Testifying against a friend honestly is difficult to do.
3. a. We try to make sure everyone has opportunities.
b. It is our goal to make sure there are opportunities for everyone.
4. a. In the past, we threw out newspaper with the garbage, but now it is saved for recycling.
b. In the past, we threw out newspaper with the garbage; now we save newspaper for recycling.
5. a. You only have four minutes to complete this portion of the test.
b. You have only four minutes to complete this portion of the test.
6. a. A parking permit may be purchased at the west gate.
b. Purchase a parking permit at the west gate.

Part Two

Without changing their meanings, revise the following sentences to make them more effective.

1. I will show you the VCR I want to buy after we work out.
2. A cat will purr when they are content.

Unit I

3. *If you qualify for the education upgrade program, you can go to college full-time for up to three years at our expense, but even if you do not qualify for the education upgrade program, you can go to college part-time for up to three years at our expense.*
4. Colonel Miller is not flexible about deadlines.
5. When I arrived at the gate, I will show my badge to the security officer.
6. To compete in the final competition, the judges must receive your entry by Friday.
7. His looks and that he is charming are not acceptable reasons to give him this position.
8. *In the event that ejection has been determined to be necessary, you will need to pull the release lever before doing so.*
9. One may feel dizzy at higher altitudes, since you may not get enough oxygen.
10. You may either return to work or we need your application for extended leave.
11. Do not fire unless fired upon.

POSTTEST FOR WRITING SKILLS

This test will determine how well you learned the material in the writing skills course at The Basic School. As in the pretest, the questions cover such topics as grammar, punctuation, capitalization, word usage, and effective and efficient communication.

In the following sentences, circle and correct any incorrect elements. Each sentence may contain one or more incorrect elements. Rewrite the sentence only if necessary. Leave correct elements of the sentence unchanged. If the sentence is correct, mark it with a C after the sentence.

Examples of corrected sentences:

1. According to the colonel, careful consideration of landing beach criteria made this strike a victory for the attacking forces.
2. We are revising our form letters to make them more readable. C
3. Your mission is to clear the woods to the north.

Correct the following sentences:

- _____ 1. On the videocassette recorder (VCR), the many buttons often confuse a VCR novice that are not clearly identified.
- _____ 2. My sister, the one with the green thumb, she can grow anything.
- _____ 3. Although he did not understand, he would not ask or listen to any clarification.
- _____ 4. Every student at the Basic Officer Course and the Infantry Officer Course are enrolled in a professional reading course.
- _____ 5. Having been an active duty Marine, the interviewer said I was qualified.
- _____ 6. We will discuss the concept of using air as a maneuver element on monday.
- _____ 7. I delivered the fitness report to maj M. Jones.
- _____ 8. Commitment to the Marine Corps is assumed for any candidate who completes OCS a commitment implies understanding of what one agrees to do.

- _____ 9. Since World War II, Japanese defense appropriations not spent on foreign conflicts, overseas bases, or strategic weapons.
- _____ 10. Since the acquisition of the light armored vehicle. The light armored infantry battalion has been assigned the screening mission.
- _____ 11. In the early eighties, having addressed long-standing shortfalls in strategic forces, the Reagan Administration began to focus on special operations forces.
- _____ 12. We decided to meet there at 2100 at night.
- _____ 13. The smoke in the air effected their ability to see.
- _____ 14. When she got off the roller coaster, she did not feel well. (She had eaten too much candy).
- _____ 15. Winter offers lots of activities, such as: skiing, sledding, and skating.
- _____ 16. A half of something can also be classified as fifty percent.
- _____ 17. You can return your test by mail or you can drop it off at my office.
- _____ 18. Ed's shoe size is smaller than his brother.
- _____ 19. Everybody passed the combat conditioning course except Carla and he.
- _____ 20. In the long run, it is easier to do what your supposed to do.
- _____ 21. Some of the traits of a good leader are: decisiveness, dependability, and enthusiasm.
- _____ 22. When they have spare time, Ann likes to swim, but Heather preferred to jog.
- _____ 23. In her history class, my daughter read the declaration of independence.
- _____ 24. Using an unmanned aerial vehicle for target acquisition is a concept who's time has come.

- _____ 25. The weatherman predicted that there's a strong chance of rain today.
- _____ 26. They will ask you to lay down after you give blood.
- _____ 27. Jack's distaste for Mark did not end until he left.
- _____ 28. She had a question, but she did not know whom to ask.
- _____ 29. Everybody who participated in the training are satisfied.
- _____ 30. My cousin made pancakes for her children with syrup on them.
- _____ 31. A tactical example, together with principles of warfare, are covered in the study of war.
- _____ 32. If a common thread exists among those considered to be military geniuses it is that they read at an early age.
- _____ 33. Before graduation, a recruit passes not only water survival but also combat conditioning.
- _____ 34. She always has and always will enjoy reading detective novels.
- _____ 35. After the class, the instructor spoke with one of the second lieutenants and me.
- _____ 36. Surprisingly, some of the POWs could speak English.
- _____ 37. After having read her new book Ann turned out the lights.
- _____ 38. Each woman ran through the obstacle course and then they ran through it again.
- _____ 39. If a person passes the physical fitness test, you are in good shape.
- _____ 40. The evaluation will determine the effects of the training.
- _____ 41. The American flag contains three colors, red, white, and blue.
- _____ 42. In 1990 according to a knowledgeable source 32 wars were in progress all over the world.

- _____ 43. After-action reports consisting of lessons learned helps us avoid mistakes.
- _____ 44. Hot dry nights are common in Texas.
- _____ 45. Wanting to keep up with the course, I spent more time studying.
- _____ 46. Some books on the gulf war were written before the end of the hostilities.
- _____ 47. The word processing software nearly costs \$300.
- _____ 48. The purpose of this test, is to determine how well you have learned.
- _____ 49. The ability to train a Marine capable of supporting and participation in riverine operations is critical.
- _____ 50. Unmanned aerial vehicles proved their usefulness in Southwest Asia, they can perform reconnaissance, surveillance, and battle damage assessment.
- _____ 51. Wanting to finish high school, my dad promised to buy a rod and reel for me when I graduated.
- _____ 52. "Take responsibility for your actions," she commented, "and the actions of your Marines".
- _____ 53. Marine Corps Recruit Depot (MCRD), San Diego or MCRD, Parris Island is the option for boot camp.
- _____ 54. Each of the Marine air-ground task forces proved their worth.
- _____ 55. The Mediterranean, Indian Ocean, and WestPac are 3 deployment options.
- _____ 56. Hawaii is a beautiful place. An island full of fragrant, tropical flowers.
- _____ 57. Lessons learned from yesterdays mistakes will help to prevent future mistakes.
- _____ 58. I have seen a combat rubber raiding craft, I have not seen a rigid raiding craft.

- _____ 59. A good leader possesses several traits, for example integrity, knowledge, and courage.
- _____ 60. A raven is larger than the size of a crow.
- _____ 61. Publishing a document involves proofreading, print, and binding.
- _____ 62. During our tour we went to several places, including, Da-Nang, Khe Sahn, and the Mekong Delta.
- _____ 63. The colonel became a real estate agent after she retired.
- _____ 64. The award went to the person whom was most qualified.
- _____ 65. Your deposit is refundable if you cancel 30 days before the trip.
- _____ 66. The summer is a particularly good time for swimming, ride a bike, and sailing.
- _____ 67. Every enemy tank and light armored vehicle were destroyed.
- _____ 68. The modern battlefield requires accurate intelligence at all levels of command. Has placed a burden on an overloaded communications system.
- _____ 69. The instructors spoke about leadership to the Marine officers, but they had covered it before.

For each pair of sentences, circle the letter of the sentence which communicates more effectively. If both sentences are equally effective, circle both letters.

- _____ 70. a. Do not change parts of the sentence that are correct.
b. Leave correct parts of the sentence unchanged.
- _____ 71. a. If this storm produces lightening, we cannot go swimming.
b. In the event that this storm produces lightening, we cannot go swimming.
- _____ 72. a. The Marines arrived in Pusan, South Korea in August 1950.
b. The Marines arrived in Pusan, South Korea in the month of August 1950.

- _____ 73. a. Since they did not want to lose the tug of war, they dug in and pulled harder.
b. Since they wanted to win the tug of war, they dug in and pulled harder.
- _____ 74. a. The frag order was prepared and issued by the commander.
b. The commander prepared and issued the frag order.
- _____ 75. a. The Manned Flight Simulator was designed to handle the following tasks:
1. evaluate flight system performance,
2. facilitate aircraft training,
3. provide procedural training, and
4. evaluate and improve aircrew procedures.
b. The Manned Flight Simulator was designed to handle the following tasks: evaluate flight system performance, facilitate aircraft training, provide procedural training, and evaluate and improve aircrew procedures.
- _____ 76. a. When I showed him the bill, he wrote a check for \$10.
b. When I showed him the bill, he wrote a check in the amount of \$10.
- _____ 77. a. To save money, they bought a compact, economical model of car.
b. To save money, they bought a compact, economical car.
- _____ 78. a. Recycling can help reduce ground pollution.
b. As far as pollution is concerned, it seems to me that recycling can help reduce ground pollution.
- _____ 79. a. The stranger checked into the hotel.
b. The stranger, who was unknown to us, checked into the hotel.
- _____ 80. a. A good instructor gives encouragement to his or her students.
b. A good instructor encourages his or her students.
- _____ 81. a. The review board will review the facts after interviewing witnesses.
b. The review board will review the true facts after interviewing witnesses.

- _____ 82. a. This is not the time to destroy the enemy force totally, because they have the rest of the platoon pinned down; they know the location better; it's getting dark, and we need to reorganize the platoon before it gets completely dark.
- b. This is not the time to destroy the enemy force totally. They have the rest of the platoon pinned down; they know the location better; and it's getting dark. We need to reorganize the platoon before it gets completely dark.
- _____ 83. a. The BOQ is adjacent to the golf course.
- b. The BOQ is next to the golf course.
- _____ 84. a. In 1939-1940, the Finns and the Russians fought the Winter War over territory along their border.
- b. Earlier in this century, the Finns and the Russians fought the Winter War over territory along their border.
- _____ 85. a. The hill was taken by the rifle platoon.
- b. The rifle platoon took the hill.
- _____ 86. a. In cold weather, there are problems with equipment, terrain, and logistics.
- b. In cold weather, problems exist with equipment, terrain, and logistics.
- _____ 87. a. My opinion is that we should advance now.
- b. It is my opinion is that we should advance now.
- _____ 88. a. Every Marine sergeant and above receives at least one fitness report each year.
- b. At least one fitness report each year is received by every Marine sergeant and above.
- _____ 89. a. Professional military education - of which theory is an important factor - is a lifelong pursuit.
- b. Professional military education--of which theory is an important factor--is a lifelong pursuit.
- _____ 90. a. In accordance with the contract, here is the product.
- b. Following the contract, here is the product.

Correct the errors in the following paragraphs.

You are the commanding officer of First Special Infantry Company. Part of a provisional rifle battalion deployed in the northern part of Alta Rica. The deployment maintained presence and provides training for the future leaders of the local defense force. Enemy guerrillas assassinated the defense forces previous leaders.

The guerrillas have been staging limited attacks in the northern region during 1990--91. You have been following the enemy's message traffic, you hear that their planning helicopter-borne assaults in the region. Your mission is to defend a town called La Puerta, which is about to be attacked.

You have been assigned one heavy machine gun squad (two HMMWVs, each with a M2 machine gun and a Mk19 machine gun) and one assault squad (two SMAWs) from weapons company. All squad members know what he should do. Decide how your company would be deployed by you.

When you have completed this test, turn to Appendix B for the key (pages B-31 to B-35) and scoring sheet (pages B-36 and B-37).

UNIT II. COMPOSITION AND LETTER WRITING

All students should complete this unit. The unit starts with planning and organizing compositions and letters. The first step involves defining the purpose of the communication and identifying to whom you will be writing-- your audience. The next lessons will teach you several prewriting techniques to help you get your ideas together before you make an outline of what you want to say. Then you will learn how to use your outline to write a composition or a letter. When you have completed the writing phase, you will learn to revise your work systematically.

TITLE: Defining Your Purpose and Identifying Your Audience**LESSON NUMBER: F1****INFORMATION:**1. Define your purpose.

To write clearly, you must first think clearly. Start by clarifying, in your own mind, your purpose in writing. As a beginning, ask yourself, "Why?" If you can define why you are writing, chances are you will convey this to your readers.

Determine the general purpose. Most of the writing you will be doing in the Marine Corps will fall under one or a combination of four general purposes: to direct, to inform, to question, or to persuade. You should find it fairly easy to determine the primary purpose of your communication. Once you decide the purpose, you will know what to emphasize. A directive communication generally emphasizes *what* to do, informative writing highlights *how*, and persuasion focuses on *why* something should be done. Most communications have overlapping purposes. Some people even argue that almost everything we write is designed to persuade--to get someone or some group to *act*. In any case, a few moments spent thinking about your general purpose will prepare you for the important task of identifying your specific purpose.

Determine the specific objective. What is the "bottom line" in this communication? If you have one sentence or 30 seconds in which to explain your specific objective, what will you write? If you have a difficult time nailing down your objective, then your audience will be equally confused. One way to think about your objective is to ask yourself, "What do I want the audience to *do* after reading my communication?" The answer to that question should be your specific objective. Now write down your objective and tack it to your wall or tape it to your desk. Glance at it from time to time as you write and revise.

2. Identify Your Audience.

Your next question should be, "*Who will read it?*" Since you are preparing a message for your readers, you should know who those readers are. The answer to this question will strongly affect what you write. Here are some additional questions to ask yourself about your audience:

- How do you want them (or him or her) to react to this communication?
- Will this audience be receptive, skeptical, or hostile?
- How much do they know about the subject? What is their background, education, and professional experience?
- What tone is appropriate? Friendly? Formal?
- Is this a message to a general or a sergeant? A legislator or a contractor? What personal information might help you tailor the communication to the readers?

Answers to questions like these pay off.

3. Use nonsexist language.

Department of Defense policy requires the use of sex-neutral language in its directives, correspondence, and publications. Therefore, in your written communication avoid stereotyping men and women on the basis of gender. Whenever possible, use pronouns and titles that include either sex. Such language fosters mutual understanding and demonstrates the Marine Corps' commitment to equal opportunity for all members.

- a. Write directives as if you are talking to one typical reader or a group of readers; use "you," stated or implied. Instead of "The Marine must report such dangers to *his* sergeant," say "Report such dangers to *your* sergeant."
- b. Use plural pronouns, such as they, their, them. Instead of "a secretary . . . *she*," say "secretaries . . . *they*." Instead of "the employee who helps *his* supervisor," say "employees who help *their* supervisors."
- c. Rewrite to avoid unnecessary pronouns. Instead of "The typical Marine drinks *his* coffee black," say "The typical Marine drinks black coffee." Instead of "Tell your supervisor, and *he* then should call the hospital," say "Tell your supervisor, *who* then should call the hospital."
- d. Substitute articles (e.g., "the" or "a") for singular possessive pronouns. Instead of "Each division head should turn in *his* draft by Friday," say "Each division head should turn in *a* draft by Friday."
- e. When the situation calls for singular pronouns, as in one-to-one counseling, use "you," "one," "he or she," "his or her," "him or her."
- f. Use titles that include both sexes, such as member, spouse, or officer. Many neutral titles have gained wide acceptance: chair, chairperson, or presiding officer for chairman. Note, though, that references to a specific person may refer to one sex: Mrs. Smith, the spokeswoman or Mr. Jones, the chairman.
- g. Avoid creating curiosities such as freshman for freshman or seaperson for seaman. Such awkward terms invite ridicule. The following partial list indicates how to avoid gender references.

<u>Instead of</u>	<u>Use</u>
20-man team	20-member team
manned	staffed
two-man rule	two-person rule
spokesman	representative
fireman	firefighter
servicemen	service members
crewman	crew member
man-hours	work-hours

PRACTICE EXERCISE:

Part One

State at least one purpose (to direct, to inform, to question, or to persuade) for writing each of the following:

1. A detailed outline for a class on landing beach criteria

Purpose: _____

2. A JAGMAN report on an investigation into a motor vehicle accident

Purpose: _____

3. A recommendation for an award

Purpose: _____

4. A Marine Corps Bulletin on the subject of uniform regulations (involving specific articles of clothing)

Purpose: _____

Part Two

Rewrite the following sentences to correct any sexist language.

1. Developing a Marine to his highest potential is a basic leadership responsibility.
2. The relation between officers and enlisted men should in no sense be that of superior and inferior nor that of master and servant, but rather that of a teacher and scholar.
3. If the senior wants a counseling session, he should start it as soon as possible after he has identified the need.
4. Lieutenant Smith has just returned to the conference room from answering a telephone call in his office.
5. Since the officer must work with ideas expressed in words, he needs to become a skilled user of words.
6. The operation was manned by the Master Sergeant and her team.
7. The invitation went out to all officers and their wives.

TITLE: Prewriting Techniques

LESSON NUMBER: F2

INFORMATION:

Before you start writing, you need to think about what you want to say. To help you do this we will discuss some prewriting techniques. Select one or more of the first five prewriting techniques listed below that best fits your situation. Then decide on the pattern you want to use to present your ideas. After you complete the prewriting phase, you will make an outline in the next lesson.

1. Free writing
2. Mind mapping
3. Listings
4. Brainstorming
5. Research
6. Pattern selection

1. Use the free writing technique.

When you do not know where to start, use the free writing technique to warm up.

- a. Write the topic, purpose, and audience at the top of a blank page.
- b. Record every thought you have on the topic for five minutes or until you fill the page.
- c. Write quickly.
- d. List all your thoughts, even if you are unsure about them.

TOPIC: Captain Wright's accomplishments

PURPOSE: Justify an award (Navy Achievement Medal)

AUDIENCE: Awards board

excellent instructor, holds students' interest, motivated, enthusiastic

primary instructor for First Aid, Field Sanitation, Field Marches

chosen Staff Platoon commander after several months, sets good example

superior physical fitness, immaculate personal appearance & military bearing, attention to duty

professionalism beyond normally expected

excelled in assigned collateral duties

Tactics Group instructor, field instructor, rapidly became qualified as asst. instructor in other fields

penchant for details

volunteered to teach reservists on weekend

one of few qualified to teach at almost all field exercises and live-fire ranges

2. Use the mind mapping technique.

Mind mapping is an advanced form of free writing. Instead of recording your stream of consciousness line by line, scatter your thoughts anywhere on the page and then connect them into logical groups.

- a. Write the topic, purpose, and audience at the top of a blank page.
- b. For five minutes, write any ideas you have on the topic on any part of the page.
- c. Record all your thoughts, even if you are unsure about them. (At this point your paper should look like that for the free writing technique.)
- d. Then group your ideas into at least three manageable units.
- e. Assign a title to each unit (each subtopic).
- f. Cross out any unrelated ideas.

TOPIC: Captain Wright's accomplishments
PURPOSE: Justify an award (Navy Achievement Medal)
AUDIENCE: Awards board

1. Instructor achievements

excellent instructor, holds students' interest
primary instructor for First Aid, Field Sanitation, Field
Marches
chosen Staff Platoon commander after several months
Tactics Group instructor, field instructor, rapidly became
qualified as asst. instructor in other fields
one of few qualified to teach at almost all field
exercises and live-fire ranges

2. Personal attributes

motivated, enthusiastic, sets good example
superior physical fitness, immaculate personal appearance
& military bearing, attention to duty
penchant for details

3. Extra efforts

professionalism beyond normally expected
excelled in assigned collateral duties
volunteered to teach reservists on weekend

3. Use the listings technique.

A more advanced form of mind mapping is listings. Use this technique if you already have a good idea of your subtopics. First list your subtopics and then list all ideas related to each subtopic.

- a. Write the topic, purpose, and audience at the top of a blank page.
- b. In various parts of the page, list your likely subtopics.
- c. Beneath each subtopic, list related ideas.
- d. Put an asterisk next to the main idea in each list, for later emphasis.
- e. Number the subtopics in a logical order.
- f. Cross out or move ideas as needed.

TOPIC: Captain Wright's accomplishments
 PURPOSE: Justify an award (Navy Achievement Award)
 AUDIENCE: Awards board

1. Personal attributes

penchant for details

- * motivated, enthusiastic, sets good example
- superior physical fitness, immaculate personal appearance
 & military bearing, attention to duty

2. Instructor achievements

primary instructor for First Aid, Field Sanitation, Field
 Marches

Tactics Group instructor, field instructor, rapidly became
 qualified as asst. instructor in other fields
 chosen Staff Platoon commander after several months

- * one of few qualified to teach at almost all field
 exercises and live-fire ranges
- holds students' interest, excellent instructor

3. Extra efforts

- * excelled in assigned collateral duties
- volunteered to teach reservists on weekend
- professionalism beyond normally expected

4. Use the brainstorming technique.

Brainstorming is a quick and comfortable way to generate ideas in a group. It is similar to mind mapping, but it uses the diverse experiences inherent in a small group of people.

- a. Assemble a small group of people.
- b. Tell them the topic, purpose, and audience for the project.
- c. Ask everyone to give ideas on the topic, with no negative comments by the other group members at this point.
- d. On a chalk board or chart board, record all the ideas.
- e. After everyone has finished giving ideas, organize the ideas into subtopics as in the mind mapping technique discussed earlier.
- f. Now the group can comment on the results, delete ideas that do not fit in, or rearrange topics.

The results of the brainstorming technique should be similar to those obtained from the mind mapping technique.

5. Research your topic.

When you don't know where to start on a writing project or you need more detailed information, you may have to conduct some research.

- a. Contact the experts on the subject for their ideas and information.
- b. Read applicable files, reports, manuals, and books.
- c. Use the library for on-line searches on a topic, if necessary.
- d. Record the information on index cards, using a separate index card for each subtopic.

6. Select a pattern.

After you have used one or more of the above prewriting techniques, you need to decide which pattern you will use to organize your ideas. Select the pattern that will have the greatest appeal to your readers.

Of the many patterns used in presenting ideas, the most common are the topical, the reason, the time, and the space patterns. Learn to use these standard patterns and to determine which is most suitable for your subject. Your choice of a pattern will be influenced by your specific purpose.

- a. Enumeration or topical pattern. This pattern is commonly used to present general statements followed by listings of subtopics to support, explain, or expand the statements. If your ideas seem to fall naturally into a listing (of qualities, characteristics, or specifications, for example), you should probably use this pattern. In the topical pattern, you arrange the ideas in their natural sequence or in the order that best enables you to move easily from one idea to the next. Sometimes the list will follow some logical order, depending on the nature of your material and the purpose of your communication. Some material flows more logically if you arrange it from the simple to the complex, the known to the unknown, the general to the specific, or the specific to the general.

b. Reason pattern

- (1) If you wish to convince or persuade the readers, this pattern may be your best guide. It lets you show the logic of your point of view by presenting the reasons which support it. These reasons are your main points. You must amplify and prove each main point by using various forms of support, such as examples or statistics.
- (2) The problem-solution method is a variation of the reason pattern. The writer states the problem, discusses the facts bearing on the problem, proposes and tests solutions, draws conclusions, and recommends specific action. This arrangement acquaints the readers with the process used in solving the problem.

c. Time pattern. When you use this pattern, you discuss events, problems, or processes in a sequence of time. This pattern is useful whenever time or the sequence of events (as in standing operating procedures) is important. In following the time pattern, you begin at some point and continue, point by point, from one time period to the next. You may start with the earliest point in time and work forward to the latest, or you may start with the most recent and work back. The time pattern is used in writing histories, tracing the evolution of processes, recording problem conditions and solutions, and explaining other situations that develop over extended periods.

d. Space pattern. When you use this pattern, you will start at some point in space and proceed in sequence to other points. The pattern is based on a directional strategy--north to south, east to west, bottom to top, above and below, clockwise or counterclockwise. For example, you might describe buildings along a flight line from north to south or the services offered by a library on the first floor, second floor, and third floor. Make sure to use appropriate transitions to indicate spatial relations--to the left, further to the left, still further to the left, adjacent to, a short distance away. Otherwise, you can easily confuse or disorient your readers.

These four patterns are most commonly used in military writing. Sometimes you may want to use combinations of them, particularly if your material is long. You should allow enough time to decide which pattern or combination of patterns will best communicate your ideas to your readers. After planning what you are going to say and how you are going to say it, you are ready to make an outline of these plans. Outlining is covered in the next lesson.

PRACTICE EXERCISE:

Select one or more of the prewriting techniques listed in this lesson and practice using it on some topic, such as your autobiography or an award nomination for someone you know. When you have completed this practice exercise, ask one or more classmates to read what you have written and give you feedback.

TITLE: Outlining

LESSON NUMBER: F3

INFORMATION:

1. Organize your thinking.

During the prewriting phase you have thought a lot about your topic. Your next step is to organize this thinking and put it in outline form. This outline will be the skeleton of your final paper.

Since you will use your outline as you write, make it as detailed as you wish or need. If your paper or letter is short or if you know the subject well, you may need to jot down only a few words. If you are writing about an unfamiliar subject, you may need a detailed outline that fills several pages.

At first glance, writing an outline might appear to be very time consuming. However, you will find it is economical in the long run. You will save more time in the writing and rewriting stages when you have organized and outlined.

An outline has three parts:

- I. Introduction
- II. Development
- III. Conclusion

2. Plan the development.

First, outline the development section of your report and then work on the introduction and conclusion. However, this is not a hard rule, so if you prefer to outline the introduction first, do so.

If subparagraphs are needed, use at least two. For example, if there is a subparagraph with an (a), make sure there is another subparagraph with a (b).

An outline of the development section would look something like the following, depending on the type of paper or letter you are writing.

- II. Development
 - A. First main idea.
 - 1. Fact and reasoning supporting this idea.
 - a. Fact and reasoning to support 1.
 - b. Additional fact and reasoning to support 1.

2. Additional fact and reasoning to support A.
 - a. Support for 2.
 - b. Additional support for 2.
 - c. Additional support for 2.
- B. Second main idea.
 1. Fact and reasoning supporting this idea.
 2. Additional fact and reasoning to support B.
- C. Third main idea.

Use any additional ideas and subheadings that you may have in outlining the development section of your paper.

If you have used one of the prewriting techniques explained in the previous lesson, you can use the topics and subtopics developed there as your main and supporting ideas for your outline.

3. Plan an introduction.

Introductions usually perform three functions: they capture and stimulate the readers' interest, they focus the readers' attention on the subject, and they guide the readers into the subject. The introduction also establishes a common frame of reference between writer and readers, and it usually includes the statement of purpose. Decide what points you want to include in your introduction and roughly plan or outline them. If you are writing a short paper or letter, your introduction should also be short.

4. Plan a conclusion.

An effective conclusion summarizes the content or resolves it. If your point is uncomplicated, you may simply restate the purpose. If the subject is complicated or long, summarize or emphasize the major points and state your conclusions and recommendations.

5. Plan for transitions.

Transitions connect ideas. Transitions perform two functions: they link successive ideas, and they relate individual ideas to the overall purpose of the writing. A transition relates a new main idea to the overall purpose or a supporting idea to a main idea. It may summarize the situation to that moment and anticipate the next or other developments of the main idea. For example, between two important main ideas, the writer should introduce the second idea with a strong transition, bridging the gap between the two main ideas and relating the new idea to the overall purpose of the writing. The transition connects the second idea with the first and tells the readers that they are moving from idea one to idea two. The transition reminds the readers what those ideas are and tells how idea two relates to the overall purpose. Indicate on your outline where you need transitions between ideas and note any information that you may want to use for that transition when you start writing.

PRACTICE EXERCISE:

Write an outline on some topic of your choice, such as your autobiography, an award nomination, or a fitness report. When you have completed this practice exercise, ask one or more classmates to read what you have written and give you feedback.

TITLE: Topic Sentence

LESSON NUMBER: G1

INFORMATION:

1. Identify the topic sentence.

The most important sentence in any paragraph you write is the topic sentence. Why? It expresses the main idea of your paragraph and gives you a point of focus for supporting details, facts, figures, and examples. The topic sentence states in general terms the subject of your paragraph and signals the kind of information needed to support it.

Read the sample paragraph below and notice how the topic sentence (underlined) announces the writer's main idea.

Two Hughes Aircraft Company missiles, the TOW and the Maverick, played a vital role in the defense of coalition forces during Operation Desert Storm. Approximately 100 Maverick missiles were fired per day by the U.S. Air Force. To drive invading Iraqi troops from Khafji, Saudi forces used TOW missiles, which destroyed more than 45 armored vehicles. Marine Corps Cobra helicopters also fired TOWs in the Khafji battle, disabling an additional 20 Iraqi armored personnel carriers and T-55 tanks. Fifty-five Hughes systems were deployed to the Gulf during the war, but the success of the Maverick and the TOW won them the most media attention.

This paragraph moves from the general to the specific. The topic sentence clearly informs readers that the paragraph is about the role of TOWs and Mavericks in the Gulf War, leading them to expect details and examples of these missiles' contributions. These details follow, providing additional information but never straying from the main idea announced in the topic sentence.

2. Position the topic sentence in a paragraph.

Since most of us develop our thoughts and arguments from the general to the specific (deductively), putting the topic sentence at the beginning of a paragraph often seems the most natural. The majority of effective paragraphs are constructed in this way. Occasionally, however, a writer may conceal the topic sentence within the paragraph. Journalists call this "burying the lead," because the important leading idea is not as pronounced as it should be.

Read the next paragraph and notice the position of its topic sentence.

Among the battleships that recently saw action in the Persian Gulf is the USS Wisconsin, a 58,000-ton mammoth. The Wisconsin was decommissioned on 30 September, 1991 for the third time. She was first decommissioned in July of 1948, after serving in the Pacific during World War II. Recommissioned in 1951, the Wisconsin joined the fighting in Korea, sustaining minor damage from a North Korean artillery shell. When hostilities ceased, she served as flagship for the Seventh Fleet until her second decommissioning in 1958. Her third commissioning, in 1988, was part of the same build-up that brought the Iowa, the Missouri, and the New Jersey out of mothballs. Now, as part of a general cutback in DoD spending and downsizing of naval forces, the Wisconsin is again in storage.

Without the underlining to identify the topic sentence, you may have assumed that this paragraph was about battleships that fought in the Gulf War. In fact, the paragraph's main topic is the recent decommissioning of the USS Wisconsin. This became clear as you read, but would you have known the topic at a glance? Placing topic sentences at the head of each paragraph makes it considerably easier for readers to scan.

Occasionally, you may wish to develop a thought from the specific to the general (that is, inductively). In these instances, the topic sentence will appear last as a summary statement, pulling together the specifics you have already mentioned.

Read the following sample paragraph and notice how the topic sentence acts as a summary.

American troops returning from the Gulf became involved in the Bangladesh relief effort, following the 1991 cyclone tragedy that killed 150,000 people and left thousands homeless. The British also offered assistance, as did the Japanese and Chinese. Geographically closest to the tragedy, India was quick to provide medical and transportation aid. Naturally, the Red Cross was part of the relief effort. All in all, the aid provided in the aftermath of the devastating cyclone was quite multinational in nature.

In this example, the readers must wait until the end to discover the paragraph's main idea. Usually, this is not a very effective way of writing. Use it sparingly, if at all.

For a particularly long paragraph, lead with your topic sentence and restate it at the end of the paragraph to clarify and reinforce your point. Read the following paragraph and observe how the topic sentence appears twice: once at the beginning and again, reworded, at the end.

Captain Trimmingham's daughter has decided to return to college in the fall. She dropped out in her junior year to try her luck in the job market for awhile. For the past two years, she has been job-hopping, trying to find her niche. Last winter, she worked at a ski resort, but lost her job when the season ended. Being quite artistic, she tried to make some money selling hand-crafted jewelry. It was quite attractive and several of the officers here bought earrings or bracelets for themselves or their wives. Despite the officers' support, she lost interest in the jewelry-making business and decided she wanted to become a dancer. Two months ago, she joined a modern dance troupe but quit a week later over some argument with the director. Captain Trimmingham has been supportive of all of his daughter's endeavors, but I know he is particularly pleased about her current plans. She now intends to return to college for two more years and get her degree.

After discussing what the Captain's daughter has been doing for the past two years, the author reminds the readers that the main idea is the daughter's decision to return to college. In a paragraph of this length, it is helpful to restate the topic sentence.

The most important thing to remember about topic sentences is to have one in every paragraph to focus the main idea for the readers.

PRACTICE EXERCISE:

1. Underline the topic sentence in the following paragraph.

Desert Storm veterans often remark that the overwhelming support of the American people did wonders for the troops' morale. Corporal Mark Lewis of Alabama told a CNN reporter that the public's gratitude and appreciation helped him deal with the 14-month separation from his wife and son. His buddy, Corporal Tim Jameson, agreed that the news broadcasts of supportive Americans back home sustained him through the periods of doubt and anxiety. "Knowing that the people at home were behind us 100% really made me feel proud to be doing my duty," Jameson remarked.

2. Imagine you are going to compose a paragraph using the five sentences below. Which one would you choose to be your topic sentence? (Which one of the five sentences encompasses the other four?)
 - a. He is respectful and considerate of those serving under him.

- b. A resourceful leader, Major Simms has solved many difficult problems.
 - c. His advice is valued by his superiors, who are impressed by his clear thinking.
 - d. Known for his attention to detail, Major Simms takes great pride in his work and always sees a project through to completion.
 - e. Major David Simms is an excellent officer, possessing many fine traits.
3. Suppose you want to write a paragraph listing all the places you have been stationed since joining the Marine Corps. What type of topic sentence might be appropriate for such a paragraph? Write one or two possible topic sentences below.

4. Now write two possible topic sentences for a paragraph about on-base housing.

TITLE: Paragraphs

LESSON NUMBER: G2

INFORMATION:

1. Write a unified paragraph.

Paragraphing is not an arbitrary task. Avoid saying to yourself, "This paragraph is getting too long. It must be time for a new one." Each paragraph should be a unified cluster of ideas built around a central idea. The topic sentence announces the main idea that all other sentences in the paragraph support. Only sentences that logically develop the main idea belong in a paragraph. Eliminate sentences that stray off the stated topic as they will disrupt the unity of the paragraph.

The example below follows the principles of paragraph unity. Notice how every sentence supports the author's main idea.

Very few programs in today's military can be classified as small. Aircraft programs are extremely expensive, demanding \$2-3 billion in research and development alone. Huge sums are also spent on ship programs. The average cost for one state-of-the-art frigate is \$500 million. Most military programs have grown to enormous proportions, absorbing a staggering amount of money each year.

This paragraph never strays from the main idea: military programs are big. Every sentence supports this assertion and provides more detailed information. In the following version of our sample paragraph, notice how unrelated sentences cloud the main topic.

Very few programs in today's military can be classified as small. Aircraft programs are extremely expensive, demanding \$2-3 billion in research and development alone. Private companies, such as American Airlines and Delta, spend comparable amounts. Huge sums are also spent on ship programs. Ships are certainly key to any war effort. The average cost for one state-of-the-art frigate is \$500 million. When in port, frigates are occasionally opened for public viewing. Most military programs have grown to enormous proportions, absorbing a staggering amount of money each year.

Obviously, several of these sentences do not support the main idea: military programs are big. To ensure paragraph unity, include only sentences that support and develop your main idea.

2. Write a coherent paragraph.

Paragraph coherence refers to the **arrangement** of supporting sentences. The paragraph should progress logically and flow smoothly from one sentence to the next. First compose a topic sentence. Then arrange your supporting ideas in an organized, coherent fashion. You can arrange the sentences in chronological, climactic, or general-to-specific order. In the following paragraph, one idea progresses naturally to the next:

A recommendation for meritorious service normally should be submitted only when an individual's detachment is anticipated. In those cases when a reporting senior who is being detached feels that the service of a subordinate merits recognition, a recommendation form may be completed for the observed period and shall be retained by the command pending detachment of the recommended individual. If at that time the current reporting senior feels the latter portion of the individual's tour merits recognition, his recommendation should be combined with the earlier one; if not, the recommendation of his predecessor should be forwarded to be considered on its own merits by the awarding authority empowered to approve the award.

Since the purpose of this paragraph is to describe a procedure, the sentences are ordered chronologically. This arrangement can be very effective, but there are other useful ways of composing a paragraph. The sentences in the paragraph below, for instance, are placed in order of importance. This is known as a climactic arrangement.

During his 10 months as the general's driver, Corporal Hauer demonstrated exemplary personal qualities. He was never at a loss for directions or information, and could be counted on to be where he was supposed to be, when he was supposed to be there. He was trusted implicitly. His reliability, maturity, and total commitment to mission accomplishment were evident in his every action. Corporal Hauer is truly a quality Marine who is worthy of emulation by all and deserving of high recognition.

In a climactic paragraph, each sentence increases in importance, leading to a powerful climax at the end. See how the praise for Corporal Hauer builds throughout the paragraph; the final sentence acts as a summary and contains the highest praise.

Another method of arranging sentences is to go from the general to the specific or vice versa. The following example, also about Corporal Hauer, demonstrates general-to-specific paragraph development:

As General McLaren's driver, Corporal Hauer performed his duties in a superior manner, demonstrating a professional competence clearly superior to that normally associated with a Marine of his grade and experience. He maintained constant vigilance, was continually aware of the personal security aspects of his assignment, and routinely practiced defensive driving techniques that would enable him to take evasive action if needed. Displaying superb driving skills, he drove the commanding general and those accompanying him over 8500 incident-free miles. Corporal Hauer proved to be a valued asset to General McLaren's team.

This paragraph begins with a general statement and then follows with specifics to support the statement. This method of paragraph development is perhaps the most common and is very effective.

3. Use transitions.

Transitional words or phrases link sentences and help them flow logically. Transitions explain the relationships between sentences. The two sentences below are just two separate thoughts with nothing to tie them together.

Lieutenant Corrigan received an excellent evaluation from her commander.
Lieutenant Corrigan was offered a choice assignment.

Without a transition, these two sentences are disjointed. They need a transition to clarify their relationship.

Lieutenant Corrigan received an excellent evaluation from her commander.
As a result, she was offered a choice assignment.

The transition, "as a result," shows how the two statements are related to each other. Many other words and phrases, such as those listed below, can act as transitions in a paragraph.

nevertheless	afterward	consequently	furthermore
moreover	otherwise	meanwhile	in other words
according to	therefore	additionally	despite
understandably	on the other hand	hence	as of now
however	next	conversely	in addition
in contrast	because of	in summary	for instance

Sometimes you can make short sentences more meaningful by combining them with a transitional word or phrase. An example is shown below.

Major Rothmeyer was discharged last May.
He has a heart condition.

becomes:

Major Rothmeyer was discharged last May because of a heart condition.

PRACTICE EXERCISE:

1. Improve the unity of the following paragraph by crossing out sentences that disrupt the flow in the paragraph.

Sergeant Conner's dog, Beastie, causes lots of trouble for the other families living on base. He regularly rummages through trash cans, leaving garbage strewn all over people's driveways. Beastie also chases anything on wheels: cars, bicycles, skateboards, etc. Last week, he knocked our paperboy, Jimmy Smithers, off his bike. Jimmy's mom works in a bank downtown. Beastie's digging has destroyed several lawns and flowerbeds in our neighborhood. Cats are much better pets, in my opinion. *Beastie is a big nuisance and should not be allowed to roam free.*

2. Arrange the following sentences into a logical, coherent paragraph. Add transitions to make the sentences flow smoothly.
 - a. The obvious physical dangers are frostbite, hypothermia, and accidents.
 - b. Cold-weather training hazards include physical as well as psychological dangers.
 - c. Psychological hazards such as depression are also common as a result of the isolation and freezing weather.
 - d. Many hazards are associated with training in an arctic terrain.
 - e. Eye strain, caused by the blinding white environment, is also a common complaint in arctic training.
 - f. Despite these risks, arctic training is necessary to ensure combat readiness.

3. Revise the following paragraph. Remember to insert some appropriate transitions.

Marine Corps officers are well paid. The demands on them are often harsh. They must work long, hard days, often 60 or more hours a week while deployed or assigned to critical posts. They must travel frequently. Sometimes they must leave their families for 6 months to a year. In time of war or national crisis, they must face life-threatening situations. The salaries earned by Marine Corps officers do not seem excessive after all.

4. Write a unified, coherent paragraph on some topic of your choice, such as your autobiography or an award nomination. When you are finished, ask one or two of your classmates to read it and give you feedback.

TITLE: The Composition

LESSON NUMBER: G3

INFORMATION:

Begin writing your composition only after developing a working outline, as described in Lesson F3. The more detailed the outline, the easier it will be to write the composition.

1. Write an introduction.

A clear, concise introduction is important for all Marine Corps writing. An introduction announces your topic and reason for writing. It contains a thesis statement, which states the thesis or purpose of the paper and tells your readers what kind of elaboration to expect. The following example comes from the summary of action section of an award nomination.

Gunnery Sergeant Kyle is enthusiastically recommended for the Navy Commendation Medal based upon his sustained outstanding performance of duty while serving as the Staff Noncommissioned Officer in Charge for the Storage Section of the SASSY Management Unit, Brigade Service Support Group-1, 1st Marine Amphibious Brigade, Fleet Marine Force, Pacific from 17 August 1984 to 14 February 1988. During this period, his exceptional leadership, outstanding inventory management skills, and superior technical ability contributed dramatically to the high level of support provided to the 1st Marine Amphibious Brigade. Entrusted with one of the most important supply billets in the SASSY Management Unit, Gunnery Sergeant Kyle displayed management skills and technical expertise seldom achieved by personnel of his rank.

This introduction starts with the thesis, making the author's purpose apparent in the opening sentence. It then outlines the main categories to be expanded in the composition: Kyle's "exceptional leadership, outstanding inventory management skills, and superior technical ability."

In most Marine Corps writing, it is best to come right to the point. Sometimes, however, a snappy introduction is necessary to catch the readers' attention. Several introductory strategies that you can use are explained below. Most of the examples are from the Marine Corps Gazette or other professional military journals.

- a. Anecdote. A brief anecdote or story, perhaps drawn from personal experience or a interesting event, is one way to begin a composition.

It all began in a bar, strangely enough: Tun Tavern in Philadelphia in 1775. Congress had authorized the "first and second battalions of American Marines," but, starting its own tradition, allocated no funds. The bar's manager, Samuel Nicholas, was the first Commandant. After a month of crafty recruiting, Nicholas had 10 officers and 200 men, none of whom knew much about ships or combat or how to shoot. It was just as well, since for several months they had no weapons. For the first year, the fledgling Marine battalions did not even have uniforms. More than two centuries later, the Marine Corps is still encountering funding problems.

- b. Definition. If your paper addresses an abstract or confusing idea, help your readers by defining it in the introduction.

Combat readiness is the ability to get somewhere quickly and fight effectively. Because moving quickly is easy to test, we have always been good at it. Some Marines even make the mistake of thinking that moving out in a hurry is all that readiness demands. In fact, fighting effectively is more important, but this ability is not easy to measure before the shooting starts. Still, with more realistic training, we can begin to assess this critical aspect of readiness.

- c. Refutation. The strategy of refutation involves disagreeing with a widely held assumption or belief. This technique can catch your readers' interest because it is provocative.

Battalion-level administration is a subject of controversy throughout the Marine Corps. Among those that are concerned, feelings run high--mostly against. The most vehement are the company/battery commanders and first sergeants who view battalion-level administration as an usurpation of their traditional rights to exercise total omnipotency over the members of their unit. Their contributions to battalion-level administration range from partial tolerance to active sabotage. There is a lack of endorsement by senior commanders and a reluctance of the battalion commanders to assume responsibility for matters formerly beneath their sphere of interest. Also, untrained, inexperienced, and inadequate numbers of personnel are being assigned to administer an increasingly complex and demanding system of personnel administration. Although many deny it, the program is in trouble.

- d. New Slant. When writing about a familiar, worn-out topic, spark your readers' curiosity by promising an interesting new slant.

The story of the typhoon and fire that struck Battalion Landing Team (BLT) 2/4 in the Training Camp at Camp Fuji, Japan on 19 October 1979 and the resulting tragedy are reasonably well known. What may not be so evident however, is the inside story of how the Marines and sailors of BLT 2/4 responded to that crisis during and after the emergency. As a tribute to them and in the interest of reflecting on the merits of the Marine Corps' approach to training, this account of the accident is provided.

- e. Question. Beginning a composition with a question or a series of questions can be a particularly provocative strategy.

Peacetime has arrived--not cold war, not prewar, not interwar. In fact, for the first time in almost a century the word "war" need not be in the title. Strife continues, with rage and violence, and the succeeding world tremors will still cause us to fret. But the battle of ideas that built a world primed for all-out war is over. What does this mean for the Marine Corps?

- f. Quotation. A short, powerful quotation related to your topic can be an effective opening.

"There is something wrong with a system that drives its working force out of the organization at the threshold of their greatest potential productivity." These words appearing in the February 1980 issue of the Military Review were written by LTC Donald B. Vought, USA (Ret), to describe an acute and growing problem in the U.S. Army. Not only the Army but the other services of the U.S. Armed Forces should heed his warning. Indicative of the existence of this same problem in the Navy is the article by LtCol Donald J. Meyers in the June 1980 issue of the Gazette. LtCol D. J. Meyers speaks of "a combination of factors" that drives good officers from the Navy just as soon as they become eligible to retire. As a matter of fact, the problem of retention in the military, both in the officer corps and in the enlisted ranks, has become so severe that it is gaining considerable attention in Congress.

Each of these introductory strategies, paired with a clear thesis statement, has the ability to capture your readers' attention and generate interest in your topic.

2. Write the body.

The body of your composition expands on the concepts announced in your introduction, providing details and supporting information. A well-constructed introduction should serve as a mini-outline for the body of the composition, announcing the areas to be discussed. As an example, let us reexamine the introductory paragraph from Sergeant Kyle's award nomination.

Gunnery Sergeant Kyle is enthusiastically recommended for the Navy Commendation Medal based upon his sustained outstanding performance of duty while serving as the Staff Noncommissioned Officer in Charge for the Storage Section of the SASSY Management Unit, Brigade Service Support Group-1, 1st Marine Amphibious Brigade, Fleet Marine Force, Pacific from 17 August 1984 to 14 February 1988. During this period, his exceptional leadership, outstanding inventory management skills, and superior technical ability contributed dramatically to the high level of support provided to the 1st Marine Amphibious Brigade. Entrusted with one of the most important supply billets in the SASSY Management Unit, Gunnery Sergeant Kyle displayed management skills and technical expertise seldom achieved by personnel of his rank.

This introduction announces that one or two of the body paragraphs will deal with Kyle's "exceptional leadership skills," providing details and supporting evidence. Another paragraph or two will expand on his "outstanding inventory management skills." Finally, a paragraph or more will be devoted to detailing Kyle's "superior technical ability." Remember to outline your composition before you begin writing, so that you will know how many body paragraphs will be necessary to develop your ideas.

Each paragraph in the body must be unified and coherent, as described in Lesson G2. Just as sentences in a paragraph need to flow smoothly from one sentence to the next, paragraphs need smooth transitions to connect them. Keep this in mind when ending one paragraph and starting another.

3. Write the conclusion.

A relatively lengthy composition needs a conclusion to remind readers of your thesis and show that you have reached a logical destination. An effective conclusion does more than restate your introduction. An effective conclusion to Kyle's award nomination might recommend a course of action.

Gunnery Sergeant Kyle has proven to be a dedicated, skilled, and highly valued professional. He is a superior Marine Staff Noncommissioned Officer whose devotion to duty and love of the Corps clearly exceed that of other Marines of equal grade. During his 20 years and 2 months of honorable service to the Marine Corps, he has upheld the highest traditions of the Marine Corps and the United States Naval Service. Gunnery Sergeant Kyle is heartily recommended for the Navy Commendation Medal.

A strong composition could conclude by pointing to broader implications, emphasizing a need for action, or stating a challenge for further action, study, or investigation. Several wrap-up techniques that can be used to strengthen your conclusion are examined below.

- a. Prediction. This type of conclusion summarizes the composition's main points and uses them to predict the future.

The Marine Corps, given its amphibious and expeditionary nature, is a natural choice to assist countries in Latin America in riverine operations. Without question, the Colombian riverine program and other U.S. Marine Corps involvement in the region will continue. The better prepared we are to participate in MTTs and other operations, the better we will be able to sustain the high quality performance already enjoyed.

- b. Analogy. When writing about a topic that is outside most of your readers' personal experience, an analogy can help to provide a common frame of reference.

In many ways, learning the ins and outs of living in the barracks is almost like taking a survival course. This training is not as thorough as what the Marine Corps would put you through in the field, but it comes close; it is learning survival in society instead of in the wilderness.

- c. Quotation. As in the introduction, an appropriate quotation can lend authority to a conclusion.

Salvadoran soldiers were eager and enthusiastic students; they appreciated a good training program. In that, they were like any other group of young patriots training for their country. Serving as a U.S. training advisor is difficult work, but very rewarding when you see your efforts create a change. And in this case, the change in marksmanship training may well mean a chance for democracy to grow in El Salvador. As Napoleon once said, "It is not sufficient that the soldier shoot; he must shoot well."

Using these concluding strategies can help convince readers that your thesis is valid, which is the ultimate purpose of any composition.

PRACTICE EXERCISE:

Write a short composition, complete with an introduction, body, and conclusion. The composition can be on a subject of your choice, perhaps your autobiography, a biography, or an award nomination. When you are finished, ask a classmate or two to read your work and give you feedback. (Hint: Remember to outline your ideas before you begin writing.)

TITLE: Begin a Letter with the Main Point**LESSON NUMBER:** H1**INFORMATION:**

Begin a letter or memo, as any composition, with the main point--after the heading and salutation. The opening sentence should clearly convey your purpose for writing. Your readers are busy and need to understand your letter's message quickly.

If you are accustomed to writing personal letters, you may find it hard to be so direct. But rest assured, your readers will appreciate your timesaving, no-frills approach. The following examples demonstrate how to revise opening sentences.

Indirect

This is to inform you that you will now be required to park in lot B.

Every effort will be made from this date forward to ensure the prompt arrival of your shipments.

Recently, numerous questionable instances have been reported regarding traffic violations.

The importance of this action cannot be overemphasized.

Direct

You are now required to park in lot B.

We will strive to deliver your future shipments promptly.

This week, 13 traffic violations were reported in the housing area.

Complying with the new regulation is important.

Imagine yourself in the reader's place. Wouldn't you prefer the direct approach?

The "subject line" in Marine Corps correspondence provides you with an excellent opportunity to announce the subject of your letter. It also facilitates filing and future reference. The subject line, written entirely in capital letters, should be brief and descriptive. The following heading includes a subject line.

From: Commanding Officer, The Basic School
To: Major Wallace McKlintock
Via: Commanding Officer, Support Battalion

Subj: LETTER OF APPRECIATION

The opening sentence of any correspondence, although direct, should always have a courteous tone. A harsh, defensive, or accusatory opening will alienate or antagonize readers. The following examples demonstrate how to revise harsh opening sentences.

Harsh

It was a mistake to wait so long before notifying us. . . .

You claim that. . . .

Courteous

We are disturbed to hear that. . . .

Your letter of 12 March 1992 states. . . .

Harsh

Courteous

Take care of this matter at once.

Please take care of this matter at once.

You must have misunderstood our instructions.

Our instructions were as follows:

Your memo about the alleged loss of the truck. . . .

Your memo about the loss of the truck. . . .

Surely, you must realize. . . .

We are sure you realize. . . .

What were you talking about in your last letter?

I am unclear as to the meaning of your last letter.

As you can see, the courteous words are more likely to build goodwill and produce a positive response.

PRACTICE EXERCISE:

1. Suppose you are a Marine Corps colonel and must respond to the following letter of complaint.

Dear Colonel Olsen:

Last Saturday night, four Marines under your command came into my restaurant in Smithville, insulted my customers, and caused such a noisy disturbance that six tables of diners left without ordering dinner. The Marines were intoxicated and used foul language.

What kind of leadership are you guys giving these days? Doesn't the Marine Corps have any standards anymore?

As a taxpayer I won't tolerate this sort of disgusting behavior, and I would think as the commanding officer you would do something about it since those of us out here in town are getting pretty fed up. As far as I'm concerned, this behavior makes all Marines look bad.

Sincerely yours,

I. M. Tiktoff

Which of the following would be the best opening for a response letter?

- a. Dear Mr. Tiktoff:

I have your letter of March 20th in which you claim my men disrupted your restaurant with their alleged drunken behavior and foul language.

- b. Dear Mr. Tiktoff:

I received your complaint about the Marines under my command. You should have gotten their names when the incident occurred because I have no way of knowing which four men you are accusing.

c. Dear Mr. Tikoff:

I received your letter of March 20th notifying me of the disruptive behavior of several Marines under my command. I assure you that I am distressed about the discourtesy that you experienced.

d. Dear Mr. Tikoff:

Sometimes, when young men are away from home for the first time, they tend to get a little rowdy. I remember being their age and causing some trouble now and again.

2. Write a concise, descriptive subject line for your reply to Mr. Tikoff's letter.

Subj: _____

3. Now, suppose you are assigned to the Judge Advocate's staff and are writing to Captain T. R. Hamilton informing him that he has been selected to serve on a courts-martial board. You need to include the beginning and ending dates of his assignment and inform him that serving on the board will be his primary duty during that period. In the space provided below, write a subject line and opening sentence(s) for your letter to Captain Hamilton.

From: Staff Judge Advocate, Marine Corps Base, Marine Corps Combat Development Command

To: Captain T. R. Hamilton, 438-09-5621, U.S. Marine Corps

Subj: _____

Dear Captain Hamilton:

TITLE: Paragraphs and Subparagraphs of a Letter**LESSON NUMBER:** H2**INFORMATION:****1. Paragraphs**

Keep paragraphs short, especially at the beginning of a letter. Long paragraphs swamp ideas and discourage reading. Let one topic take several paragraphs if necessary, but keep paragraphs short--roughly three to five sentences. Long paragraphs will divide where your thinking takes a turn. White space on a page encourages reading.

Number all main paragraphs for easy reference (1, 2, 3, etc.). Paragraph 1 introduces the letter's topic. When writing to a nonmilitary person or a business, paragraph numbers may be omitted. The following sample from a Marine Corps letter demonstrates numbered paragraphs.

Subj: ABSENTEEISM

Dear Major O'Connell:

1. As directed, I am looking into the high absenteeism this office has been experiencing. After interviewing several Marines, I find that their reasons for absenteeism can be divided into two main categories: personal problems and transportation problems.
2. Personal problems often mentioned include illness in the family and family emergencies. One Marine mentioned having to attend traffic court. Another was required to appear in court as part of his divorce proceedings.
3. Transportation problems also contribute to absenteeism. Several Marines who live off base said they own unreliable cars. Those without cars expressed dissatisfaction with public transportation and carpool arrangements.

2. Subparagraphs

Highlight lists, categories, or instructions by displaying them in subparagraphs. Indent subparagraphs from the main paragraphs and label them a, b, c, etc.

Subparagraphs should amplify and bolster the main paragraphs. Suppose you want to include more detailed information in the letter shown above without overloading the three paragraphs. You can accomplish this with subparagraphs, as shown below.

Subj: ABSENTEEISM

Dear Major O'Connell:

1. As directed, I am looking into the high absenteeism this office has been experiencing. After interviewing several Marines since 1 May 1991, I find that their reasons for absenteeism can be divided into two main categories: personal problems and transportation problems.

2. The personal problems often mentioned include illness of self or children and family emergencies. One Marine mentioned having to attend traffic court. Another was required to appear in court as part of his divorce proceedings.

a. Minor illnesses our staff have reported include colds, flu, hay fever, strep throat, conjunctivitis, and ear infections.

b. Major illnesses (requiring hospitalization) among the staff include appendicitis, bronchial pneumonia, and clinical depression.

c. Minor injuries incurred by office staff include a dislocated shoulder, a twisted ankle, a hand laceration, a scraped elbow, and a mild concussion.

d. Major injuries (requiring hospitalization) include a ruptured disk, a severe concussion, and a punctured lung.

e. Four Marines missed work for court appearances involving traffic violations, divorce, and child custody.

3. Transportation problems also contribute to absenteeism. Several Marines who live off base said they own unreliable cars. Those without cars expressed dissatisfaction with public transportation and carpool arrangements.

a. Marines with cars cited the following reasons for missing work: dead battery, flat tire, clogged fuel line, overheated engine, and electrical problems.

b. Marines without cars complained of undependable friends and family, inadequate carpooling program, late buses, and inconvenient bus routes.

Subparagraphs allow you to provide additional details while avoiding cumbersome *main paragraphs*.

PRACTICE EXERCISE:

1. The following letter uses subparagraphs incorrectly. The best format for this information would be three main paragraphs without subparagraphs. Rewrite the letter, grouping the subparagraphs into two main paragraphs. Decide which sentences to group into paragraph 2 and which to group into paragraph 3. Use the subject line and paragraph 1 to help you decide.

Subj: WAYS TO SAVE ENERGY AND WATER

Dear Family-Housing Occupant:

1. We need your help to save energy and water in family housing. You can have an immediate effect on the operating costs of MCAS El Toro by taking some simple steps.

a. Use only 40-watt bulbs in outside lights.

b. Set your thermostat on 68 degrees in the day and 65 at night.

c. Though we do not expect the water shortage of last year, we still must cut down on watering lawns.

d. Take the following steps to save energy.

e. Water only in the early morning (0600-0900) or early evening (1600-2000).

f. If the number of your quarters is even, water only on even-numbered days; if odd, water only on odd-numbered days.

g. If both doors are open during the day, lower your thermostat to keep the breeze you create from starting the furnace.

h. Put a can near your sprinkler and turn off the water when the can has collected about 3 inches of water.

i. Turn off lights you do not need, and teach your children to do the same.

2. Read this partial letter.

Subj: PERSONAL ADVERTISEMENTS IN THE BASE BULLETIN

1. Military and civilian personnel may now advertise items for sale or rent in the base bulletin.

2. We can print your personal advertisement only if you follow these guidelines. Submit each ad only once. We cannot run a personal ad more than once, because that would be considered commercial advertising. Type or neatly print your ad on Form 321, "Notice for Base Bulletin." Underline each item, briefly describe it if necessary, include the price, and give your home phone number. The entire ad should run no more than three typed lines. Send the form to the Administrative Officer, Building 10, by 0900 on a Tuesday to get your ad in that Thursday's bulletin.

Paragraph 2 is quite cumbersome. Break some of it down into subparagraphs, using the form provided below.

Subj: PERSONAL ADVERTISEMENTS IN THE BASE BULLETIN

1. Military and civilian personnel may now advertise items for sale or rent in the base bulletin.

2. We can print your personal advertisement only if you follow these guidelines:

a. _____

b. _____

c. _____

3. Reorganize the following letter. Do not rewrite. Cross out some sentences and shift others so you get to the point fast and explain no more than you must. Hint: Place the letter's main idea first.

Subj: REQUEST FOR OVERNIGHT PARKING

Dear Major Garovik:

1. Three years ago a courier run was started to carry computer products, some of them classified as SECRET, between Black Ridge and the Federal Building. At that time, the Directorate of Administration at Black Ridge was responsible for the courier run and storing the courier van overnight. Then, as now, the run supported the Data Systems Division.

2. Two months ago, responsibility for the courier run and the van (Ford 88B1107) shifted to us at the Federal Building. We drive across town twice a day to pick up our courier van and turn it in at your motor pool. These trips cost gasoline, mileage, time, and productivity--which can be saved by parking the van after duty hours where it is needed, here in town at the Federal Building. The van will be well protected. Consequently, we request permission to park our courier van at the Federal Building on weeknights and weekends.

3. The Federal Building is on a quiet street and has GSA-contract guards on duty 24 hours a day. We plan to park the van in full view of the guard desk. (Mr. Sherman, the guard supervisor, has endorsed this arrangement.) Because of bright lighting in front of the building, city police can see the van on their regular patrols. The van will be locked at the end of the day; the key and servo plate will be controlled through an access letter. In addition, we will follow all other precautions for keeping the van safe.

4. In light of the above, we request that consideration be given to our proposal. If you need more information about safeguarding the van, please call me at 635-8129.

TITLE: Technical Accuracy and Coverage

LESSON NUMBER: I1

INFORMATION:

When you have finished the first draft of your composition, *pause*. Take a break. Let your draft sit, *preferably for several hours*, while you make a mental transition. You are no longer the writer of your composition. You are now a ruthless critic.

Read your draft three times. First, read it for technical accuracy and coverage. (The second and third readings will be covered in Lessons I2 and I3.)

1. Topic and Purpose

Your primary concern in this reading is whether you have adequately covered your topic and whether you have accomplished your purpose.

- Have you included all information necessary for your readers' understanding?
- Have you correctly interpreted details and figures, if any?
- Do you need more supporting information?
- Have you made your point, and will your readers see it as you do?
- Have you created any factual gaps?

This is the time to add information, move material to other paragraphs, or exchange the position of paragraphs. Do not hesitate to rewrite and revise when you feel it is necessary.

2. Irrelevant Information

Also consider whether you have included irrelevant details or have overwritten your subject. In either event, you may waste your readers' time, confuse them, or embarrass them with needless information.

- Can you delete or modify some of your material?
- Can you consolidate redundant details into shorter, more concise expressions?

Include only the information necessary for readers' understanding. Write clearly but efficiently.

Read the following passage from a composition about preventing heat-related ailments.

When the body performs any type of work or exercise, the amount of metabolically-produced heat increases. To keep the body temperature constant, this extra heat must be lost to the environment. The body must be able to produce sweat, and the skin must be able to breathe. The heat has to leave the body. Chemical protective gear and body armor prevent the body from losing this extra heat, and body temperature may begin to rise.

In reading this passage for technical accuracy and coverage, you might ask yourself these questions:

1. Should I include a brief description of how work increases metabolically-produced heat? Or will my audience already know that?
2. Can I delete or consolidate the third and fourth sentences, since they are different ways of saying what I said in the second sentence?
3. Did my source really mean that chemical protective gear does not allow body heat to escape? Or did I misinterpret the facts?
4. Did I make my point? Will my audience understand it?

After your first revision, the passage might read:

Even at rest, the body produces heat by basal metabolism, the process of turning food into energy. When the body performs any type of work or exercise, the amount of metabolically-produced heat increases. To keep the body temperature constant, this extra heat must be lost to the environment. Most chemical protective gear and body armor prevent the body from losing this extra heat, and body temperature may begin to rise. Since high body temperature can increase the likelihood of heat-related ailments and result in lost work time, we should consider developing "breathable" field gear.

Notice the following changes and how each clarifies the passage, either by adding necessary information or by removing unnecessary details.

1. One sentence was added to briefly describe metabolism.
2. Sentences three and four were deleted since they were redundant.
3. *Most* was added before *chemical protective gear* because the source did not analyze every kind of chemical protective gear in use.
4. One sentence was added to clarify the point (in this case, the argument).

PRACTICE EXERCISE:

Part One

Read the following excerpt from a draft of an article in the *Marine Corps Gazette*. How would you revise this passage using the guidelines in this lesson? What questions would you ask yourself? Which statements would you double check?

Karl S. Day, the first Marine Reserve officer to hold the rank of lieutenant general, was born in Ripley County, Indiana on 30 May 1896 and graduated from Ohio State University in 1917. After earning his college degree, LtGen Karl Day began his service in the Marine Corps in 1917. He was commissioned a second lieutenant and assigned to the first Officer School. Upon graduation, he was one of 18 young officers assigned at "The First Aeronautic Company" at the Navy Yard, Philadelphia. This company was the first unit with an official aviation designation. Its early training facilities consisted of one hangar and an assigned quota of "two land aeroplanes, two sea aeroplanes, one school land aeroplane, and two kite balloons." The hangar was built on a riverbank and had openings at either end. It had one opening for seaplanes and another opening, at the other end of the hangar, for land planes.

List some possible questions here:

Write the revised passage here:

Part Two

Write a short composition or use the composition you wrote in Lesson G3. Become a ruthless critic. Read your draft for technical accuracy and coverage, and write a first revision. Save your revision for Lessons I2, I3, and I4.

TITLE: Arrangement and Flow of Ideas

LESSON NUMBER: 12

INFORMATION:

In Lesson 11, you reviewed your composition for technical accuracy and coverage. Now you will read your composition for arrangement and flow of ideas.

1. Subject Line

Start this reading with the subject line or title. The subject line is usually a phrase or combination of phrases that accurately reflects the content of your composition. It can be a complete sentence, especially a question. For an example of a subject line, see Lesson H1.

- Does the subject line accurately reflect the substance of your composition?
- Is it specific, yet broad enough to give your readers a good idea of what they are about to read?
- Is it concise, but not so brief that it is meaningless?

Experiment with the subject line until it accurately reflects the content of your composition. Brainstorm. Be creative. Many writers go through several revisions before they find the title that is just right.

2. Introduction and Conclusion

Now test your introduction against your conclusion. All compositions should go full circle, beginning with an introduction and ending with a "soft landing" that echoes the introduction.

- Does the introduction state your purpose for writing?
- Does it provide a smooth beginning? Or do you begin abruptly?
- Does the conclusion show readers you have accomplished the purpose stated in the introduction?
- Does the conclusion point to broader implications, emphasizing a need for further action, study, or investigation?
- Does it come to a close gradually? Or do you stop with a jerk?

Revise as often and as much as necessary so that your composition begins and ends smoothly and the introduction and conclusion make up a closed circle.

3. Topic Sentences

When you are satisfied that the introduction and conclusion play their proper roles, read the introduction again. Then read the topic sentences of all body paragraphs to check the flow of main ideas through your composition.

- Do all topic sentences reflect your main ideas?
- Do they provide major divisions of thought in support of your purpose?

- Do they move logically from one point to the next?
- Do they create a coherent progression of ideas through the composition?

Be sure your topic sentences mark divisions in thought and create a logical flow of ideas through the composition.

4. Supporting Sentences

Now examine the supporting sentences in each paragraph. These sentences should expand, clarify, and illustrate the main idea of the paragraph. They should lead the readers in a smooth, step-by-step process from one main idea to the next. The last sentence in each paragraph should summarize ideas in the paragraph and serve as a transition to the next main idea.

- Do all supporting sentences clearly support the main idea?
- Do your ideas flow smoothly?
- Do transitional words and phrases show proper relationships between ideas? Do they improve the flow?

If you find sentences that do not support main ideas, delete them or revise them so that they clearly play their proper roles. If your composition does not flow smoothly, try different transitional words and phrases or change the order of the sentences.

Read the following composition about writing well. Check for the arrangement and flow of ideas through the composition. Examples of possible revisions will follow.

The Benefits You Can Get From Writing Well

Much Marine Corps writing is ineffective. Writing well can do no harm to the Marine Corps. It can increase the productivity of staff members, raise your credibility and that of your organization, and improve the efficiency of the Marine Corps.

In the Marine Corps, we rarely write to just one person. Even our most routine work is likely to receive many readings--from secretaries, supervisors, and addressees. The quality of writing in a single office memo or bulletin notice, for example, can help the productivity of dozens of readers or slow it down. Give those readers a break. They can throw away a bad sales letter, but they have to read your official one.

Write well because poor writing hurts more than yourself and your readers. We can learn today from what one Service Secretary said in 1963: "I am convinced that our effectiveness in dealing with the Office of the Secretary of Defense has suffered by the poor impression we have made in our papers." A confusing instruction can damage a ship. A clumsy evaluation can damage the career of a fine subordinate. At its worst, poor writing leads to lives lost and programs rejected. Look at it this way: To your readers, you are what you write. When your writing is ineffective, it hurts both your credibility and your organization's. Therefore, it suggests ineffectiveness in general.

Writing well makes you look superior and intellectual. It is always beneficial to look good on the job, even when you are on your lunch break. By turning the impressions in your head into clear writing, you improve thinking. In the process, your career is likely to improve. Management experts rank skill in communicating among the top requirements for success. You benefit when you save reviewers from having to tinker. (Sure, some reviewers think compulsively, but poor writing begs them to make "improvements.") Also, from writing well comes the simple satisfaction of doing your job well.

If you look good, the Marine Corps looks good. Today's Marine Corps needs effective writing more than ever before. Our complexity is growing, and with it grows the need for writing that helps us cope with that complexity. You do not need to polish every phrase to poetic perfection; few of us can be poets. (What would the Marine Corps be like if we were all poetic?) All of us, however, can master everyday writing. The Marine Corps turns out 500 million pages of paperwork each year. The salary time needed to read them all *just once* consumes \$120 million. Don't make the cost any higher. See that for your readers, once is enough.

The Marine Corps can vastly benefit from clear, easy-to-interpret writing.

Now, notice some of the possible revisions. Using the suggestions in this lesson, go step by step as you would if you were revising your own composition.

1. Check the title (subject line).
2. Check the introduction and conclusion.
3. Check each topic sentence.
4. Check the supporting sentences.

Cross out, add, revise, and rearrange sentences as necessary to make the composition flow smoothly. The footnotes explain each change.

Why Write Well?

~~The Benefits You Can Get From Writing Well~~¹

~~Much Marine Corps writing is ineffective.~~² *Writing well has many benefits.*³ ~~Strong writing well can do no harm to~~ *can improve the effectiveness* of the Marine Corps.⁴ It can increase the productivity of staff members, raise your credibility and that of your organization, and improve the efficiency of the Marine Corps.

*Write well because so many readers are at your mercy.*⁵ In the Marine Corps, we rarely write to just one person. Even our most routine work is likely to receive many readings--from secretaries, supervisors, and addressees. ~~The quality of writing in a single office memo or bulletin notice, for example, can help the productivity of dozens of readers or slow it down.~~ *A well written office memo, for example, can increase the productivity of readers. On the other hand, a poorly written office memo can decrease productivity.*⁵ Give those readers a break. They can throw away a bad sales letter, but they have to read your official one.

Write well because poor writing hurts more than yourself and⁶ your readers. We can learn today from what one Service Secretary said in 1963: "I am convinced that our effectiveness in dealing with the Office of the Secretary of Defense has suffered by the poor impression we have made in our papers."⁷ A confusing instruction can damage a ship. A clumsy evaluation can damage the career of a fine subordinate. At its worst, poor writing leads to lives lost and programs rejected. ✓

¹ Replaced old title with a more concise one.

² Deleted irrelevant material.

³ Added a concise topic sentence that is parallel to the topic sentences in the other paragraphs.

⁴ Made sentence more relevant to the subject. (Also made it positive.)

⁵ Divided a long sentence into two concise sentences to improve the flow.

⁶ Deleted words to improve the coherence of the topic sentence.

⁷ Moved a sentence to improve arrangement.

Look at it this way: To your readers, you are what you write. When your writing is ineffective, it hurts both your credibility and your organization's *credibility*.⁸ ~~Therefore,~~⁹ It suggests ineffectiveness in general.

~~Write well to help yourself.~~¹⁰ ~~Writing well makes you look superior and intellectual. It is always beneficial to look good on the job, even when you are on your lunch break.~~¹¹ By turning the impressions in your head into clear writing, you improve thinking. In the process, your career is likely to improve. Management experts rank skill in communicating among the top requirements for success. You benefit when you save reviewers from having to tinker. ~~(Sure, some reviewers think compulsively, but~~¹¹ ~~since~~⁸ poor writing begs them to make "improvements." Also, from writing well comes the simple satisfaction of doing your job well.

~~If you look good, the Marine Corps looks good.~~¹¹ Write well because¹² today's Marine Corps needs effective writing more than ever before. Our complexity is growing, and with it grows the need for writing that helps us cope with that complexity. You do not need to polish every phrase to poetic perfection; few of us can be poets. ~~(What would the Marine Corps be like if we were all poetic?)~~¹¹ All of us, however, can master everyday writing. The Marine Corps turns out 500 million pages of paperwork each year. The salary time needed to read them *just once* consumes \$120 million. Don't make the cost any higher. See that for your readers, once is enough.

*Strong writing improves effectiveness in many ways. These are just a few of them. The Marine Corps can vastly benefit from clear, easy-to-interpret writing. Do you want to help yourself, your colleagues, and the Marine Corps? Then check your writing style. Are you writing well?*¹³

⁸ Added a word to improve flow.

⁹ Deleted a misleading transitional word.

¹⁰ Added a concise topic sentence that is parallel to the topic sentences in the other paragraphs.

¹¹ Deleted irrelevant material.

¹² Added words to create a coherent topic sentence.

¹³ Added sentences to show that purpose was accomplished and to make the abrupt ending more gradual.

PRACTICE EXERCISE:

Read your draft from Lesson 11. Check for arrangement and flow of ideas and write a second revision.

TITLE: Readability and Mechanics**LESSON NUMBER: 13****INFORMATION:**

You read your draft for technical accuracy and coverage. You checked it for arrangement and flow of ideas. Now you are ready to test the potential impact of your communication on your readers.

Read your draft aloud and listen to the sound of words, phrases, and sentences.

In checking your writing for readability, always test it for simplicity and directness. The quicker your audience can read and understand what you have written, the better. The most common barriers to simplicity and directness are these:

- Awkward, complicated arrangement of words and phrases
- Too many words and phrases
- Long, unfamiliar words, rather than short, familiar words
- Passive, rather than active expressions
- Monotonous sentences
- Misplaced modifying words, phrases, and clauses
- Shifts in grammatical construction

These are the common barriers, but you may run into others. In some cases, the problem may be a matter of grammar, mechanics, or natural versus unnatural expression.

Your challenge is to inspect all sentences.

- Did you state your points as simply as possible?
- Did you use acceptable grammar?
- Did you state all ideas clearly?

These questions are vital considerations in developing readable writing. Revise as necessary to make your document simple and direct.

Last of all, read your draft closely to locate any mechanical errors. Check every single word and punctuation mark. You may want to try reading your draft *backwards* since this sometimes makes it easier to spot typographical errors.

- Did you punctuate each sentence correctly?
- Did you capitalize all and only the necessary words?
- Did you apply the rules for using abbreviations, acronyms, and numbers correctly?

Do not skip over anything. This revision will make your document presentable to your readers. Be thorough.

Read this passage from a magazine article about the resources available to the Marine Corps Reserve. Check for readability and acceptable mechanics. Examples of possible revisions will follow.

The Reserves should be resourced to a higher degree. The Marine Corps Reserve is allocated a little more than four percent of the procurable resources budgeted to the Marine Corps. Given that the Reserves represent about a quarter of the Marine force structure and nearly a third of the manpower available, four percent of the budget seems parsimonious. Granted, this is not a complete picture of the total cost of the Reserves when you count boot camp, Marine Battle Skills Training, and inspector-instructor salaries, but it still shows that the Reserves can do a lot for very little investment. Imagine what it could do with just a little bit more.

In reading this passage for readability and acceptable mechanics, you might ask yourself these questions:

1. Can I make the first sentence active and eliminate the awkward phrase *to a higher degree*?
2. Can I replace *procurable* with a simpler word? Should I replace *parsimonious* with a simpler word?
3. Can I replace *Given that* with something less wordy?
4. Can I replace *manpower* with a synonym that does not specify gender?
5. Can I simplify the fourth sentence, which begins with *Granted*?
6. Can I change *it* to *they* in the last sentence to avoid a shift in number?

After your revision, the passage might read:

The Marine Corps should give more resources to its Reserves. The Marine Corps Reserve is allocated a little more than four percent of the *available* resources budgeted to the Marine Corps. Since the Reserves represent about a quarter of the Marine force structure and nearly a third of the *work force* available, four percent of the budget seems parsimonious. Granted this is not a complete picture of the total cost of the Reserves when you count boot camp, Marine Battle Skills Training, and inspector-instructor salaries. *However*, it still shows that the Reserves can do a lot for very little investment. Imagine what *they* could do with just a little bit more.

Notice the following changes and how each clarifies the passage, making it easier to read.

1. The first sentence was made active and clearer.
2. *Procurable* was changed to *available*. *Parsimonious* was not changed because it seemed to be the best word for the purpose.
3. *Given that* was changed to *since*.
4. *Manpower* was changed to *work force*, which does not specify gender.
5. The fourth sentence was divided into two sentences for clarity. The comma after *granted* was removed to improve flow. *But* was changed to *however* to create a better transition at the beginning of the new sentence.
6. *It* was changed to *they*.

The three-reading approach to editing can help you create perfectly polished documents. You should read every draft at least three times and ask your peers for feedback before you present the final document.

PRACTICE EXERCISE:

Read your draft from Lesson 12. Check for readability and mechanics and write a third revision.

TITLE: Peer Review

LESSON NUMBER: 14

INFORMATION:

When you need an objective evaluation of your writing, ask a classmate to read your composition and give you feedback. Ask for a brutal screening. Encourage your classmate to *try* to misunderstand your communication, to put your work through a mental obstacle course.

The following checklist will help your classmate be critical. The checklist items identify specific areas that might need improvement. You may be your own evaluator by using this checklist on your writing. Use the completed checklist(s) to guide your revision process.

PRACTICE EXERCISE:

Evaluate your composition from Lesson 13 using the checklist. Ask a classmate to do the same. Then, make appropriate revisions.

CHECKLIST FOR WRITING EVALUATION

Use this checklist to evaluate your own or someone else's writing. Then use the completed checklist to revise your paper. If "Don't know" has been checked, get a second opinion.

	YES	NO	DON'T KNOW
1. Purpose Is the writer's purpose clear?	—	—	—
2. Organization Are the main ideas logically organized?	—	—	—
3. Clarity Are the main ideas easily identified? Are the main ideas appropriately emphasized?	— —	— —	— —
4. Unity Is the central theme adhered to throughout? Are unnecessary details omitted?	— —	— —	— —
5. Coherence Do thoughts move easily from one point to another?	—	—	—
6. Support Does every sentence support the overall purpose? Is each main point adequately developed? Is the reasoning valid? Does the writer use sound evidence?	— — — —	— — — —	— — — —
7. Appropriateness Does the general tone suit the audience? Is the writing appropriate for the knowledge level of the readers?	— —	— —	— —
8. Readability Is the word choice appropriate and easy to understand? Are long, involved sentences avoided? Are active verbs used whenever appropriate? Are complex words avoided?	— — — —	— — — —	— — — —
9. Grammar Is the grammar satisfactory? Are there distracting errors in verb form or agreement with the subject?	— —	— —	— —
10. Punctuation Is punctuation accurate?	—	—	—

UNIT III. SAMPLES OF MARINE CORPS WRITING

Unit III contains the following samples of Marine Corps writing: simple letter, autobiography, fitness report, award nomination, citation, bulletin, order, response to complaint, JAGMAN investigation, detailed lesson outline, and student handout. These lessons should be completed as needed. Some of the samples are documents that you will use at The Basic School; others you will not use until you have left school. The samples presented here were current at the time of publication. When writing one of these documents, consult the most current reference.

Each sample contains two parts: (1) a sample before improvements and (2) an improved sample. You may read the first sample and try to improve it on your own before comparing your changes to the improved sample. If you use this method, your learning will be more active, and you will probably learn more from it. If time does not permit, you may read both versions of a writing sample and notice the changes made to the second version. The changes made to each sample reflect what you have learned in Units I and II and are annotated in the improved sample.

The purpose of this unit is to make your Marine Corps writing more effective. You will produce written documents throughout your Marine Corps career, and you will be judged by the quality of your writing. This unit is not intended to be a "how to" guide, as in "How to Write an Autobiography"; rather it is intended to be a guide to making your writing more effective.

TITLE: Simple Letter

LESSON NUMBER: J1

INFORMATION:

A simple letter is straightforward and uncomplicated. It clearly conveys the writer's purpose and provides the reader with information.

You may review the following letter and revise any areas where you think the wording, style, or format can be improved. Then compare your changes to those in the Improved Sample which follows. Alternately, you may read the Sample Before Improvements and compare it to the Improved Sample. This sample is double spaced to provide room for your changes. Use single spacing when writing your letters.

SAMPLE BEFORE IMPROVEMENTS:

UNITED STATES MARINE CORPS
Office of the Staff Judge Advocate
Marine Corps Base
Marine Corps Combat Development Command
Quantico, Virginia 22134-5001

5800
C 052
2 Aug 91

From: Staff Judge Advocate, Marine Corps Base, Marine Corps Combat Development Command
To: Capt T. L. Brent 123 45 6789/7564 USMC

Subj: ASSIGNMENT AS MEMBER OF SPECIAL COURTS-MARTIAL BOARD DURING 1 AUGUST 1992 THROUGH 31 JANUARY 1993

Ref: (a) MCCDCO P5800.2A

Encl: (1) Excusal letter

1. You have been nominated and selected as a member of the special courts-martial board for the subject period. Pursuant to paragraph 4001.5 of the reference, so long as you have that status, that assignment becomes your primary duty. Accordingly, should you desire to take annual leave or to accept Temporary Additional Duty (TAD) Orders during this period, you must request to be excused from your court-martial status duties for that period of time.

2. In accordance with the Commanding General's policy, such requests to accept TAD orders or take leave should be submitted on the enclosure to this Headquarters (Code C 052, Attention: Military Justice Officer) in sufficient time to allow the request to be acted upon prior to the effective date of the TAD or leave requested.

Subj: ASSIGNMENT AS MEMBER OF SPECIAL COURTS-MARTIAL BOARD DURING 1 AUGUST
1992 THROUGH 31 JANUARY 1993

Approval or disapproval will be made in writing and is not official until received by you. You should submit a separate request for each anticipated period of absence.

3. The trial counsel in each case will inform you as far in advance as practicable of the date your presence in court will be required. On that date you may remain in your office or at a telephone known to the trial counsel (640-3351) until that counsel asks you to appear for court.
4. You will sit as a member on the special courts-martial convened during the subject period. Because there may be several weeks between the convening of a court and the actual trial, you can expect to hear cases up to 45 days after 31 January 1991.
5. Should you have any questions you may contact the Military Justice Officer (Major Hall) (640-4707).

J. B. STERLING

IMPROVED SAMPLE:

Here is one possible revision. Changes are identified in the footnotes.

UNITED STATES MARINE CORPS
Office of the Staff Judge Advocate
Marine Corps Base
Marine Corps Combat Development Command
Quantico, Virginia 22134-5001

5800
C 052
2 Aug 91

From: Staff Judge Advocate, Marine Corps Base, Marine Corps Combat Development Command
To: Captain T. L. Brent 123 45 6789/7564 USMC

Subj: ASSIGNMENT AS MEMBER OF SPECIAL COURTS-MARTIAL BOARD DURING 1 AUGUST
1992 THROUGH 31 JANUARY 1993

Ref: (a) MCCDCO P5800.2A

Encl: (1) Excusal letter

Subj: ASSIGNMENT AS MEMBER OF SPECIAL COURTS-MARTIAL BOARD DURING 1 AUGUST
1992 THROUGH 31 JANUARY 1993

1. You have been selected¹ as a member of the special courts-martial board for the subject period. As stated in² paragraph 4001.5 of the reference, as³ long as you have that status, that assignment becomes your primary duty.
2. In accordance with the Commanding General's policy, if you want⁴ to take annual leave or² accept Temporary Additional Duty (TAD) during this period, you must request to be excused from your court-martial status duties.⁵ Submit a separate request on the enclosure for each anticipated period of absence to this Headquarters (Code C 052, Attention: Military Justice Officer) at least two weeks before⁶ the effective date of the TAD or leave requested.^{7,8} You will receive written approval or disapproval, which becomes official when you receive it.⁹
3. The trial counsel in each case will tell you in advance when¹⁰ your presence in court is required. On that date, the trial counsel (640-3351) will phone you either at your office or at another number you have given them and ask you to appear for court.¹¹
4. You will sit as a member on the special courts-martial convened during the subject period. Because several weeks may elapse⁶ between the convening of a court and the actual trial, you can expect to hear cases up to 45 days after 31 January 1991.
5. Direct any questions to the Military Justice Officer, Major Hall (640-4707).¹²

J. B. STERLING

¹ Deleted redundant words.
² Simplified wording.
³ Replaced incorrect word.
⁴ Deleted unnecessary words.
⁵ Combined two sentences and reorganized for paragraph coherency.
⁶ Simplified wording by substituting concrete words.
⁷ Made passive sentence active.
⁸ Combined three sentences.
⁹ Made passive sentence active; made positive.
¹⁰ Eliminated wordiness.
¹¹ Clarified confusing sentence.
¹² Simplified wording.

TITLE: Autobiography

LESSON NUMBER: J2

INFORMATION:

An autobiography is a written account of one's life. Autobiographies are referenced in the Basic School Order (BSO) P1520.37C and are written in the standard naval letter format (SECNAVINST 5216.5C). The purpose of the autobiography is to give background information about oneself while using naval letter format.

You may review the following autobiography and revise any areas where you think the wording, style, or format can be improved. Then compare your changes to those in the Improved Sample which follows. Alternately, you may read the Sample Before Improvements and compare it to the Improved Sample. This sample is double spaced to provide room for your changes. Use single spacing when writing your autobiography.

SAMPLE BEFORE IMPROVEMENTS:

UNITED STATES MARINE CORPS
Company D
The Basic School
Marine Corps Combat Development Command
Quantico, Virginia 22134-5053

1520
2 Plat
9 Apr 92

From: Second Lieutenant Jones 111 22 3333/9901 USMC

To: Commanding Officer, The Basic School
Via: (1) Platoon Commander, Second Platoon
(2) Commanding Officer, Company D

Subj: Submission of Autobiography

Ref: (a) BSO P1520.37C

1. In accordance with the reference, the following information is submitted:

- a. I was born on 11 March 1968 in Reno, Nevada, the second of three boys born to my parents.
- b. My parents are Michael G. and Evelyn R. Jones. My father works for the City of Reno Planning Department. My mother is a bookkeeper in a dentist's office. I have an older brother who is attending University of Nevada, Las Vegas, and my other younger brother is still in high school.
- c. I attended Reno High School, where I lettered in wrestling and maintained a 3.21 GPA. After completing high school, I attended Arizona State University (ASU) on a wrestling scholarship. I competed for a nomination to the academy, but was denied. So I chose to pursue NROTC without a scholarship. As an NROTC

Subj: SUBMISSION OF AUTOBIOGRAPHY

midshipman, I served one semester as Battalion Training Officer and another semester as Recruiting Representative for Cross-Town Schools. I admire antique cars, and I have studied automotive history extensively on my own, outside the classroom. I graduated from ASU with a B.A. in Business Administration.

d. There are many fields in the Marine Corps that interest me; these interests include: aviation and intelligence. I would prefer intelligence as a career due to my fascination with mystery. If that field does not pan out, I will consider applying for an aviation guarantee.

e. My main reason for joining the Marine Corps was to serve my country by being a leader of Marines. I can gain a sense of self-esteem and pride for myself as a Marine Officer.

f. My immediate plans are to excel at TBS and as a Marine Officer after graduation, and I am also planning on getting married and raising a family as well as eventually move to California and own a home and live comfortably with my family.

g. I was influenced to join the Marine Corps by my uncle who is a former Marine. He traveled a lot with the Marines, and he allowed me to visit each of his new homes. I have seen a lot of the world, and cannot wait to see even more as being a Marine myself.

h. My finances are in order at this time. After taxes, I make \$1450 per month. My estimated monthly expenses are estimated below:

1. rent and utilities	\$490
2. car loan and insurance	275
3. military expenses	75
4. personal expenses	260
5. credit cards	<u>55</u>
TOTAL	\$1155

Respectfully,

AARON JONES
Second Lieutenant, USMC

IMPROVED SAMPLE:

Here is one possible revision. Changes are identified in the footnotes.

UNITED STATES MARINE CORPS
Company D
The Basic School
Marine Corps Combat Development Command
Quantico, Virginia 22134-5053

1520
2 Plat
9 Apr 92

From: Second Lieutenant Jones 111 22 3333/9901 USMC
To: Commanding Officer, The Basic School¹
Via: (1) Platoon Commander, Second Platoon
(2) Commanding Officer, Company D

Subj: SUBMISSION OF AUTOBIOGRAPHY²

Ref: (a) BSO P1520.37C

1. In accordance with the reference, the following information is submitted:

a. I was born on 11 March 1968 in Reno, Nevada. I was the second of three boys.^{3,4}

b. My parents are Michael G. and Evelyn R. Jones. My father works for the City of Reno Planning Department. My mother is a bookkeeper in a dentist's office. My older brother attends University of Nevada, Las Vegas, and my younger brother is still in high school.⁴

c. I attended Reno High School, where I lettered in wrestling and maintained a 3.21 GPA. I was denied a nomination to the Naval Academy, but I did receive a wrestling scholarship to Arizona State University (ASU). There, I joined NROTC. As a midshipman, I served one semester as Battalion Training Officer and another semester as Recruiting Representative for Cross-Town Schools. I graduated from ASU with a B.A. in Business Administration. My outside interests include antique cars, and I have studied automotive history extensively on my own.^{4,5}

d. The fields in the Marine Corps that interest me most include intelligence and aviation.^{6,7,8} I would prefer intelligence as a career since I am fascinated by mystery,⁴ but I will consider applying for an aviation guarantee as a second choice.⁹

¹ Deleted extra line.

² Capitalized subject line.

³ Divided sentence into two for clarity.

⁴ Deleted unnecessary words to eliminate wordiness.

⁵ Reorganized entire paragraph to improve flow and eliminate wordiness.

⁶ Reworded for clarity; eliminated *There are*.

⁷ Corrected punctuation errors.

⁸ Changed order of fields to match preference stated in the following sentence.

⁹ Combined two sentences with connected ideas.

Subj: SUBMISSION OF AUTOBIOGRAPHY

e. My main reason for joining the Marine Corps was to serve my country by being a leader of Marines. I can enjoy a sense of pride as a Marine Officer.¹⁰

f. My immediate plans are to excel at TBS and as a Marine Officer after graduation. I also plan to marry and raise a family. I hope eventually to buy a home in California and live comfortably with my family.^{11,12}

g. My uncle, who is a former Marine, influenced me to join the Marine Corps.¹³ He traveled a lot with the Marines, and I visited each of his homes.¹⁴ I have seen a lot of the world¹⁵ and cannot wait to see even more as a Marine.¹⁴

h. My finances are in order at this time. After taxes, I make \$1450 per month. My monthly expenses are estimated below:¹⁰

1. rent and utilities	\$490
2. car loan and insurance	275
3. military expenses	75
4. personal expenses	260
5. credit cards	<u>55</u>
TOTAL	\$1155

Respectfully,

AARON JONES
Second Lieutenant, USMC

¹⁰ Deleted unnecessary words to eliminate redundancy.

¹¹ Split cumbersome sentence into two sentences.

¹² Reworded to eliminate shift in grammatical structure.

¹³ Made passive sentence active.

¹⁴ Deleted unnecessary words to eliminate wordiness.

¹⁵ Removed unnecessary comma from compound predicate.

TITLE: Fitness Report

LESSON NUMBER: J3

INFORMATION:

A fitness report is a report to the Commandant of the Marine Corps that documents the performance and potential of a Marine while in your command. The fitness report is the most important part of a Marine's Official Military Personnel File.

You learn how to complete fitness reports in class at TBS. This lesson will help you create strong, influential Section C narratives.

Section C should create a "word picture" of the Marine reported on (MRO). It should include comments concerning the MRO's duty assignment, performance, professional skills/character, and potential. Section C should be brief, concise, and consistent. Ten to twelve typed lined will suffice. Lengthy, generalized phraseology weakens your picture of the MRO.

A suggested method for creating powerful narratives is outlined in Chapter 6 of User's Guide: How to Write a Fitness Report. First, write a long, detailed draft that includes everything you can think of about the MRO. After several days, revise the draft and eliminate all unnecessary words, phrases, and sentences. Eliminate articles such as *a* and *the*. Omit the MRO's name. Condense what is left into a short, powerful message. You may want to enhance one or two key words or phrases by underlining or by using all capital letters.

You may review the following drafts and revise them to create short, powerful narratives. Then compare your changes to those in the Improved Samples which follow. Alternately, you may read the Samples Before Improvements and compare them to the Improved Samples. These samples are double spaced to provide room for your changes. Use single spacing when writing your narratives.

SAMPLES BEFORE IMPROVEMENTS:

1. Second Lieutenant Mills is very intelligent. He is conscientious about his work and shows much versatility. He learns quickly, picking up the details of a task almost immediately. A trim athletic leader, he shows mature and confident enthusiasm for any task assigned to him. He always takes a personal interest in his peers and subordinates in his command. He usually perfects anything he tries within one or two attempts. Displaying a keen sense of judgment, his initiative is unailing even in the absence of specific instructions. I see nothing but unlimited growth in this officer's future. He is extraordinarily qualified for continued service, advancement.

2. Sergeant Zepher is one of the sharpest people I know. He teaches by example. He is not afraid of anything; he'll try anything once. He expects the same from his subordinates, and so he pushes them to their limits. His style is effective--he gets a lot done. He is always on time. He never misses a deadline, and his work is usually flawless. As an administrative officer, his performance cannot be beat. Sergeant Zepher is proud to be a Marine. It is obvious just looking at him. He wears his uniform proudly. His patriotism is unfailing; he advocates frequent participation in patriotic ceremonies. Often he organizes flag-raising ceremonies on his own. This sergeant is a valuable asset to the Marine Corps. He'll be around for a long time, and his skill and knowledge as a Marine will continue to grow. I recommend early promotion.

IMPROVED SAMPLES:

Here are the possible brief narratives.

1. Lieutenant Mills:

Intelligent, conscientious, versatile officer. Exceptionally quick to learn; grasps details almost immediately. Athletic leader; exudes mature, confident enthusiasm. Takes personal interest in peers, subordinates in command. Strives for perfection; usually perfects anything attempted with minimal practice. KEEN JUDGMENT, UNFAILING INITIATIVE without need for specific instruction. Unlimited growth potential. Extraordinarily qualified for continued service, advancement.

2. Sergeant Zepher:

Sharp, fearless, effective. Not afraid to try new things. Challenges self as well as subordinates; inspires excellence. Teaches by example. Pays close attention to detail; generates flawless work. Punctual, never misses a deadline. As administrative officer, PERFORMANCE CANNOT BE MATCHED. Displays patriotism, pride in Marine Corps; organizes and advocates participation in patriotic activities. VALUABLE ASSET TO CORPS. Enthusiastically recommended for early promotion.

TITLE: Personal Award Recommendation

LESSON NUMBER: J4

INFORMATION:

An award recommendation is written when an officer decides that someone under his or her command has performed outstandingly and merits military decoration. To recommend an individual for an award, use the Personal Award Recommendation form OPNAV 1650/3 (Rev. 3-76) S/N 0107-LF-016-5015.

You can complete most items on the form quickly by filling in the blanks. Item 25, however, demands more time and effort. The Summary of Action section requires that you write an essay on the recommended individual's personal characteristics and professional accomplishments. A well-written essay will enhance the individual's chances of being selected for the award.

You may review the following recommendation and revise any areas where you think the wording, style, or format can be improved. Then compare your changes to those in the Improved Sample which follows. Alternately, you may read the Sample Before Improvements and compare it to the Improved Sample. This sample is double spaced to provide room for your changes. Use single spacing when writing your recommendations.

SAMPLE BEFORE IMPROVEMENTS:

25. SUMMARY OF ACTION

Sergeant Harper distinguished himself through superior and meritorious performance of duty while serving with Marine Barracks, U.S. Naval Support Facility, Diego Garcia from 18 September 1986 to 19 September 1987. During this period of time while serving as the Marine Barracks' Armorer, he clearly maintained a record of exceptional performance and dedication. Sgt G. Harper is a highly professional Marine leader who exercised foresight and wit to overcome every obstacle. With a keen understanding of his billet and its role in furthering the combat and security readiness of the Barracks, Sgt G. Harper provided outstanding ordnance support.

As the Marine Barracks' first armorer, Sgt G. Harper exhibited exceptional adaptability in implementing a multitude of policies and procedures with little or no guidance or supervision during a time characterized by a rapid buildup of personnel and increased responsibilities required of every NCO. In addition to his regular day to day duties, Sgt G. Harper conducted initial inspections on all weapons received; reported the receipt of all weapons to the Naval Weapons Support Center, Crane, Indiana; devised and implemented an MOS self-training program, and because of the lack of a secure armory facility, planned and implemented every detail involved

with the initial occupation and subsequent utilization of a temporary weapons storage facility. Having accomplished all of this, and recognizing that no action could be taken in the near future to construct a fortified armory, Sgt G. Harper set out alone to reconfigure and fortify an existing area within the confines of the Barracks compound to serve as a Marine Barracks armory. Sgt G. Harper attacked this challenge with great vigor, gathering every conceivable material needed. Additionally, with his own hands and with the assistance of those he had rallied to join in the effort, he created an armory that met every security requirement as outlined in headquarter directives.

Sgt G. Harper's attention to detail and determination to excel resulted in an above average rating and laudatory remarks from various members of the Commanding General's Inspection, FMFPac, during September 1987. Sgt G. Harper's skill and the dedication he displayed in preparation for inspections was evident in everything he did during his tour at the Barracks. He approached every task with a "can do" attitude and prided himself on completing it in a timely manner and without supervision.

Sgt G. Harper is a Marine who is driven by his pursuit for excellence. Under his leadership, the Marine Barracks armory acquired and sustained a reputation of excellence that greatly contributed to the operational readiness of the command. Sgt G. Harper's unwavering pride, enthusiasm, and dedication to duty clearly render him deserving of the Navy Achievement Medal.

IMPROVED SAMPLE:

Here is one possible revision. Changes are identified in the footnotes.

25. SUMMARY OF ACTION

Sergeant Harper distinguished himself through superior and meritorious performance of duty while serving with Marine Barracks, U.S. Naval Support Facility, Diego Garcia from 18 September 1986 to 19 September 1987. While serving as the Marine Barracks' Armorer during this period,¹ he maintained² a record of exceptional performance and dedication. Sgt G. Harper is a highly professional Marine leader who exercised foresight and wit to overcome every obstacle. With a keen understanding of his billet and its role in furthering the combat and security readiness of the Barracks, Sgt G. Harper provided outstanding ordnance support.

As the Marine Barracks' first armorer, Sgt G. Harper exhibited exceptional adaptability in implementing a multitude of policies and procedures with little or no guidance or supervision during a time³ of rapid personnel⁴ buildup and increased responsibilities for NCOs.⁵ In addition to his daily duties,⁵ Sgt G. Harper conducted initial inspections on all weapons received; reported the receipt of all weapons to the Naval Weapons Support Center, Crane, Indiana; and⁶ devised and implemented an MOS self-training program. Because the Barracks lacked a secure armory facility, Sgt G. Harper organized a temporary weapons storage facility, planning and implementing every detail involved with its initial occupation and subsequent use.^{4,7,8} Then,⁵ recognizing that a fortified armory would not be constructed in the near future,^{4,5} Sgt G. Harper decided⁵ to reconfigure and fortify an existing area within the confines of the Barracks compound to serve as a Marine Barracks armory. Sgt G. Harper attacked this challenge with great vigor, gathering all necessary materials.⁵ With² his own hands and with the assistance of those he had rallied to join in the effort, he created an armory that met every security requirement² outlined in headquarter directives.

Sgt G. Harper's attention to detail and determination to excel resulted in an above average rating and laudatory remarks from various members of the Commanding General's Inspection, FMFPac, during September 1987. The skill and dedication Sgt G. Harper displayed in preparing⁸ for inspections⁵ was evident in everything he did during his tour at the Barracks. He approached every task with a "can do" attitude and prided himself on completing it in a timely manner and without supervision.

Sgt G. Harper is a Marine³ driven by his pursuit of⁹ excellence. Under his leadership, the Marine Barracks armory acquired and sustained a reputation for⁹ excellence that greatly contributed to the operational readiness of the command. Sgt G. Harper's unwavering pride, enthusiasm, and dedication to duty clearly make⁸ him deserving of the Navy Achievement Medal.

¹ Moved prepositional phrase to improve flow.

² Deleted unnecessary word.

³ Eliminated unnecessary words.

⁴ Changed order of words to improve flow.

⁵ Changed wording to eliminate wordiness.

⁶ Inserted necessary word.

⁷ Divided cumbersome sentence into two sentences.

⁸ Simplified word choice.

⁹ Replaced incorrect word.

TITLE: Citation

LESSON NUMBER: J5

INFORMATION:

When a Marine is selected to receive an award, a citation must be written. A citation is a synopsis of the meritorious action or service that justifies the award. Use the Summary of Action section from the original award nomination to write the citation. Condense the material by removing unnecessary particulars and eliminating terms known only to the military.

The language of a citation must speak to civilians as well as Marines. A citation should have fewer than 15 lines and be free of excessive superlatives and acronyms. Imagine the citation framed and hanging on the honoree's wall for years to come. Craft it carefully.

You may review the following citation and revise any areas where you think the wording, style, or format can be improved. Then compare your changes to those in the Improved Sample which follows. Alternately, you may read the Sample Before Improvements and compare it to the Improved Sample. This sample is double spaced to provide room for your changes. Use single spacing when writing your citations.

SAMPLE BEFORE IMPROVEMENTS:

The Secretary of the Navy takes pleasure in presenting the NAVY ACHIEVEMENT MEDAL to

SERGEANT GORDON S. HARPER

UNITED STATES MARINE CORPS

for services as set forth in the following

CITATION:

"For professional achievement in the superior performance of his duties while serving as the armorer of Marine Barracks, U.S. Naval Support Facility, Diego Garcia from 18 September 1986 to 19 September 1987.

Throughout this period, Sergeant Harper demonstrated a level of enthusiasm and drive seldom equaled. His consistent enthusiastic approach to problem solving coupled with his broad knowledge of armory procedures were instrumental in both the stand-up of a fully functioning temporary weapons storage facility and the subsequent construction and utilization of a permanent armory. Through his efforts, Sergeant Harper contributed greatly to the overall operational readiness of the command. Sergeant Harper's outstanding professionalism and unrelenting dedication to duty reflected great credit upon himself and were in keeping with the highest traditions of the United States Marine Corps and the United States Naval Service."

FOR THE SECRETARY OF THE NAVY,

B. F. HOLTE
MAJOR GENERAL, U.S. MARINE CORPS
COMMANDING GENERAL, FLEET MARINE FORCE, PACIFIC
ACTING

IMPROVED SAMPLE:

Here is one possible revision. Changes are identified in the footnotes.

The Secretary of the Navy takes pleasure in presenting the NAVY ACHIEVEMENT MEDAL to

SERGEANT GORDON S. HARPER

UNITED STATES MARINE CORPS

for services as set forth in the following

CITATION:

"For professional achievement in the superior performance of his duties while serving as the armorer of Marine Barracks, U.S. Naval Support Facility, Diego Garcia from 18 September 1986 to 19 September 1987. Throughout this period, Sergeant Harper demonstrated exceptional enthusiasm and drive.¹ His consistently² enthusiastic approach to problem solving and¹ his broad knowledge of armory procedures were instrumental in both the organization³ of a fully functioning temporary weapons storage facility and the subsequent construction and use¹ of a permanent armory. Sergeant Harper's efforts contributed greatly to the overall operational readiness of the command.⁴ Sergeant Harper's outstanding professionalism and unrelenting dedication to duty reflected great credit upon himself and were in keeping with the highest traditions of the United States Marine Corps and the United States Naval Service."

FOR THE SECRETARY OF THE NAVY,

B. F. HOLTE
MAJOR GENERAL, U.S. MARINE CORPS
COMMANDING GENERAL, FLEET MARINE FORCE, PACIFIC
ACTING

¹ Simplified wording.

² Changed adjective to adverb since the adverb is modifying the adjective "enthusiastic."

³ Changed unusual word choice to clarify meaning.

⁴ Simplified sentence construction.

TITLE: Bulletin

LESSON NUMBER: J6

INFORMATION:

Bulletins are Marine Corps directives that have short-term authority. They remain in effect for 12 months or less. Therefore, bulletins are best used for temporary procedures, one-time reports, or short-term information.

Write bulletins so that they can be read quickly and understood easily. Be direct and exact. Get to the point. Bulletins usually do not need long, detailed background sections. Longer sections are less likely to be read.

You may review the following bulletin and revise any areas where you think the wording, style, or format can be improved. Then compare your changes to those in the Improved Sample which follows. Alternately, you may read the Sample Before Improvements and compare it to the Improved Sample.

SAMPLE BEFORE IMPROVEMENTS:

UNITED STATES MARINE CORPS
Marine Corps Combat Development Command
Quantico, Virginia 22134-5001

Canc: Sep 91

BSBul 5060
TU 525
12 Jul 91

BASIC SCHOOL BULLETIN 5060

From: Commanding Officer, The Basic School
To: Distribution List

Subj: COMPANY B, BASIC OFFICER CLASS 2-91 MESS NIGHT

Ref: (a) BSO 1710.1B

Encl. (1) TDS Staff Officer Participation List

1. Purpose. To announce the Company B, Basic Class 2-91 Mess Night on Thursday, 1 August 1991.
2. Guest of Honor. The guest of honor for the evening will be Lieutenant general E. C. Cheatham, USMC (Ret).

Staff Officer Participation

- a. The officers, listed in enclosure (1), are invited by Company B to participate in the Mess Night.
- b. It is requested that the Chief, Special Events and International Training be notified as to acceptance or regrets by Thursday, 25 July 1991.

BSBul 5060
12 Jul 91

c. Staff officers are requested to arrive at the main entrance of O'Bannon Hall no earlier than 1800 and no later than 1815.

4. Uniform.

a. The uniform for officer students will be White Dress "B" with ribbons marksmanship badges and name tags.

b. Guests will wear Evening Dress.

5. Responsibilities The assignment of responsibilities for the Mess Night is contained in reference (a). The mess president is Second Lieutenant Jurgenson.

D. S. WILSON
By direction

DISTRIBUTION: A

Copy to: EaOConc, ADF, BOQ, CO's Secy, Mess Night President, Mess Night Committees

IMPROVED SAMPLE:

Here is one possible revision. Changes are identified in the footnotes.

UNITED STATES MARINE CORPS
Marine Corps Combat Development Command
Quantico, Virginia 22134-5001

Canc: Sep 91

BSBul 5060
TU 525
12 Jul 91

BASIC SCHOOL BULLETIN 5060

From: Commanding Officer, The Basic School
To: Distribution List

Subj: COMPANY B, BASIC OFFICER CLASS 2-91 MESS NIGHT

Ref: (a) BSO 1710.1B

Encl: (1) TBS Staff Officer Participation List

1. Purpose.¹ To announce the Company B, Basic Class 2-91 Mess Night on Thursday, 1 August 1991.

¹ Underlined heading in accordance with bulletin format.

BSBul 5060
12 Jul 91

2. Guest of Honor. The guest of honor for the evening will be Lieutenant General² E. C. Cheatham, USMC (Ret).

3. Action³

a. Company B invites the officers⁴ listed in enclosure (1)⁴ to participate in the Mess Night.⁵

b. Please notify the Chief, Special Events and International Training of your acceptance or regrets by Thursday, 25 July 1991.⁵

c. Staff officers should arrive at the main entrance of O'Bannon Hall no earlier than 1800 and no later than 1815.⁵

4. Uniform⁶

a. The uniform for officer students will be White Dress "B" with ribbons,⁷ marksmanship badges,⁷ and name tags.

b. Guests will wear Evening Dress.

5. Responsibilities.⁸ Reference (a) contains the assignment of responsibilities for the Mess Night.⁵ The mess president is Second Lieutenant Jurgenson.

D. S. WILSON
By direction

DISTRIBUTION: A

Copy to: EaOConc
ADF
BOQ
CO's Secy
Mess Night Pres.
Mess Night Committees⁹

² Capitalized an element of a proper noun.

³ Replaced with appropriate outline number and heading.

⁴ Deleted unnecessary comma.

⁵ Made passive sentence active.

⁶ Deleted unnecessary period.

⁷ Added comma to separate items of a series.

⁸ Added necessary period.

⁹ Aligned and listed items in accordance with bulletin format.

TITLE: Order

LESSON NUMBER: J7

INFORMATION:

Orders are Marine Corps directives that have long-term authority. Unlike bulletins, orders are often permanent. Many orders call for continuous action; many others are referred to regularly.

Write orders so that they can be read and understood easily. Be direct and exact. Get to the point. Orders usually do not need long, detailed background sections. As with bulletins, longer sections are less likely to be read.

You may review the following order and revise any areas where you think the wording, style, or format can be improved. Then compare your changes to those in the Improved Sample which follows. Alternately, you may read the Sample Before Improvements and compare it to the Improved Sample. This sample is double spaced to provide room for your changes. Use single spacing when writing your orders.

SAMPLE BEFORE IMPROVEMENTS:

DEPARTMENT OF THE NAVY
Headquarters United States Marine Corps
Washington, D.C. 20380

MCO 5420.16
MMPR-2-bam
19 Apr 84

MARINE CORPS ORDER 5420.16

From: Commandant of the Marine Corps
To: Distribution List

Subj: ENLISTED REMEDIAL PROMOTION BOARD

Ref: (a) 10 USC, Sections 505 and 1169
(b) Manual for Courts-Martial, 1969 (Rev.), par. 128c
(c) Marine Corps Manual

Encl: (1) Procedures for the Enlisted Remedial Promotion Board

1. Purpose: To provide information concerning the operation and functioning of the Enlisted Remedial Promotion Board.
2. Cancellation: MCO 1610.10
3. Background: The Enlisted Remedial Promotion Board is an advisory board that provides advice to the CMC on enlisted remedial promotion cases.

166
C/170

FINDINGS OF FACT

1. That LCpl Frank Johnson was a member of Enlisted Instructor Company, Support Battalion, The Basic School, MCDEG, Quantico, Virginia on 24 and 25 August 1987. (encl (2))

MCO 5420.16

4. Mission. The Enlisted Remedial Promotion Board is duly constituted by authority of the Commandant, pursuant to references (a) through (c) and applicable DoD directives. In accordance with procedures outlined in the enclosure, the Enlisted Remedial Promotion Board is authorized to review all Marine enlisted personnel records referred to it for the purpose of making recommendations concerning remedial promotion.
5. Membership. The Enlisted Remedial Promotion Board will be composed of the members listed in the enclosure.
6. Exclusivity. The guidance and procedures contained or specifically referenced in this Order are considered the sole guidance and procedures governing the Enlisted Remedial Promotion Board.
7. Reserve Applicability. This Order is applicable to the MCR.

M. B. WHITE
Assistant Commandant
of the Marine Corps

DISTRIBUTION: A
Copy to: 8145001

IMPROVED SAMPLE:

Here is one possible revision. Changes are identified in the footnotes.

DEPARTMENT OF THE NAVY
Headquarters United States Marine Corps
Washington, D.C. 20380

MCO 5420.16
MMPR-2-bam
19 Apr 84

MARINE CORPS ORDER 5420.16¹

From: Commandant of the Marine Corps
To: Distribution List

Subj: ENLISTED REMEDIAL PROMOTION BOARD

¹ Underlined title in accordance with order format.

MCO 5420.16
19 Apr 84²

Ref: (a) 10 USC, Sections 505 and 1169
(b) Manual for Courts-Martial, 1969 (Rev.), par. 128c
(c) Marine Corps Manual

Encl: (1) Procedures for the Enlisted Remedial Promotion Board

1. Purpose.³ To provide information concerning the operation and functioning of the Enlisted Remedial Promotion Board.
2. Cancellation. MCO 1610.10
3. Background. The Enlisted Remedial Promotion Board advises the CMC on enlisted remedial promotion cases.⁴
4. Mission. The Commandant appoints the Enlisted Remedial Promotion Board in accordance with references (a) through (c) and applicable DoD directives. Following procedures outlined in the enclosure, the Enlisted Remedial Promotion Board reviews all Marine enlisted personnel records referred to it and makes recommendations concerning remedial promotion.⁵
5. Membership. The Enlisted Remedial Promotion Board will be composed of the members listed in the enclosure.
6. Exclusivity. The guidance and procedures contained or referenced in this Order provide the sole guidance for the Enlisted Remedial Promotion Board.⁶
7. Reserve Applicability. This Order applies⁷ to the MCR.

M. B. WHITE
Assistant Commandant
of the Marine Corps

DISTRIBUTION:⁸ A

Copy to: 8145001⁹

² Added date line to page header.

³ Replaced colon with period in accordance with order format.

⁴ Eliminated redundancy.

⁵ Made passive sentences active and substituted simpler words in this paragraph.

⁶ Substituted simpler words and eliminated unnecessary words.

⁷ Substituted a simpler word.

⁸ Removed unnecessary underline.

⁹ Moved copy list down one line.

TITLE: Response to Complaint

LESSON NUMBER: J8

INFORMATION:

In the Marine Corps, as in any major organization, responding to all complaints received is important. Acknowledging complaints helps to build strong public and private relations.

Follow the format for a simple letter when responding to a complaint.

You may review the following letter and revise any areas where you think the wording, style, or format can be improved. Then compare your changes to those in the Improved Sample which follows. Alternately, you may read the Sample Before Improvements and compare it to the Improved Sample. This sample is double spaced to provide room for your changes. Use single spacing when writing your letters.

SAMPLE BEFORE IMPROVEMENTS:

UNITED STATES MARINE CORPS
The Basic School
Marine Corps Combat Development Command
Quantico, Virginia 22134-5053

5730
TU 521
25 Feb 91

From: Commanding Officer, The Basic School
To: Commanding General, Marine Corps Combat Development Command
Subj: ANONYMOUS LETTER DATED 4 FEB 91 TO CMC REGARDING TREATMENT ALLEGEDLY RECEIVED BY 2ND LTS DURING A FIELD EXERCISE AT TBS
Ref: (a) HQMC IGAR R/S dtd 15 Feb 91, same subject

1. In response to the reference, the following information is provided:
 - a. Company G (BOC 7-90) began training on 4 September 1990.
 - b. On or about 4 September 1990, Company G was issued the standard cold/wet weather issue for TBS (e.g., field jackets/liners, wet weather suits, vapor barrier boots, polypropylene underwear, polypropylene sleeping shirts, etc.).
 - c. Due to limited quantities of GORTEX suits possessed by TBS, these suits were not available for issue to Company G until 11 December (160 sets) and 31 January (53 sets). None of the cold-related injuries resulted from a lack of GORTEX suits.

Subj: ANONYMOUS LETTER DATED 4 FEB 91 TO CMC REGARDING TREATMENT ALLEGEDLY RECEIVED BY 2ND LTS DURING A FIELD EXERCISE AT TBS

d. The cold-related injuries noted in the reference occurred while Company G conducted field training, 7-9 January 1991:

FEX-36 Day Ambush Patrols	Monday, 7 January
FEX-34 Night Reconnaissance Patrols	Monday, 7 January
FEX-38 Night Ambush Patrols	Tuesday, 8 January
FEX-40 Day Ambush Patrols (live fire)	Wednesday, 9 January

e. The Company Commander, Company G directed that, at a minimum, the following cold weather gear would be taken to the field for the above field exercises: shelter halves, sleeping bags, cold weather pads, and an itemized list of some of their cold weather issue. Vapor barrier boots were not included on the list; however, it should be noted that the lieutenants were not directed to not take their vapor barrier boots.

f. The company was briefed by the Primary Instructor on the upcoming foul weather. The brief included: a discussion of the use of a heated classroom at Camp Upshur for patrol debriefs, medical checks, and changing of clothes; availability of a warming tent at the company bivouac site (MA-9); determined schedules for hot meals and hot wets; and, ultimately a no-go point for cancellation of training if necessary.

g. The company commander, prior to the company going to the field, warned the lieutenants against complacency. He advised them of the upcoming low temperatures and possibility of rain, freezing rain, or snow. The average temperature during the training period was 34 degrees, the lowest temperature was 25 degrees from 0600-0900 on 8 January 1991.

h. A corpsman checked for cold-related injuries on the evenings of 7 and 8 January 1991. The Company Commander, Company G directed that each lieutenant have their feet checked the evening of 8 January 1991. The checks were conducted in the heated classroom at Camp Upshur as patrols returned.

i. There were 25 cold-related injuries in Company G, related to the 7-9 January 1991 field training. All injuries were feet related.

Subj: ANONYMOUS LETTER DATED 4 FEB 91 TO CMC REGARDING TREATMENT ALLEGEDLY
RECEIVED BY 2ND LTS DURING A FIELD EXERCISE AT TBS

j. The one frostbite case was a Foreign Military Officer, Ens Lisandro Roman, Venezuelan Navy. Prognosis as of 22 February 1991 is complete recovery with no permanent nerve damage. There are no cases of permanent nerve damage in any of the other cold-related injuries.

k. All 25 lieutenants with cold-related injuries were seen by a medical officer and, if necessary, had follow-up appointments. Thirteen did not require follow-up, 12 did. Initial disposition of cases ranged from "to full duty" (13) to "light duty" (12).

1. Ens Lisandro Roman is the only officer who remains on light duty.
2. Although unfortunate, I am confident that this incident has been a positive learning experience for the lieutenants in Company G and has contributed toward our effort to develop a competent, thinking leader. Company G was briefed on cold weather operations and given written instructions on measures to prevent cold-related injuries. Had the lieutenants complied with the recommended procedures, it is likely that the injuries would not have occurred.

B. M. SIMPSON

IMPROVED SAMPLE:

Here is one possible revision. Changes are identified in the footnotes.

UNITED STATES MARINE CORPS
The Basic School
Marine Corps Combat Development Command
Quantico, Virginia 22134-5053

5730
TU 521
25 Feb 91

From: Commanding Officer, The Basic School
To: Commanding General, Marine Corps Combat Development Command
Subj: ANONYMOUS LETTER DATED 4 FEB 91 TO CMC REGARDING TREATMENT ALLEGEDLY
RECEIVED BY 2ND LTS DURING A FIELD EXERCISE AT TBS

Ref: (a) HQMC IGAR R/S dtd 15 Feb 91, same subject

1. In response to the reference, the following information is provided:

- a. Company G (BOC 7-90) began training on 4 September 1990.
- b. On or about 4 September 1990, Company G was issued the standard cold/wet weather issue for TBS (e.g., field jackets/liners, wet weather suits, vapor barrier boots, polypropylene underwear, polypropylene sleeping shirts, etc.).
- c. Because TBS had too few GORTEX suits, these suits were not issued to Company G until 11 December (160 sets) and 31 January (53 sets).¹ None of the cold-related injuries resulted from a lack of GORTEX suits.
- d. The cold-related injuries noted in the reference occurred while Company G conducted field training, 7-9 January 1991:

FEX-36 Day Ambush Patrols	Monday, 7 January
FEX-34 Night Reconnaissance Patrols	Monday, 7 January
FEX-38 Night Ambush Patrols	Tuesday, 8 January
FEX-40 Day Ambush Patrols (live fire)	Wednesday, 9 January

- e. The Company Commander, Company G directed that, at a minimum, the lieutenants take shelter halves, sleeping bags, cold weather pads, and several specific cold weather issue items to the field for the field exercises.² Although vapor barrier boots were not listed or mentioned by the company staff, the lieutenants were permitted to take them.³

¹ Eliminated wordiness.

² Made passive sentence active; eliminated wordiness.

³ Made positive; eliminated wordiness.

Unit III

Subj: ANONYMOUS LETTER DATED 4 FEB 91 TO CMC REGARDING TREATMENT ALLEGEDLY RECEIVED BY 2ND LTS DURING A FIELD EXERCISE AT TBS

f. The Primary Instructor briefed the company on the upcoming foul weather.⁴ The brief included⁵ the use of a heated classroom at Camp Upshur for patrol debriefs, medical checks, and changing of clothes; the availability of a warming tent at the company bivouac site (MA-9); schedules for hot meals and hot wets; and a no-go point for cancellation of training if necessary.⁶

g. Before the company went to the field, the company commander warned the lieutenants against complacency.⁷ He advised them of the upcoming low temperatures and possibility of rain, freezing rain, or snow. The average temperature during the training period was 34 degrees;⁸ the lowest temperature was 25 degrees from 0600-0900 on 8 January 1991.

h. A corpsman checked for cold-related injuries on the evenings of 7 and 8 January 1991. The Company Commander, Company G directed that all⁹ lieutenants have their feet checked the evening of 8 January 1991. The corpsman conducted the checks in the heated classroom at Camp Upshur as patrols returned.⁴

i. Twenty-five lieutenants in Company G suffered cold-related injuries to their feet during the 7-9 January 1991 field training.¹⁰

j. *Ens Lisandro Roman, a Foreign Military Officer from the Venezuelan Navy, suffered the only case of frostbite.*¹¹ Prognosis as of 22 February 1991 is for complete recovery. The injured lieutenants will not suffer permanent nerve damage.¹²

k. A medical officer checked the 25 injured lieutenants and scheduled 12 for follow-up appointments.⁴ The 12 lieutenants requiring follow-up care were placed on light duty. The other 13 continued full duty.¹¹

l. *Ens Lisandro Roman is the only officer who remains on light duty.*

2. Although unfortunate, this incident¹³ has been a positive learning experience for the lieutenants in Company G and has contributed toward our effort to develop competent, thinking leaders.¹⁴ Company G was briefed on cold weather operations and given written instructions on measures to prevent cold-related injuries. Had the lieutenants complied with the recommended procedures, their injuries probably would not have occurred.¹⁵

B. M. SIMPSON

⁴ Made passive sentence active.

⁵ Deleted unnecessary colon.

⁶ Made all clauses parallel.

⁷ Reworded, using simpler words, for clarity.

⁸ Replaced comma with semicolon to eliminate comma splice.

⁹ Eliminated shift in number.

¹⁰ Reworded for clarity; eliminated *There were*.

¹¹ Reworded for clarity.

¹² Reworded for clarity; eliminated *There are*.

¹³ Eliminated misplaced modifier.

¹⁴ Made plural to eliminate shift in number.

¹⁵ Reworded to eliminate *it is* and other wordiness.

TITLE: JAG Manual Investigation

LESSON NUMBER: J9

INFORMATION:

Writing a JAG Manual (JAGMAN) Investigation is a big responsibility. Many people, including Marines and civilians, will see your report. To write a successful report, follow the prescribed format exactly and make all your statements with conviction. Do not appear uncertain; be definite.

Include every necessary detail because a single detail can often change the way an entire situation is viewed. On the other hand, do not be so detailed that you are repetitious.

You may review the following report and revise any areas where you think the wording, style, or format can be improved. Then compare your changes to those in the Improved Sample which follows. Alternately, you may read the Sample Before Improvements and compare it to the Improved Sample. This sample is double spaced to provide room for your changes. Use single spacing when writing your reports.

SAMPLE BEFORE IMPROVEMENTS:

UNITED STATES MARINE CORPS
The Basic School
Marine Corps Combat Development Command
Quantico, Virginia 22134-5053

5830
E 183-1
9 Sep 87

From: Second Lieutenant John Martin, USMC, 551-20-3459/2305
To: Commanding Officer, Support Battalion, The Basic School

Subj: Investigation to inquire into the circumstances surrounding a motor vehicle accident occurring on MCB #1, Quantico, Virginia on 25 August 1987

Ref: (a) JAG Manual
(b) MCO P4400.150(c)

Encl: (1) Commanding Officer, The Basic School, appointed order 5830 dtd 5 Mar 1991
(2) Statement of Lance Corporal Frank Johnson, USMC, with Privacy Act Statement
(3) Statement of Private First Class John Miller, USMC, with Privacy Act Statement
(4) Statement of Private First Class Bob Daniels, USMC, with Privacy Act Statement
(5) Statement of Corporal Vernon P. Peak, USMC, with Privacy Act Statement
(6) Statement of Sergeant Jerry Jones, USMC, with Privacy Act Statement
(7) Statement of Sergeant Ves T. Gator, USMC, with Privacy Act Statement
(8) Statement of Lance Corporal George P. Fixit, USMC, with Privacy Act Statement
(9) Statement of Captain William Marshall, USMC, with Privacy Act Statement
(10) Statement of Lieutenant Commander Benjamin C. Casey, USNR, with Privacy Act Statement
(11) Competence for Duty Examination NAVMED 6120/1 LCpl Frank Johnson
(12) Toxicological Examination Request and Report LCpl Frank Johnson
(13) Statement of Lieutenant John T. Jackson, USNR
(14) Statement of Lieutenant Frank N. Stein, USNR

- (15) Standard Form 91A, Investigation of Motor Vehicle Accident
- (16) Statement of Investigating Officer

PRELIMINARY STATEMENT

1. In compliance with instructions contained in enclosure (1) and in accordance with the provisions in references (a) and (b), an informal investigation was conducted into the circumstances surrounding a motor vehicle accident on MCB #1, Quantico, Virginia on 25 August 1987.

2. The investigator met all investigation/inquiry requirements set out in enclosure (1).

3. I encountered no difficulties during the course of this investigation.

FINDINGS OF FACT

1. That LCpl Frank Johnson was a member of Enlisted Instructor Company, Support Battalion, The Basic School, MCDEC, Quantico, Virginia on 24 and 25 August 1987.

[encl (2)]

2. That LCpl Frank Johnson, PFC John Miller, and PFC Bob Daniels attended a platoon party at Daly Hall from approximately 20:30 on 24 August 1987 to 00:30 on 25 August 1987. [encls (2), (3), and (4)]

3. That LCpl Frank Johnson consumed two to three beers at the party. [encls (2), (3), (4), (5), (11), and (15)]

4. That LCpl Frank Johnson, PFC John Miller, and PFC Bob Daniels left the party in LCpl Frank Johnson's 1963 Pontiac 2-seat convertible. LCpl Frank Johnson drove, PFC Bob Daniels rode in the passenger's seat, and PFC John Miller sat on the column between the two seats. [(2), (3), (4), and (5)]

5. That LCpl Frank Johnson's Pontiac was not equipped with seat belts. MCDECO 5827.4E requires that all vehicles operated on base be equipped with seat belts. [encls (15) and (16)]

6. That while travelling through the intersection of MCB #1 and MCB #2, LCpl Frank Johnson swerved to avoid hitting a deer that was in the middle of the road. In swerving to avoid the deer, LCpl Frank Johnson's Pontiac collided with a government vehicle parked on the side of MCB #1. encls (2), (3), and (6)

7. That the government vehicle parked on the side of MCB #1 was a van assigned to LCpl George P. Fixit for the evening. LCpl George P. Fixit was to use the vehicle to drive VIP mess night guests between Camp Barrett and Liversedge Hall. [encl (8)]

8. That LCpl George P. Fixit had parked the van on the side of MCB #1 after its right front tire blew out. LCpl George P. Fixit was changing the tire without using emergency flashers or lights when the van was struck. [encls (7) and (8)]

9. That MCDECO 5827.4E requires that all vehicles stopped along the side of the road will utilize emergency flashers.

10. That after hitting the government vehicle, LCpl Frank Johnson's Pontiac traveled across the road, down a ditch, and came to rest against a tree. [encls (6) and (15)]

11. That an ambulance arrived at the scene at approximately 0150 and transported LCpl Frank Johnson to U. S. naval hospital, Quantico, Virginia. [encls (6), (7), and (15)]

12. That PFC John Miller and PFC Bob Daniels suffered no injuries. [encls (3), (4), and (15)]

13. That at the hospital, LCpl Frank Johnson was read his rights under Article 31 of the UCMJ, and had a voluntary blood alcohol test. The result was .05%. The legal limit is .15%. [encls (12) and (16)]

14. That after an examination, LCpl Frank Johnson was admitted to the hospital for two days for treatment of his injuries. LCpl Frank Johnson was given 14 days convalescent leave. [encls (11), (13), and (14)]

15. That estimated cost of repair to the government vehicle is \$2000; the replacement cost is \$15000. [encls (15) and (16)]

OPINIONS

1. That LCpl Frank Johnson's driving ability was not impaired by alcohol. (Findings of Fact 13)
2. That LCpl Frank Johnson violated a direct order by exceeding the seating capacity of his vehicle and by not having seat belts in his vehicle. (4 and 5)
3. That the deer in the road and the absence of emergency lighting on the parked government vehicle were the main causes of the accident. (8 and 9)
4. That LCpl Frank Johnson's injuries were incurred in the line of duty and were not due to his own misconduct. (Findings of Fact 6, 8, 10, and 13)
5. That the government vehicle is economically repairable, inasmuch as repair costs do not exceed 65 percent of replacement cost. (Finding of Fact 15)

RECOMMENDATIONS

1. It is recommended that LCpl Frank Johnson receive disciplinary action for not having the required safety equipment installed in his vehicle and warned for exceeding the passenger limit of his vehicle, and that LCpl George P. Fixit receive disciplinary action for not using appropriate safety procedures while repairing the vehicle for which he was responsible.

2. That the government vehicle be repaired and returned to service.

3. That LCpl George P. Fixit be held responsible for the damage to the government vehicle, since it was a result of his negligence.

JOHN MARTIN

IMPROVED SAMPLE:

Here is one possible revision. Changes are identified in the footnotes.

UNITED STATES MARINE CORPS
The Basic School
Marine Corps Combat Development Command
Quantico, Virginia 22134-5053

5830
E 183-1
9 Sep 87

From: Second Lieutenant John Martin, USMC, 551-20-3459/2305
To: Commanding Officer, Support Battalion, The Basic School

Subj: INVESTIGATION TO INQUIRE INTO THE CIRCUMSTANCES SURROUNDING A MOTOR
VEHICLE ACCIDENT OCCURRING ON MCB #1, QUANTICO, VIRGINIA ON 25 AUGUST 1987¹

Ref: (a) JAG Manual
(b) MCO P4400.150(c)

Encl: (1) Commanding Officer, The Basic School, appointed order 5830 dtd 5 Mar 1991
(2) Statement of Lance Corporal Frank Johnson, USMC, with Privacy Act Statement
(3) Statement of Private First Class John Miller, USMC, with Privacy Act Statement
(4) Statement of Private First Class Bob Daniels, USMC, with Privacy Act Statement
(5) Statement of Corporal Vernon P. Peak, USMC, with Privacy Act Statement
(6) Statement of Sergeant Jerry Jones, USMC, with Privacy Act Statement
(7) Statement of Sergeant Ves T. Gator, USMC, with Privacy Act Statement
(8) Statement of Lance Corporal George P. Fixit, USMC, with Privacy Act Statement
(9) Statement of Captain William Marshall, USMC, with Privacy Act Statement
(10) Statement of Lieutenant Commander Benjamin C. Casey, USNR, with Privacy Act Statement
(11) Competence for Duty Examination NAVMED 6120/1 LCpl Frank Johnson
(12) Toxicological Examination Request and Report LCpl Frank Johnson
(13) Statement of Lieutenant John T. Jackson, USNR
(14) Statement of Lieutenant Frank N. Stein, USNR
(15) Standard Form 91A, Investigation of Motor Vehicle Accident
(16) Statement of Investigating Officer

PRELIMINARY STATEMENT

1. In compliance with instructions contained in enclosure (1) and in accordance with the provisions in references (a) and (b), an informal investigation was conducted into the circumstances surrounding a motor vehicle accident on MCB #1, Quantico, Virginia on 25 August 1987.
2. The investigator met all investigation/inquiry requirements set out in enclosure (1).
3. I encountered no difficulties during the course of this investigation.

¹ Capitalized entire subject line in accordance with JAGMAN Investigation format.

FINDINGS OF FACT

1. That LCpl Frank Johnson was a member of Enlisted Instructor Company, Support Battalion, The Basic School, MCDEC, Quantico, Virginia on 24 and 25 August 1987. [encl (2)]
2. That LCpl Frank Johnson, PFC John Miller, and PFC Bob Daniels attended a platoon party at Daly Hall from approximately 2030² on 24 August 1987 to 0030² on 25 August 1987. [encls (2), (3), and (4)]
3. That LCpl Frank Johnson consumed two to three beers at the party. [encls (2), (3), (4), (5), (11), and (15)]
4. That LCpl Frank Johnson, PFC John Miller, and PFC Bob Daniels left the party in LCpl Frank Johnson's 1963 Pontiac two-seat³ convertible. LCpl Frank Johnson drove, PFC Bob Daniels rode in the passenger's seat, and PFC John Miller sat on the column between the two seats. [encls⁴ (2), (3), (4), and (5)]
5. That LCpl Frank Johnson's Pontiac was not equipped with seat belts. MCDECO 5827.4E requires that all vehicles operated on base be equipped with seat belts. [encls (15) and (16)]
6. That while travelling through the intersection of MCB #1 and MCB #2, LCpl Frank Johnson swerved to avoid hitting a deer that was in the middle of the road. In swerving to avoid the deer, LCpl Frank Johnson's Pontiac collided with a government vehicle parked on the side of MCB #1. [encls (2), (3), and (6)]⁵
7. That the government vehicle parked on the side of MCB #1 was a van assigned to LCpl George P. Fixit for the evening. LCpl George P. Fixit was to use the vehicle to drive VIP mess night guests between Camp Barrett and Liversedge Hall. [encl (8)]
8. That LCpl George P. Fixit had parked the van on the side of MCB #1 after its right front tire blew out. LCpl George P. Fixit was changing the tire without using emergency flashers or lights when the van was struck. [encls (7) and (8)]
9. That MCDECO 5827.4E requires that all vehicles stopped along the side of the road will use⁶ emergency flashers. [encl (16)]⁷
10. That after hitting the government vehicle, LCpl Frank Johnson's Pontiac traveled across the road, slid⁸ down a ditch, and came to rest against a tree. [encls (6) and (15)]
11. That an ambulance arrived at the scene at approximately 0150 and transported LCpl Frank Johnson to U.S. Naval Hospital,⁹ Quantico, Virginia. [encls (6), (7), and (15)]
12. That PFC John Miller and PFC Bob Daniels suffered no injuries. [encls (3), (4), and (15)]
13. That at the hospital, LCpl Frank Johnson was read his rights under Article 31 of the UCMJ¹⁰ and had a voluntary blood alcohol test. The result was a blood alcohol level of¹¹ .05%. The legal limit is .15%. [encls (12) and (16)]

² Deleted unnecessary colon.

³ Expressed number in its written form since it is less than ten.

⁴ Added *encls* in accordance with JAGMAN Investigation format.

⁵ Added brackets in accordance with JAGMAN Investigation format.

⁶ Substituted a simpler word (*use* for *utilize*).

⁷ Listed the enclosures for this finding in accordance with JAGMAN Investigation format.

⁸ Added a verb to make the series parallel.

⁹ Capitalized the first letters of the words that make up a proper noun.

¹⁰ Deleted an unnecessary comma from a compound predicate.

¹¹ Added words for clarification.

14. That after an examination, LCpl Frank Johnson was admitted to the hospital for two days for treatment of his injuries. LCpl Frank Johnson was given 14 days convalescent leave. [encls (11), (13), and (14)]
15. That estimated cost of repair to the government vehicle is \$2000; the replacement cost is \$15000. [encls (15) and (16)]

OPINIONS

1. That alcohol did not impair LCpl Frank Johnson's¹² driving ability.¹³ (Findings of Fact 13)
2. That LCpl Frank Johnson violated a direct order by exceeding the seating capacity of his vehicle and by not having seat belts in his vehicle. (Findings of Fact¹⁴ 4 and 5)
3. That the deer in the road and the absence of emergency lighting on the parked government vehicle were the main causes of the accident. (Findings of Fact¹⁴ 8 and 9)
4. That LCpl Frank Johnson's injuries were incurred in the line of duty and were not due to his own misconduct. (Findings of Fact 6, 8, 10, and 13)
5. That the government vehicle is economically repairable, inasmuch as repair costs do not exceed 65 percent of replacement cost. (Finding of Fact 15)

RECOMMENDATIONS¹⁵

1. That¹⁶ LCpl Frank Johnson receive disciplinary action for not having the required safety equipment installed in his vehicle and warned for exceeding the passenger limit of his vehicle.
2. That LCpl George P. Fixit receive disciplinary action for not using appropriate safety procedures while repairing the vehicle for which he was responsible.¹⁷
3. That the government vehicle be repaired and returned to service.
4. That LCpl George P. Fixit be held responsible for the damage to the government vehicle, since it was a result of his negligence.

JOHN MARTIN

¹² Added apostrophe to indicate possession.

¹³ Made passive sentence active.

¹⁴ Added *Findings of Fact* in accordance with JAGMAN Investigation format.

¹⁵ Underlined section title in accordance with JAGMAN Investigation format.

¹⁶ Eliminated unnecessary words.

¹⁷ Divided cumbersome sentence into two separate recommendations and renumbered.

TITLE: Detailed Lesson Outline

LESSON NUMBER: J10

INFORMATION:

A detailed lesson outline is a systematically organized guide for the instructor to use when giving a lesson. It contains enough information so that anyone with good knowledge of the subject can teach the subject using only the detailed lesson outline as a guide.

The detailed lesson outline includes lesson material, timing or time devoted to the material, media cues, and student exercises.

You may review the following outline and revise any areas where you think the wording, style, or format can be improved. Then compare your changes to those in the Improved Sample which follows. Alternately, you may read the Sample Before Improvements and compare it to the Improved Sample. This sample is double spaced to provide room for your changes. Use single spacing when writing your outlines.

SAMPLE BEFORE IMPROVEMENTS:

UNITED STATES MARINE CORPS
The Basic School
Marine Corps Combat Development Command
Quantico, Virginia 22134-5053

Lesson B0639
15 Apr 92

Initial Development of AV-8B Harrier

DETAILED OUTLINE

GAIN ATTENTION

(3 MIN)

Show video of AV-8B Harriers in action. (SHOW VIDEO, VCR COUNTER 0055)

The Marine Corps AV-8B Harrier brings new meaning to the term "close air support." As useful as the vertical takeoff attack jet is on the modern battlefield, the initial development of the Harrier was slow and labored.

PURPOSE: To familiarize students with the initial development of the U.S. version of the AV-8 and the obstacles faced before the jet entered service with the FMF.

INTRODUCE LEARNING OBJECTIVES

(2 min)

1. Ask the students to read the learning objectives. Ask if they have any questions.
 - a. State the motivation behind the Marine Corps' initial interest in a vertical takeoff jet.
 - b. State the names of the Marines who first attempted to sell the Corps on a vertical takeoff jet.
 - c. State the obstacles the Harrier had to overcome to finally enter the FMF.
2. Explain how I plan to cover the material.
 - a. Lecture/Transparencies
 - b. Video presentation
3. Students will complete a written test after all material is presented and questions are answered.

TRANSITION. Now that we have covered the learning objectives for this lesson and my plan for teaching these objectives, let us go right to the reasons the Marine Corps became interested in a vertical takeoff attack jet.

BODY

(12 MIN)

1. During the Vietnam War, Marine Corps officials wanted to improve the tactical close air support role of its attack jets. The British Harrier, a new vertical takeoff attack jet made by Hawkers Siddeley, offered a unique method of close air support. The harrier had the following advantages over the close air support jet of the time, the Skyhawk: (ON TP #1--Reasons for interest)
 - a. Ability to "ground loiter" while taking off very close to front lines.
 - b. Ability to deliver quick pinpoint bombing at a moment's notice.
 - c. Ability to take off without extensive runways. (OFF TP #1)

TRANSITION. Four Marines are directly responsible for the Marine Corps adoption of the Harrier. (ON TP #2--MARINES RESPONSIBLE)

2. In 1968, Major General Keith McCutcheon sent Colonel Thomas Miller and Lieutenant Colonel Bud Baker to test the British Harrier.
 - a. After a few weeks, the pilots returned with glowing reports of the Harrier's tactical capabilities.

- b. McCutcheon and Commandant General Leonard F. Chapman, Jr. were convinced, and immediately sought purchase of the British Harrier. (OFF TP #2)

TRANSITION. Obstacles imposed by Congress prevented appropriations of funds for the Harrier. (ON TP #3--OBSTACLES)

- 3. Congress opposed the purchase of weapons systems from foreign countries, even friendly ones, it needed to be assured of domestic production.
 - a. Key opposition leader Russell Murray argued that the Harrier would not be cost-effective. He ignored the report by expert aeronautical engineers which praised and recommended the Harrier. (OFF TP #3)

TRANSITION. Eventually the Marines and Congress had to reach an agreement. (ON TP #4--COMPROMISE)

- 4. Colonel Miller had previously discussed the Harrier with engineers at McDonnell Douglas. They were enthusiastic about the jet.
 - a. Future production of the Harrier would be negotiated between McDonnell Douglas and Hawker Siddeley.
 - b. Congress hesitated to allocate more money for moving production to the U.S. in 1971.
 - c. The Marine Corps finally reached a compromise whereby they would cancel a request for 17 new F-4 Phantoms to make fiscal room for vertical takeoff research and development and 12 Harrier AV-8As. (OFF TP #4)

OPPORTUNITY FOR QUESTIONS AND ANSWERS (5 MIN)

- a. Do you have any questions about the material I have covered?

Answer Student Questions.

- b. I have a few questions if you have none.

Q. Why was the British Harrier attractive to the Marine Corps?

A. Because of its unique vertical takeoff capabilities and superior close air support.

Q. Who were the main Marine Corps advocates of the Harrier early on?

A. LtCol Bud Baker, Col Thomas Miller, MajGen Keith McCutcheon, and Gen Leonard Chapman.

Q. What U.S. firm was contracted for production of the Harrier along with the British firm, Hawker Siddeley?

A. McDonnell Douglas.

SUMMARY

(1 MIN)

During this class, I covered the development of the Harrier and the obstacles faced in entering the Harrier into service. The Marine Corps became interested in the Harrier because it offered a unique capability of vertical takeoff. The benefits of vertical takeoff are many, as you can see. Baker, Miller, McCutcheon, and Chapman are to be commended for their work to make the Harrier a Marine Corps weapon.

Prepared by: _____ Date: _____
(Primary Instructor)

Approved by: _____ Date: _____
(Group Chief)

IMPROVED SAMPLE:

Here is one possible revision. Changes are identified in the footnotes.

UNITED STATES MARINE CORPS
The Basic School
Marine Corps Combat Development Command
Quantico, Virginia 22134-5053

Lesson B0639
15 Apr 92

INITIAL DEVELOPMENT OF AV-8B HARRIER¹

DETAILED OUTLINE²

GAIN ATTENTION

(3 MIN)

Show video of AV-8B Harriers in action. (SHOW VIDEO, VCR COUNTER 0055)

The Marine Corps AV-8B Harrier brings new meaning to the term "close air support." As useful as the vertical takeoff attack jet is on the modern battlefield, the initial development of the Harrier was slow and labored.

PURPOSE: To familiarize students with the initial development of the U.S. version of the AV-8 and the obstacles faced before the jet entered service with the FMF.

INTRODUCE LEARNING OBJECTIVES

(2 MIN)³

1. Ask the students to read the learning objectives. Ask if they have any questions.
 - a. State the motivation behind the Marine Corps' initial interest in a vertical takeoff jet.
 - b. State the names of the Marines who first attempted to sell the Corps on a vertical takeoff jet.
 - c. State the obstacles the Harrier had to overcome to finally enter the FMF.
2. Explain how I plan to cover the material.
 - a. Lecture/Transparencies
 - b. Video presentation
3. Students will complete a written test after all material is presented and questions are answered.

TRANSITION. Now that we have covered the learning objectives for this lesson and my plan for teaching these objectives, let us go right to the reasons the Marine Corps became interested in a vertical takeoff attack jet.

¹ Capitalized letters in accordance with Detailed Lesson Outline guidelines.

² Underlined words in accordance with Detailed Lesson Outline guidelines.

³ Capitalized all letters of time cue.

BODY

(12 MIN)

1. During the Vietnam War, Marine Corps officials wanted to improve the tactical close air support role of its attack jets. The British Harrier, a new vertical takeoff attack jet made by Hawkers Siddeley, offered a unique method of close air support. The harrier had the following advantages over the close air support jet of the time, the Skyhawk: (ON TP #1--REASONS FOR INTEREST)⁴

- a. Ability to "ground loiter" while taking off very close to front lines.
- b. Ability to deliver quick pinpoint bombing at a moment's notice.
- c. Ability to take off without extensive runways. (OFF TP #1)

TRANSITION. Four Marines are directly responsible for the Marine Corps adoption of the Harrier. (ON TP #2--MARINES RESPONSIBLE)

2. In 1968, Major General Keith McCutcheon sent Colonel Thomas Miller and Lieutenant Colonel Bud Baker to test the British Harrier.

- a. After a few weeks, the pilots returned with glowing reports of the Harrier's tactical capabilities.
- b. McCutcheon and Commandant General Leonard F. Chapman, Jr. were convinced⁵ and immediately sought purchase of the British Harrier. (OFF TP #2)

TRANSITION. Obstacles imposed by Congress prevented appropriations of funds for the Harrier. (ON TP #3--OBSTACLES)

3. Congress opposed the purchase of weapons systems from foreign countries, even friendly ones.⁶ Congress needed to be assured of domestic production.

- a. Key opposition leader Russell Murray argued that the Harrier would not be cost-effective.⁷
- b. Murray ignored the report by expert aeronautical engineers which praised and recommended the Harrier. (OFF TP #3)

TRANSITION.⁸ Eventually the Marines and Congress had to reach an agreement. (ON TP #4--COMPROMISE)

4. Colonel Miller had previously discussed the Harrier with engineers at McDonnell Douglas. They were enthusiastic about the jet.

- a. Future production of the Harrier would be negotiated between McDonnell Douglas and Hawker Siddeley.
- b. Congress hesitated to allocate more money for moving production to the U.S. in 1971.

⁴ Capitalized letters in accordance with Detailed Lesson Outline guidelines.

⁵ Deleted unneeded comma.

⁶ Eliminated comma splice by dividing into two separate sentences and giving the new second sentence a concrete subject.

⁷ Divided long point into two separate points to maintain acceptable outline format. Gave second point a concrete subject.

⁸ Underlined word in accordance with Detailed Lesson Outline guidelines.

- c. The Marine Corps finally reached a compromise whereby they would cancel a request for 17 new F-4 Phantoms to make fiscal room for vertical takeoff research and development.
- d. The Marine Corps then ordered production of 12 Harrier AV-8As by McDonnell Douglas. (OFF TP#4)⁹

OPPORTUNITY FOR QUESTIONS AND ANSWERS(5 MIN)¹⁰

1.¹¹ Do you have any questions about the material I have covered?

Answer Student Questions.

2.¹¹ I have a few questions if you have none.

Q. Why was the British Harrier attractive to the Marine Corps?

A. Because of its unique vertical takeoff capabilities and superior close air support.

Q. Who were the main advocates of the Harrier early on?

A. LtCol Bud Baker, Col Thomas Miller, MajGen Keith McCutcheon, and Gen Leonard Chapman.

Q. What U.S. firm was contracted for production of the Harrier along with the British firm, Hawker Siddeley?

A. McDonnell Douglas.

SUMMARY¹²

(1 MIN)

During this class, I covered the development of the Harrier and the obstacles faced in entering the Harrier into service. The Marine Corps became interested in the Harrier because it offered a unique capability:¹³ vertical takeoff. The benefits of vertical takeoff are many, as you can see. Baker, Miller, McCutcheon, and Chapman are to be commended for their work to make the Harrier a Marine Corps weapon.

Prepared by: _____ Date: _____
(Primary Instructor)

Approved by: _____ Date: _____
(Group Chief)

⁹ Split cumbersome sentence into two separate points of the outline for better continuity.

¹⁰ Moved time cue to correct location in accordance with Detailed Lesson Outline guidelines.

¹¹ Changed letters to numbers to maintain acceptable outline format.

¹² Moved heading to correct location in accordance with Detailed Lesson Outline guidelines.

¹³ Replaced *of* with a colon to draw attention to *vertical takeoff*.

TITLE: Student Handout

LESSON NUMBER: J11

INFORMATION:

Students receive handouts to help guide them through lessons in a course. Student handouts help the students follow a lecture, make notes, and review for tests.

The students must be able to understand clearly what your handout says. Therefore, be brief but provide enough details. Present your material in a logical order. Avoid flowery sentences and difficult words.

You may review the following handout and revise any areas where you think the wording, style, or format can be improved. Then compare your changes to those in the Improved Sample which follows. Alternately, you may read the Sample Before Improvements and compare it to the Improved Sample.

SAMPLE BEFORE IMPROVEMENTS:

UNITED STATES MARINE CORPS
Basic Officer Course
The Basic School
Marine Corps Combat Development Command
Quantico, Virginia 22134-5053

BO833
Jan 91

CALL FOR FIRE

Student Handout

1. Introduction

- a. Definition. The call for fire is a concise message prepared by the forward observer and transmitted to the Fire Direction Center (FDC), containing all information necessary to compute firing data.
- b. Purpose. To provide accurate and timely fires on the target with the most effective shell/fuze combination.

(1) The call for fire is sent to the FDC over the COF (conduct of fire) net.

(2) The FDC computes firing data for the mission and sends the information to the gun line.

2. Basic Concepts.

- a. The Mil. Unit of angular measurement equal to 1/6400th of a circle.
- b. The Mil Relation. An angle of one mil subtends an arc of one meter for every 1000 meters of distance. Used to determine accurate lateral distances between objects.

Example 1: At a range of 1000 meters, an angle of 1 mil between points A and B equals 1 meter on the ground, while an angle of 300 mils equals 300 meters on the ground.

Example 2: At a range of 2000 meters, an angle of 1 mil between points A and B equals 2 meters on the ground, while an angle of 300 mils equals 600 meters on the ground.

c. Terrain/Map Analysis. Observer must be able to locate his position and target's location within 100 meters at all times.

d. Observer-Target (OT) Direction/Distance

- (1) OT Direction. Direction from observer to target in mils (ALWAYS SENT AS 4 DIGITS TO AN ACCURACY OF 10 METERS).
 - (a) Estimation. Convert cardinal direction to general mil direction (i.e., N is 6400, S is 3200, NE is 0800.)
 - (b) Map. Use protractor to establish mil direction.
 - (c) Compass. M2 or lensatic compasses (READ MIL SCALE ON LENSATIC COMPASS).
 - (d) Reference Points. Using binocular reticle pattern or hand measurements, determine direction by measuring mil angle from known point/reference point and applying "RALS" Rule. (Right, ADD; Left, SUBTRACT.)
 - (e) Other. Battery Commander's scope, aiming circles, laser devices.
- (2) OT Distance. Distance from observer to target in meters.
 - (a) Laser
 - (b) Estimation. Think in terms of football fields.
 - (c) Terrain/Map Analysis. Scale distance from map.
 - (d) Flash-to-Bang-Time. Elapsed time between impact and sound multiplied by 350 equals distance in meters.

Six Elements of the Call for Fire

- a. The six elements are:
 - (1) Observer Identification
 - (2) Warning Order
 - (3) Target Location
 - (4) Target Description
 - (5) Method of Engagement

(6) Method of Fire and Control

b. The six elements are sent to the FDC in three separate transmissions.

(1) 1st Transmission. Elements 1 and 2

(2) 2nd Transmission. Element 3

(3) 3rd Transmission. Elements 4 5 and 6

4. First Transmission. (Elements 1 and 2)

a. Observer Identification. (Element 1) Your call sign should be used (i.e., "F4M this is E3P...").

b. Warning Order. (Element 2)

(1) Type of Mission

(a) Adjust Fire. Used when the observer is not confident that the target location is accurate enough to achieve effect on target with the initial volley.

- 1 Observer adjusts one gun, one round at a time, until he or she has achieved a distance which is close enough to have the entire battery engage the target (fire for effect).
- 2 Adjust fire allows the enemy time to leave the target area or seek cover.

(b) Fire for Effect. Used when the observer is confident that the target location is accurate enough for him or her to achieve effect on target with the initial volley.

- 1 Preferred type of mission, as it denies the enemy an opportunity to leave the target area or seek cover before receiving casualties.
- 2 All guns of the battery or battalion fire simultaneously.

(c) Suppress. Used when the observer wants to bring rapid fire onto an on-call target not currently active.

- 1 Target number must be sent with command (i.e., "SUPPRESS CG2001, OVER").
- 2 Suppression missions are designed to cause confusion or apprehension among the enemy and rarely produce casualties or material damage. Speed will have priority, so do not spend excessive time trying to determine an accurate target location.

(d) Immediate Suppression. Used when the observer wants to engage an on-call target or target of opportunity that is taking the unit under fire. It has the same characteristics as suppress mission, but is treated more urgently in the FDC.

(2) Size of Element to Fire. The observer may request the size of the element to fire. However, the decision will be made by the FDC based on the target description. (The battery is the standard element to fire.)

BO833

- (a) Polar. If the observer used the polar method of target location, the first transmission is, "E3C, THIS IS F4T; ADJUST FIRE, POLAR, OVER."
- (b) Shift from a Known Point. If the observer uses the shift method of target location, the first transmission is, "E3C, THIS IS F4T; ADJUST FIRE, SHIFT CG 2005, OVER."

IMPROVED SAMPLE:

Here is one possible revision. Changes are identified in the footnotes.

UNITED STATES MARINE CORPS
Basic Officer Course
The Basic School
Marine Corps Combat Development Command
Quantico, Virginia 22134-5053

BO833
Jan 91

CALL FOR FIREStudent Handout¹1. Introduction

a. Definition. The call for fire is a concise message prepared by the forward observer and transmitted to the Fire Direction Center (FDC), containing all information necessary to compute firing data.

b. Purpose. To provide accurate and timely fires on the target with the most effective shell/fuze combination.

(1) The call for fire is sent to the FDC over the conduct of fire (COF)² net.

(2) The FDC computes firing data for the mission and sends the information to the gun line.

2. Basic Concepts³

a. The Mil. Unit of angular measurement equal to 1/6400th of a circle.

b. The Mil Relation. An angle of one mil subtends an arc of one meter for every 1000 meters of distance. Used to determine accurate lateral distances between objects.

Example 1: At a range of 1000 meters, an angle of 1 mil between points A and B equals 1 meter on the ground, while an angle of 300 mils equals 300 meters on the ground.

Example 2: At a range of 2000 meters, an angle of 1 mil between points A and B equals 2 meters on the ground, while an angle of 300 mils equals 600 meters on the ground.

c. Terrain/Map Analysis. Observer must be able to locate his or her⁴ position and target's location within 100 meters at all times.

d. Observer-Target (OT) Direction/Distance

(1) OT Direction. Direction from observer to target in mils (ALWAYS SENT AS 4 DIGITS TO AN ACCURACY OF 10 METERS).

¹ Centered heading in accordance with Student Handout format.

² Introduced acronym correctly.

³ Deleted unnecessary period since no text follows on the same line.

⁴ Changed to gender-neutral language.

BO833⁵

- (a) Estimation. Convert cardinal direction to general mil direction (i.e., N is 6400, S is 3200, NE is 0800).⁶
 - (b) Map. Use protractor to establish mil direction.
 - (c) Compass. M2 or lensatic compasses (READ MIL SCALE ON LENSATIC COMPASS).
 - (d) Reference Points. Using binocular reticle pattern or hand measurements, determine direction by measuring mil angle from known point/reference point and applying "RALS" Rule. (Right, ADD; Left, SUBTRACT.)
 - (e) Other. Battery Commander's scope, aiming circles, laser devices.
- (2) OT Distance. Distance from observer to target in meters.
- (a) Laser
 - (b) Estimation. Think in terms of football fields.
 - (c) Terrain/Map Analysis. Scale distance from map.
 - (d) Flash-to-Bang-Time. Elapsed time between impact and sound multiplied by 350 equals distance in meters.

3.⁷ Six Elements of the Call for Fire

a. The six elements are:

- (1) Observer Identification
- (2) Warning Order
- (3) Target Location
- (4) Target Description
- (5) Method of Engagement
- (6) Method of Fire and Control

b. The six elements are sent to the FDC in three separate transmissions.

- (1) 1st Transmission. Elements 1 and 2
- (2) 2nd Transmission. Element 3
- (3) 3rd Transmission. Elements 4, 5,⁸ and 6

⁵ Moved heading to left margin in accordance with Student Handout format.

⁶ Moved period to outside of parenthesis.

⁷ Added appropriate outline number and indented text.

⁸ Added commas to separate items of a series.

4. First Transmission. (Elements 1 and 2)a. Observer Identification. (Element 1) Use your call sign⁹ (i.e., "F4M this is E3P. . .").b. Warning Order. (Element 2)(1) Type of Mission(a) Adjust Fire. Used when the observer is not confident that the target location is accurate enough to achieve effect on target with the initial volley.1 Observer adjusts one gun, one round at a time, until close¹⁰ enough to have the entire battery engage the target (fire for effect).

2 Adjust fire allows the enemy time to leave the target area or seek cover.

(b) Fire for Effect. Used when the observer is confident that the target location is accurate enough for him or her to achieve effect on target with the initial volley.

1 Preferred type of mission, as it denies the enemy an opportunity to leave the target area or seek cover before receiving casualties.

2 All guns of the battery or battalion fire simultaneously.

(c) Suppress. Used when the observer wants to bring rapid fire onto an on-call target not currently active.

1 Target number must be sent with command (i.e., "SUPPRESS CG2001, OVER").

2 Suppression missions are designed to cause confusion or apprehension among the enemy and rarely produce casualties or material damage. Speed will have priority, so do not spend excessive time trying to determine an accurate target location.

(d) Immediate Suppression. Used when the observer wants to engage an on-call target or target of opportunity that is taking the unit under fire. It has the same characteristics as suppress mission¹¹ but is treated more urgently in the FDC.(2) Size of Element to Fire. The observer may request the size of the element to fire. However, the FDC will decide based on the target description.⁹ (The battery is the standard element to fire.)(a) Polar. If the observer used the polar method of target location, the first transmission is, "E3C, THIS IS F4T; ADJUST FIRE, POLAR, OVER."(b) Shift from a Known Point. If the observer uses the shift method of target location, the first transmission is, "E3C, THIS IS F4T; ADJUST FIRE, SHIFT CG 2005, OVER."⁹ Made passive sentence active.¹⁰ Eliminated redundancy.¹¹ Removed unnecessary comma from compound predicate.

APPENDIX A
GLOSSARY/INDEX

This list of terms provides glossary definitions as well as an index. Terms defined in the lessons are referenced to the appropriate page. Terms referred to only peripherally in the lessons are defined here. See the table of contents at the beginning of this book for a listing of all lessons and their locations in this book.

Abbreviation 33

Acronym 33

Active voice 77

Adjective A part of speech used to describe a noun or pronoun. E.g.: The forecast is for *blue* sky. (*Blue* is an adjective which describes the sky.)

Adverb A part of speech used to modify a verb, adjective, or other adverb. Adverbs typically express time, place, manner, or degree. E.g.: He climbed the rope *clumsily*. (*Clumsily* describes the manner in which he climbed.)

Antecedent 27

Apostrophe 51

Articles *The*, *a*, and *an*, used as adjectives before nouns. E.g.: *The* man took *a* collie and *an* Irish setter for *a* walk in *the* park.

Autobiography 151

Auxiliary A form of be, have, or do used with a verb; often indicates tense, voice, person, or number. E.g.: I *will* exercise this evening. (*Will* is an auxiliary which indicates future tense.)

Body paragraphs 125

Brainstorming A prewriting technique. 112

Bulletin 163

Case 21

Citation 160

Clause An independent or dependent unit in a sentence with both a subject and a predicate.

Colon 48

Comma 40

Comma splice 18

Common noun A noun which refers to a general member or all members of a group or class. E.g.: The *boy* saw *a dog* near the *pond*. (*Boy*, *dog*, and *pond* are common nouns.)

Complement A noun which refers back to the subject of the sentence and is used with a form of the verb to be. E.g.: John is my *roommate*. (*Roommate* is the complement of the verb *is*; *roommate* refers back to *John*, the subject.)

Complementary phrase A phrase that adds to the meaning of the word or words it complements. E.g.: This road, *which is too narrow for cars*, is not well-traveled. (*Which is too narrow for cars* is a complementary phrase which adds to the meaning of the word *road*.)

Complex sentence 13

Composition Any written work (story, article, etc.) made up of an introduction, a body, and a conclusion. 123

Compound predicate 40

Compound sentence 13

Conclusion 115, 125

Concrete words 68

Conjunction A part of speech that functions as a connector between clauses in a sentence. E.g.: My dad was in the Army, *but* I joined the Marine Corps. My brother will soon become a Marine, *if* he passes his physical. (*But* and *if* are conjunctions.) See also **Coordinating conjunction**.

Conjunctive Adverb An adverb used as a connector, such as *however* or *therefore*.

Contraction A word formed by replacing one or more letters with an apostrophe, such as *can't*, *I'll*, *he'd*, or *they're*.

Coordinating conjunction A part of speech that functions as a connector between two equally important clauses in a sentence. E.g.: Some cars are reliable, *and* some are not. I am Italian, *but* my husband is Irish. (*And*, *but*, *for*, *or*, *nor*, *so*, and *yet* are coordinating conjunctions.)

Correlatives A pair of words which link equivalent constructions. E.g.: My vacation included *both* Tahiti *and* Bora Bora. On my vacation, I *not only* had fun *but also* learned a great deal about other cultures. (*Both . . . and* and *not only . . . but also* are correlatives which link equivalent constructions.) See page 84 for a list of correlatives.

Cumbersome sentences 89

Dangling Modifier 80

Dash 53

Dependent clause (or subordinate clause) A clause that cannot stand alone in a sentence and relies on the main clause. E.g.: I like him *because he is kind*. (*Because he is kind* is a dependent clause.)

Detailed Lesson Outline 182

Diction Style of speaking or writing dependent upon choice of words. Wordy style: *I have a requirement for economic support in the amount of \$500*. Concise style: *I need \$500*.

Directive An instruction issued authoritatively; usually a bulletin or an order.

Double negative The nonstandard practice of using two negative words in the same sentence while intending to convey a negative meaning.

Ellipses points 43

Em dash (same as dash) 53

En dash (same as hyphen) 53

Enumeration pattern In prewriting, a method of arranging thought. 112

Fitness Report 155

Free writing A prewriting technique. 109

Fused sentences 18

Gender The grammatical distinction that labels a noun or pronoun as masculine (*he*), feminine (*she*), or neuter (*it*).

Gender-neutral language Words that do not stereotype or favor either gender. Using gender-neutral language is required in the Marine Corps. Also referred to as *non-gender-specific language* and *nonsexist language*. See page 106.

Heading The block at the beginning of a letter or memo which contains such information as *from*, *to*, *via*, and *subject*.

Hyphen 53

Indefinite pronoun A pronoun which represents an unspecified person, place, or thing. E.g.: *Everybody* appreciates the new coffee machine. Is there *anyone* who does not use it? (*Everybody* and *anyone* are indefinite pronouns and do not refer to specific people.)

Independent clause A clause that has at least a subject and a verb and can stand alone in a sentence (unlike a dependent clause). E.g.: After I left the office, *my car broke down*. (*My car broke down* is an independent clause.)

Infinitive Phrases made up of the word *to* followed by the present form of a verb. E.g.: I like *to swim* in the ocean. (*To swim* is an infinitive.)

Introduction 115, 123

Introductory clause (or phrase) The first word group in this type of sentence which introduces the rest of the sentence. E.g.: *After work*, I will pick up a loaf of bread. *When I was 12*, this was my favorite place. (*After work* and *When I was 12* each introduce the rest of a sentence.)

JAG Manual Investigation 174

Listings A prewriting technique. 111

Main clause In a sentence, a clause that has a subject and a verb and can stand alone as a complete sentence. E.g.: After the exam, *I ate my lunch*. (*I ate my lunch* can stand on its own.)

Mind mapping A free-writing technique. 110

Misplaced part (or misplaced modifier) 80

Modifier Any word or group of words (often an adjective or adverb) that describes, limits, or qualifies another word or group of words. E.g.: Joe answered *quickly*. The car *that is parked nearest the door* is mine. (*Quickly* modifies answered; *that is parked nearest the door* modifies car.)

Nonrestrictive clause A clause which is not essential to the meaning of the sentence and could be omitted without changing the sentence's meaning. E.g.: My boss, *who works in the next office*, is on vacation. (*Who works in the next office* is nonrestrictive.)

Nonsexist language See gender-neutral language.

Noun A part of speech used to designate a person, place, or thing. E.g.: *My ship* is based in *San Diego*. (The noun, *ship*, describes a thing; the noun, *San Diego*, describes a place.)

Number 1) The form of the verb that indicates singular or plural. 2) Numerals (see page 36).

Object 13

Objective case 22

Opening sentence 127

Order 166

Ordinal Any number used to indicate order, such as *third*, *1st*, and *4th*. E.g.: The *3d* Marine Expeditionary Brigade's football team came in *second* place last year.

Outlining 114

Paragraphs 119, 130

Parallel construction 83

Parenthesis, punctuation with 43

Passive voice 77

Pattern selection A method of organizing your ideas before you begin writing a composition. 112

Period 43

Personal Award Recommendation 157

Personal pronoun A pronoun which refers to the one(s) speaking, spoken to, or spoken about. See page 21 for a list of personal pronouns.

Phrases A series of grammatically related words lacking a subject and a predicate. Prepositional phrase: We spotted enemy troops *over the southern ridge*. Noun phrase: *A storm cloud* blackened out the sun. Verb phrase: All day long we *had been waiting*.

Possessive case The case which indicates possession of something, or ownership, as in *Henry's car*, or *Mrs. Baker's fear*. 21

Possessive pronoun A pronoun which is in the possessive case, such as *my*, *your*, *his*, and *her*.

Predicate 12

Preposition A part of speech used before a noun or adjective to relate it to another part of the sentence. E.g.: I work in the office *beside* Captain Fox's office. (*Beside* tells where the offices are in relation to each other.)

Prepositional phrase The part of a sentence that includes the preposition, its object, and any modifiers. E.g.: I work in the office *beside Captain Fox's office*. (*Beside Captain Fox's office* is the prepositional phrase.)

Prewriting Techniques Methods of generating ideas for a composition. Five methods are discussed beginning on page 108.

Pronoun A part of speech that takes the place of a noun. E.g.: Major Phillips is in my class; *she* is a top student. (*She* takes the place of *Major Phillips*.)

Proper noun (or proper name) A noun which refers to a specific person, place, or thing. *Alex Baldwin* drove his *Porsche* to *Canada*. (*Alex Baldwin*, *Porsche*, and *Canada* are proper nouns.)

Quotation marks, punctuation with 41, 43, 45

Reason pattern In prewriting, a method of arranging thoughts. 113

Redundancy 60

Relative pronoun A pronoun which introduces a subordinate (dependent) clause. E.g.: Ken has a son *who* is in the Marines. (*Who* is a relative pronoun.) See page 14 or 21 for a list of relative pronouns.

Research A prewriting technique. 112

Response to Complaint 169

Run-on sentence (same as fused sentence) 18

Semicolon 45

Sentence A grammatically independent unit of expression containing a subject and a predicate. Sentence structures include simple, complex, and compound.

Sentence fragment 15

Shifts (in grammatical structure) 87

Simple Letter 148

Simple sentence 12

Space pattern In prewriting, a method of arranging thoughts. 113

Student Handout 189

Subject 12, 23

Subject line 127

Subjective case 21

Subordinate clause See **Dependent clause**.

Subordinating conjunction A connector that marks the beginning of a subordinate (dependent) clause. E.g.: I think *while* I jog. (*While* is a subordinating conjunction.) See page 14 for a list of subordinating conjunctions.

Subparagraphs 130

Synonym A word having the same or nearly the same meaning as another word. E.g.: I am *happy* to be here. I am *glad* to be here. (*Happy* and *glad* are synonyms.)

Tense The form of the verb that denotes time. Present tense: I *understand*. Past tense: I *understood*. Future tense: I *will understand*.

Thesis statement 123

Time pattern In prewriting, a method of arranging thoughts. 113

Tone Often displayed through diction and structure, tone conveys the writer's attitude toward the subject and audience. Tone can also refer to the writing style appropriate to the audience, such as friendly, formal, casual, etc.

Topical pattern In prewriting, a method of arranging thought. 112

Topic sentence 116

Transitions 115, 120

Unit modifiers Quantifying words which tell how long, how heavy, how thick, etc. E.g.: My car has an 8-*cylinder* engine and a 12-*gallon* gas tank. (The unit modifiers *8-cylinder* and *12-gallon* indicate size.)

Verb A part of speech which describes the action of the subject. E.g.: I *studied* hard for the exam. (*Studied* describes my action.)

Voice A sentence structure which determines whether or not the subject is performing the action. For the active voice, the subject is performing the action. E.g.: *The terrorists released the hostages*. For the passive voice, the subject is being acted upon. E.g.: *The hostages were released by the terrorists*.

Wordiness 63

APPENDIX B

ANSWERS

B-0
C/209

DIAGNOSTIC PRETEST FOR WRITING SKILLS

KEY

On the line preceding the sentence numbers on your test, place a plus (+) for your correct answers, and a minus (-) for your incorrect answers. When you have finished scoring your test, transfer your results to the scoring sheet on pages B-6 and B-7.

1. The hikers said that they had seen two bears but that *the bears* had run away at once.
2. The agency presented a professionally designed brochure *and* mailed it on Monday.
3. Each of the 30 men *wears* a uniform.
4. The skills required by the researcher include planning experiments, *analyzing* data, and writing reports.
5. C
6. To *whom* shall I report?
7. C
8. Sally took field trips in a few courses, such as botany, geology, and sociology. (~~Deleted second and last commas.~~)
9. We prepared for the driver's test by studying the driver's booklet, memorizing the rules, and *learning* the road signs.
10. The Sears Tower is taller than ~~the height of~~ the World Trade Center.
11. I had never been to the base before; therefore, I asked for a map. (**Added semicolon and comma.**)
12. I agree that military periodicals are indispensable. I disagree that they are easy to locate in all libraries. (**Changed comma to period.**) **OR**

I agree that military periodicals are indispensable; I disagree that they are easy to locate in all libraries. (**Changed comma to semicolon.**) **OR**

I agree that military periodicals are indispensable; *however*, I disagree that they are easy to locate in all libraries. **OR**

I agree that military periodicals are indispensable, *but* I disagree that they are easy to locate in all libraries.
13. Commands that have undergone training in these areas will be better prepared for situations encountered on today's battlefield. (**Added apostrophe.**)
14. He was an interesting person, a man who had traveled all over the world and lived in a dozen countries. (**Changed period to comma.**) **OR**

He was an interesting person. *He* had traveled all over the world and lived in a dozen countries. **OR**

He was an interesting person. ~~A man~~ who had traveled all over the world and lived in a dozen countries. **OR**

- He was an interesting ~~person~~. ~~A~~ man who had traveled all over the world and lived in a dozen countries.
15. In the day-to-day routine of operations and training, *two* primary areas are affecting the Fleet Marine Force (FMF).
 16. Neither of them kept *his or her* appointment.
 17. C
 18. She said, "Such an idea can hardly be true." (Placed period inside quotation marks.)
 19. *I was* not able to swim that far, *so* a lifeguard came to my rescue. OR
Since I was not able to swim that far, a lifeguard came to my rescue. OR
Because I was not able to swim that far, a lifeguard came to my rescue.
 20. The audience was at first indifferent, *but* later it became more interested. OR
The audience was at first indifferent; later it became more interested. (Changed comma to semicolon.)
OR
The audience was at first indifferent. *Later* it became more interested.
 21. The symposium is a forum for disseminating information and not *for establishing* standards. OR
The symposium is a forum *to disseminate* information and not to establish standards.
 22. Colonel Cathcart had courage and never hesitated to volunteer for any assignment. (Deleted comma.)
 23. The airplane crash *killed only* two people.
 24. Did they expect war to break out in the *Middle East*?
 25. C
 26. Your writing should be clear, concise, and closely knit. (Added two commas.) (Second comma may be omitted if there is no danger of misreading.)
 27. Important improvements to the manual *were* necessary.
 28. The current training system, which has been in place for the past five years, is working very well. (Added two commas.)
 29. Surface preparation requires three items: a scraper, a cloth, and cleaning fluid. (Changed first comma to colon.)
 30. C
 31. If a person is cold, *he or she* should wear a jacket. OR
If *you are* cold, you should wear a jacket.
 32. One should do *one's* work as well as possible. OR

One should do *his or her* work as well as possible.

33. My son, you will be pleased to hear, is in the Marine Corps. (Added two commas.)

34. Just as Congress and the administration direct a force reduction, the nation's economy drops into a recession.

35. C

36. Colleen never has *voted* and probably never will vote for Adams.

37. C

38. If the company has been observed and engaged, it should move out of harm's way to minimize the effect of the enemy's indirect fire. (Added comma.)

39. His speech as well as his manner *is* objectionable.

40. She noticed a large stain *in the center of the rug*. OR

She noticed a large stain in the rug that was in the center *of the room*.

41. Either of them *knows* what to do.

42. C

43. After listening to Ruth's proposal and to Lisa's objections, I liked *Ruth's* ideas better. OR

After listening to Ruth's proposal and to Lisa's objections, I liked *Lisa's* ideas better.

44. Automation requires more machines and *fewer* people.

45. It's a smart cat that scratches its own fleas. (Added apostrophe.)

46. He found *their* office closed for the day.

47. The instructor suggested that we read the book, *The Art of War*.

48. While they waited, Ann argued against nuclear power, and her brother *discussed* the effects of global warming.

49. The winners were Pat, Joan, and Tom. (Deleted colon.)

50. *They're* sure they can pass, if they study for the test. OR

They are sure they can pass, if they study for the test.

51. Between you and *me*, I think her suggestion was a good one.

52. Paris is larger than any *other* city in France. OR

Paris is *the largest* city in France.

53. The situation is extremely dangerous, but one chance to escape remains. (Added comma.)

54. An aggressive recycling program at Quantico could reduce up to **40** percent of the solid waste heading into its landfill.

55. Officers should do the following: provide general supervision, plan (for next month, not tomorrow), and think. (**Changed comma to colon.**)

56. Preparing the meeting minutes is Captain Brown's responsibility. (She was given the task on Friday.) (**Added period.**) OR

Preparing the meeting minutes is Captain Brown's responsibility (she was given the task on Friday). (**Placed period outside parenthesis.**)

57. She explained the *effects* of the Civil War.

58. This tree grows large-~~sized~~ oranges.

59. C

60. The new lawyer needed a law clerk, *preferably* someone with experience. (**Changed period to comma.**) OR

The new lawyer needed a law clerk, *and preferably* someone with experience.

61. The second report on artillery in the Southwest Asia theater *was* written shortly after the conclusion of the ground war.

62. No major offensive has succeeded against an opponent who controlled the air. No country has won a war in the face of enemy air superiority. (**Added period.**) OR

No major offensive has succeeded against an opponent who controlled the air; no country has won a war in the face of enemy air superiority. (**Added semicolon.**) OR

No major offensive has succeeded against an opponent who controlled the air; *also*, no country has won a war in the face of enemy air superiority. OR

No major offensive has succeeded against an opponent who controlled the air, *and* no country has won a war in the face of enemy air superiority.

63. C

64. He preferred the *Marines* to any other branch of the armed services.

65. Her friends met her at the airport *when she arrived* in New York. (Preferred--active voice) OR

When she arrived in New York, her friends met her at the airport. OR

On arriving in New York, *she was met by* her friends at the airport. (Acceptable--but passive voice)

66. Each of the trucks had *its* tires checked.

67. Such comments neither contribute *to* nor detract from his reputation.

68. My uncle ~~he~~ is an avid golfer.

69. The new copiers enable business executives to accomplish more work because their assistants can manage *the copiers* easily and quickly.

- 70. b
- 71. b
- 72. a
- 73. a
- 74. b
- 75. b
- 76. a
- 77. b
- 78. b
- 79. a
- 80. b
- 81. a
- 82. a
- 83. b
- 84. a
- 85. a
- 86. b
- 87. b
- 88. a
- 89. a
- 90. b

Corrected paragraph:

*You're*⁹¹ (added apostrophe) an officer serving in a large Marine air-ground task force. The ground combat element (GCE), which includes a battalion of M1A1 tanks and an infantry regiment, is advancing toward the south. *Its*⁹² (deleted apostrophe) present position is 40 kilometers north of Deepwater River.⁹³ (Changed comma to period.) Your mission is to seize the 60-ton⁹⁴ (changed em dash to en dash) bridge over the Deepwater River and hold it until the *GCE's*⁹⁵ (made "s" lower case) advance is complete and it can link up with you at 1800. ~~hours.~~⁹⁶

The intelligence officer has said that the enemy force consists of light armored vehicles that can cross the river at many places, so the enemy *does*⁹⁷ not need the bridge for *his*⁹⁸ own purposes.

Your plan is simple. You intend to land near the bridge and set up a perimeter defense around the bridge. As your force flies toward your landing zone,⁹⁹ *you see*¹⁰⁰ nine enemy light armored vehicles ~~were seen by you~~ approaching from the south. What do you do?

DIAGNOSTIC PRETEST FOR WRITING SKILLS

SCORING SHEET

This sheet will help you to identify the areas you need to review. If you have any minus marks for a lesson, complete that lesson.

Grammar

Lesson A1	Sentence Fragments	<u>2</u>	<u>14</u>	<u>60</u>	<u>61</u>	<u>99</u>				
Lesson A2	Comma Splice and Fused Sentence			<u>20</u>	<u>59</u>	<u>62</u>	<u>93</u>			
Lesson A3	Case	<u>6</u>	<u>35</u>	<u>42</u>	<u>51</u>					
Lesson A4	Agreement of Subject and Verb			<u>3</u>	<u>17</u>	<u>27</u>	<u>39</u>	<u>41</u>	<u>66</u>	
Lesson A5	Agreement of Pronouns and Antecedents					<u>1</u>	<u>16</u>	<u>43</u>	<u>69</u>	<u>98</u>

Mechanics

Lesson B1	Capitalization	<u>7</u>	<u>24</u>	<u>34</u>	<u>47</u>	<u>64</u>		
Lesson B2	Abbreviations and Acronyms			<u>63</u>	<u>95</u>			
Lesson B3	Numbers	<u>15</u>	<u>54</u>	<u>96</u>				

Punctuation

Lesson C1	Comma	<u>5</u>	<u>8</u>	<u>22</u>	<u>26</u>	<u>28</u>	<u>33</u>	<u>38</u>	<u>53</u>
Lesson C2	Period	<u>18</u>	<u>56</u>						
Lesson C3	Semicolon	<u>11</u>	<u>12</u>						
Lesson C4	Colon	<u>29</u>	<u>49</u>	<u>55</u>					
Lesson C5	Apostrophe	<u>13</u>	<u>45</u>	<u>92</u>					
Lesson C6	Dash	<u>71</u>	<u>94</u>						

Diction

Lesson D1	Confused Words	<u>30</u>	<u>44</u>	<u>46</u>	<u>50</u>	<u>57</u>	<u>91</u>
Lesson D2	Redundancy	<u>58</u>	<u>68</u>	<u>79</u>			
Lesson D3	Wordiness	<u>10</u>	<u>80</u>	<u>81</u>	<u>82</u>	<u>83</u>	<u>88</u>
Lesson D4	Omitting Necessary Words			<u>36</u>	<u>52</u>	<u>67</u>	
Lesson D5	Concrete Words	<u>73</u>	<u>74</u>	<u>76</u>			
Lesson D6	Word Choice	<u>70</u>	<u>77</u>	<u>84</u>	<u>89</u>		

Effective Sentences

Lesson E1	Active Voice	<u>72</u>	<u>75</u>	<u>86</u>	<u>100</u>			
Lesson E2	Misplaced Parts and Dangling Modifiers			<u>19</u>	<u>23</u>	<u>25</u>	<u>40</u>	<u>65</u>
Lesson E3	Parallelism	<u>4</u>	<u>9</u>	<u>21</u>	<u>37</u>			
Lesson E4	Shifts in Grammatical Structures			<u>31</u>	<u>32</u>	<u>48</u>	<u>97</u>	
Lesson E5	Cumbersome Sentences			<u>78</u>	<u>85</u>			
Lesson E6	Positive Sentences	<u>87</u>	<u>90</u>					

ANSWERS TO PRACTICE EXERCISE A1:

Here are some possible answers. Your answers may vary, but the sentence fragments need to be identified and rewritten.

1. Delivery to the fleet *will be made* sometime in the fall of the following year.
2. One of the many successes of the Gulf War is the M1A1 tank, *which* received its baptism of fire against Iraq. **OR**

One of the many successes of the Gulf War is the M1A1 tank. *It* received its baptism of fire against Iraq.
3. Correct.
4. Knowing enemy doctrine, *he* suspected a counterattack by local reserves.
5. The penetrator went through a berm surrounding an Iraqi tank, *through* the tank itself, and then through the berm on the other side.
6. You have selected a landing zone near the bridge *where* you plan to land your force. **OR**

You have selected a landing zone near the bridge. *This is* where you plan to land your force.
7. Reconnaissance elements from Task Force Taro *were* sent to support a counterattack.
8. After having been validated during the war, *his* theories on the tactical employment of rocket launchers are still valid.
9. *The discussion was based* on the experience of one company.
10. Correct.
11. We monitored the enemy *by* intercepting his radio transmissions.
12. This chapter is followed by one that explains the Corps' current philosophy *regarding* its special-operations capability.
13. Marines who fought in Hue City during the 1968 Tet offensive *are invited*.
14. Forces moved to the line of departure, passed through breaches in the first obstacle belts, *and* began screening operations.
15. Correct.

ANSWERS TO PRACTICE EXERCISE A2:

Check your revisions against the corrections provided below. Your corrections may vary, but the errors need to be identified and rewritten.

1. Throughout history, commanders sought victory in battle by concentrating against an enemy's weakness. *The easiest way was to pit a superior weapons system against an inferior one.* **OR**

Throughout history, commanders sought victory in battle by concentrating against an enemy's weakness; the easiest way was to pit a superior weapons system against an inferior one. **OR**

Throughout history, commanders sought victory in battle by concentrating against an enemy's weakness; *hence*, the easiest way was to pit a superior weapons system against an inferior one. OR

Throughout history, commanders sought victory in battle by concentrating against an enemy's weakness, *and* the easiest way was to pit a superior weapons system against an inferior one.

2. Every officer knows the truism that the best school for war is the history of war, *but* the battles of the age of the musket are imperfect guides for modern warfare.
3. There are several problems associated with battle fatigue. *Its* sufferers are often distressed because they cannot perform adequately.
4. Correct.
5. A two-quart canteen carrier will hold a field protective mask, *and* it will keep your legs free from obstruction.
6. The best way to learn how to lead is to watch leaders. Something can be learned from each of them.
7. Correct.
8. An attack is a bid to destroy the enemy. *Do* this by striking at a crucial vulnerability.
9. The primary objective is 30 kilometers southeast of the firing point; *however*, due to the range and accuracy of the multiple launch rocket system, the fire team does not need to be any closer.
10. Intelligence indicates the enemy is looking for a fight. *We* will take advantage of his aggressiveness.
11. Management is a bad word in the military these days, *yet* the truth is management is a big part of leadership.
12. Correct.
13. Heat stress is debilitating; consequently, it is important to drink plenty of fluids.
14. Techniques of leadership can be overlaid on a fundamentally sound character. *It* is impossible to make a leader of someone who lacks moral strength. OR

Techniques of leadership can be overlaid on a fundamentally sound character; it is impossible to make a leader of someone who lacks moral strength. OR

Techniques of leadership can be overlaid on a fundamentally sound character; *however*, it is impossible to make a leader of someone who lacks moral strength. OR

Techniques of leadership can be overlaid on a fundamentally sound character, *but* it is impossible to make a leader of someone who lacks moral strength.

ANSWERS TO PRACTICE EXERCISE A3:

1. LtCol Sam Jones called on him and *me*.
2. *We* Marines are kept busy at The Basic School.
3. For *whom* was the phone call?

4. I forgot *who* wrote the book The Art of War.
5. Correct.
6. Just between you and *me*, I think I did well on the communications test.
7. Our instructor asked 2ndLt P. Campbell and *me* to demonstrate the bayonet fighting.
8. The CO is someone *whom* we respect.
9. Correct.
10. The instructor gave Gary and *him* another assignment.
11. Correct.
12. The POW *whom* we captured did not speak English.

ANSWERS TO PRACTICE EXERCISE A4:

1. The concept of using maritime prepositioning for squadrons to move supplies *is not new*.
2. Rapid reaction will be important as the Marine Corps concentrates on low-intensity conflicts.
3. The 1st squad and Dragon team *remain* in position.
4. The number of POWs *is unknown*.
5. Correct.
6. Any of the ten Marines *was* ready to volunteer.
7. Correct.
8. Either WO1 Ray Lee or 2ndLt Mary West *has* the notes for that lesson.
9. Taking responsibility for one's actions and the actions of one's Marines *is an* important component of leadership.
10. Correct.
11. Overcoming complex obstacles *is* especially difficult.
12. Each of the ten objectives *was* met.
13. Correct.
14. A burning oil well along with burning tanks *was* present on the battlefield.

ANSWERS TO PRACTICE EXERCISE A5:

1. Lt S. Jones and WO1 L. Smith lost *their* badges and couldn't get on base.

2. A nurse spends a lot of time on *his or her* feet.
3. Neither Mary nor Jane wanted to change *her* mind.
4. Correct.
5. The jury is trying to reach *its* decision.
6. An officer needs to know *his or her Marines* and look out for *their* welfare.
7. Correct.
8. The members of your staff gave *their* recommendation.
9. A female Marine should wear *her* uniform to the Marine Corps Ball instead of a gown.
10. After seeing Mike's paintings and Jim's drawings, I liked *Mike's* better. OR
After seeing Mike's paintings and Jim's drawings, I liked *Jim's* better.
11. Correct.
12. The SAW or the M203 delivers *its* firepower effectively.
13. Each year, it seems Congress votes *itself* a pay raise. OR
Each year, it seems *members* of Congress vote *themselves* a pay raise.
14. Jane went to visit Susan at the lake every summer when *Jane* was young. OR
Jane went to visit Susan at the lake every summer when *Susan* was young.

ANSWERS TO SECTION A PROGRESS TEST:

Here are some possible answers. Your answers may vary, but the errors in grammar must be identified and rewritten. Superscript numbers refer you to the lesson you may need to review.

You are the commander of a Marine infantry battalion with the mission of destroying enemy forces.¹ Your battalion of three rifle companies, a weapons company, and service company is mounted in 5-ton trucks. Your heavy machine guns and Dragons are mounted in HMMWVs. Every Marine knows *his or her* job.^{2,5} You are en route to intercept the enemy in the town of Morovia. Morovia is located five miles west of your present location.²

You have to go through a small forest on your way to Morovia. You send Company A, with *its* Dragons and heavy machine guns, to a hill north of the forest to provide protection while Companies B and C travel in column through the woods.⁵ An artillery liaison officer and a forward observer, *who* is from the mortar platoon, accompany you as you head the column.³ Intelligence provided to you indicates the number of enemy *is* small.⁴ There is only one road into town. *It* crosses a river with a bridge that the enemy controls.¹

¹ Sentence Fragment--Lesson A1

² Fused Sentence--Lesson A2

³ Case--Lesson A3

⁴ Agreement of Subject and Verb--Lesson A4

⁵ Agreement of a Pronoun and Its Antecedent--Lesson A5

You are one mile before the river, *and* you have just left the forest.² Company A reports that an enemy helicopter gunship and an armored vehicle *are* leaving the town.⁴ *They* are heading in your direction.³ As the armored vehicle approaches the bridge, the helicopter gunship begins firing rockets in your direction.¹ Decide what actions you would take to cope with this situation. Prepare the frag order you would issue to your subordinates.⁵

¹ Sentence Fragment--Lesson A1

² Fused Sentence--Lesson A2

³ Case--Lesson A3

⁴ Agreement of Subject and Verb--Lesson A4

⁵ Agreement of a Pronoun and Its Antecedent--Lesson A5

ANSWERS TO PRACTICE EXERCISE B1:

1. The colonel asked for a copy of the book, Handbook for Writers.
2. Did Sgt Allen Mendelson speak to his father about the deployment to Cambodia?
3. Perhaps the United States Marine Corps has the strongest men and women in the world.
4. I can never remember if Father's Day is in June or July.
5. The first landmark I'd like to see is the Washington Monument.
6. Next Thursday, September 2, will mark the start of my third year as an officer in the Marines.
7. Please tell Private Susan Johnson which amendment to the Constitution gives us the right to bear arms. The private needs the information for the article she's writing, "My View of the NRA Today."
8. The general's briefing on the strength of foreign armies was translated into French and Spanish when it was transcribed.
9. When we were in the Middle East, most of our tanks were positioned south of our camp.
10. As a child he was taught Catholicism, but as an adult he chooses not to practice any religion.
11. Most of these jets were designed by Lockheed.
12. For Christmas, my husband and I are taking a boat trip down the Nile River.
13. Your physical will be conducted by the Department of Defense Medical Examination Review Board.
14. After the war, many Kuwaitis were seen standing on top of destroyed Iraqi tanks.

ANSWERS TO PRACTICE EXERCISE B2:

Part One

1. A NASA official gave a briefing on the new shuttle.
2. Lt Mark Price organized an MIA ceremony.
3. A NATO jet crashed in the Atlantic.
4. An AFROTC cadet was chosen for the program.
5. The aggressor was deterred by a U.N. resolution.
6. The soldier used an M16 with a rimfire adaptor.
7. A UCLA student was injured during the riot.
8. David thought he saw a UFO.

Part Two

Here is a possible revised letter. Your answers may vary since this is an exercise in judgment. That is acceptable as long as your revised form is clear, but not too wordy.

1 Jan 88

Mr. Tom McCann
8486 W Lincoln St.
Seattle, WA 99999

Dear Mr. McCann,

Thank you for allowing the Aviation Combat Element (ACE) at NAS Millwalk to use your auditorium for our annual Prisoner of War/Missing in Action (POW/MIA) service. Not only was the event's officer in charge pleased, but all the members of the ACE felt that having the service at the auditorium in the same park as the MIA memorial was perfect. Also, the former POWs who attended enjoyed the exhibit, "Letters Home."

Our guest of honor, retired USMC Col Michael Anderson, was moved by your generosity in providing the auditorium and also the donation to the Veterans of Foreign Wars College Fund. Dr. James Rosenfeld was very happy with your donation to the Veterans Administration Hospital.

The Commanding Officer at NAS Millwalk wishes to present you with the enclosed certificate in recognition of your continued support of the ACE. Further, he wishes to invite you to be his guest to our first Biservice POW/MIA ceremony at Randal Air Force Base in Nevada on Sunday, Feb 8, 1988.

Again, on behalf of the ACE at NAS Millwalk, thank you for helping make our fourth annual POW/MIA service a success!

Sincerely,
Albert G. Reynolds
Lieutenant, U.S. Marine Corps

ANSWERS TO PRACTICE EXERCISE B3:

1. Our club had 105 members during the *sixties*, and 2123 by the *eighties*.
2. General Stevens expected from *one hundred to two hundred* Marines to attend the ceremony.
3. How will we ever fit 40 recruits, 17 officers, and 2 dogs in one 20-seat bus?
4. The *fifth* word on line 9 is misspelled.
5. For the fitness test, we will need *fifty-five* 10-pound weights.
6. The President will be greeted by *one-third* of the members of the *2d* Marine Aircraft Wing.
7. In our class at 1100, we reviewed the *Sixteenth* Amendment.
8. To determine your individual score, divide your team score by 10 and add 2 points.
9. Fifteen tanks, *eleven* helicopters, and *nine* jets were damaged or destroyed during the battle.

10. *Fourth* Marines are hosting a party on 23 February at 270 Park Avenue, Suite 3. OR

The 4th Marines are hosting a party on 23 February at 270 Park Avenue, Suite 3.

11. *Twenty-one* of the red boxes will cost \$9 plus tax (63 cents), for a total of \$9.63.

12. Matt rolled *two 3s, two 5s*, and a 6.

ANSWERS TO SECTION B PROGRESS TEST:

Here are the corrected paragraphs. Your changes may not be identical to those here, but the mechanical errors must be identified and corrected. Superscript numbers refer to the lesson(s) you may need to review.

Aviation in the Gulf War¹ involved 40 Marine Corps flying squadrons (*19*³ fixed-wing and 21 helicopter). A total of 160 aircraft in the *4th and 5th*³ Marine Expeditionary Brigades (MEBs) and 390 aircraft in the *3d*³ Marine Aircraft Wing (MAW)² were involved. *This*¹ is the largest concentration of Marine combat aviation ever.

In World War¹ II, 50 Marine squadrons (1st and 2d MAWs²) participated in South Pacific combat operations during the *forties*,³ but not all at the same time. In Vietnam,¹ 1st MAW reached 26 squadrons and 475 aircraft. During the Okinawa campaign (April-June 1945), Marine aviation called for 21 squadrons. *Six*³ of those squadrons were aboard aircraft carriers, while 2d³ MAW was ashore. In the Korean War, 1st MAW consisted of eight squadrons--*one* helicopter, *one* observation, and *six* fighter.³

During the Gulf War, *MajGen*^{1,2} Royal N. Moore, Jr.¹ was senior of the six Marine aviator generals serving. *MajGen*² *Royal* Moore,² who arrived in the *Middle East*¹ at 1400³ on 16 Aug 91,³ was commander of the 3d MAW. Thirty-three³ years earlier, the *major general*¹ graduated from Chapman College¹ in *California*² and from the Naval Aviation Cadet Program. During his *three*³ decades as a *Marine*,¹ he flew 287 combat missions in Vietnam, earning 18 *air medals*¹ and the Distinguished *Flying Cross*.¹

In the *43-day*³ Gulf War, Marines performed 17,000³ sorties, losing only *10*³ aircraft. *The* 3d³ MAW provided air support for 1st Marine Expeditionary Force and participated in the *air campaign*¹ over *Iraq*.¹ The Marines also provided 25 percent of American fixed-wing aircraft in Central Command.²

¹ Capitalization--Lesson B1

² Abbreviations and Acronyms--Lesson B2

³ Numbers--Lesson B3

ANSWERS TO PRACTICE EXERCISE C1:

1. This job has handsome benefits, such as paid vacations, paid sick leave, free child-care, and free use of the medical facility. **(Deleted one comma.)**
2. Well, I'd rather have pizza tonight.
3. I was considering joining the Army, but the Marine Corps offers more of a challenge. **(Deleted one comma.)**
4. Correct.
5. Sgt Marvin Andrews wants to buy a fast, dependable, fuel-efficient car. **(Deleted one comma.)**
6. Maj B. Tom has several awards; for example, he received a purple heart on 18 May 1970. **(Also deleted one comma.)**
7. Gen Chad Thornberg is an experienced pilot, for he has flown fighters, tankers, and helicopters during his career.
8. Lt Angela Stanfeltz says that our ship is in excellent condition. **(Deleted one comma.)**
9. Correct.
10. The Toyota comes with an airbag on the driver's side and has a full four-year warranty. **(Deleted one comma.)**
11. From Jim, Peter received two tickets to the baseball game.
12. Many of the Navy's aircraft, including the F-14, can land on aircraft carriers.
13. For the picnic, please bring napkins, plastic forks, and paper cups.
14. Today, thirty Navy ROTC midshipmen are touring Washington, DC.
15. Many combat injuries are permanently disabling, if not fatal, unless treated immediately.
16. Col Maggie Parker, who is very health-oriented, requested a vegetarian dinner.
17. "Perhaps," said the soldier, "I should clean my rifle, sir."
18. While serving with the 1st Calvary, he was selected to attend the Air War College.
19. Correct.
20. Brian, please measure each man's hips, waist, and chest.

ANSWERS TO PRACTICE EXERCISE C2:

1. Sgt Jennifer Browning inspected our building this month. (Usually, Sgt Becky Holt does the inspection.)
2. Correct.
3. Capt Kevin Martin replied, "Please, do not inform the president." **(Deleted two periods.)**

4. Mr. Anderson wants to see the colonel's proposal.
5. Correct.
6. I thought you were sick, but the newsletter said you "took your . . . much-deserved leave." (Also deleted one ellipsis point.)
7. The soldiers wondered if they should advance.
8. Our instructor referred to a book that "outlines the principles of . . . flying"
9. One of the manuals (the one with the blue cover) comes with a computer simulation on a floppy disk. (Deleted one period.)
10. Correct.

ANSWERS TO PRACTICE EXERCISE C3:

1. The soldiers expected to sleep on the ship; however, when the storm hit, sleep became impossible.
2. I wasn't sure I believed Major Porter when he said, "Not one soldier was hurt in the drill"; for three privates missed dinner that evening, and two missed the trail run the next morning.
3. During the Vietnam War, few urban battles occurred; still fewer lasted long.
4. I stopped at the post office, mailed my bills, and bought a book of stamps.
5. War is destructive; peace, constructive.
6. Two officers have been chosen for the survival training course; namely, Lt L. Paterson and Lt J. Daniels.
7. High quality leaders are essential; rigorous training and iron discipline are part of every Marine's life.
8. Col Paul Anderson is on leave, but he came to work today for the board meeting.
9. Correct.
10. Correct.
11. Several volunteers helped make the project successful; for example, Major Porter's financial planning kept us on our budget, and Mrs. Day's efficient office skills kept us on our schedule.
12. More people than were expected donated to the fund; therefore, another student will receive a scholarship.
13. In California, the temperature was 80 degrees; in Maryland, it was 57 degrees.
14. The blue team, also called the "Avengers," won the competition with a score of 195; the red team, or the "Fighters," came in second with a score of 180; and the white team, nicknamed the "New Guys," finished third with a score of 162.

ANSWERS TO PRACTICE EXERCISE C4:

Part One

1. Correct.
2. Was his biography included in Aces: World War I or Aces: World War II? (Deleted one colon.)
3. Two of your duties are typing memos and filing reports. (Deleted one colon.)
4. Consider the following positions: comptroller, recruiting advisor, and administrative assistant.
5. Their joy was laced with fear: what if the terrible disease came back?
6. Correct.
7. Consider this quote from Shakespeare: "To write and read comes by nature."
8. The sergeant wanted a particular kind of pencil: the kind that does not show up on Xerox copies.
9. Please call Lt N. Lewis, Lt D. Drane, and Cpl S. Parker. (Deleted one colon.)
10. Be sure to buy a copy of The Translator: French Version before you visit France. (Deleted one colon.)
11. Correct.

Part Two

1. Please run the following errands for me:
 - a. *Mail* these letters at the post office.
 - b. *Pick up* my uniform at the cleaners.
 - c. *Get* gas.
 - d. *Buy* some cough syrup.
2. While preparing for the inspection, concentrate on
 - a. shining your shoes,
 - b. pressing your uniform, and
 - c. polishing your belt buckle.
3. Bring the following items with you to camp:
 1. *Flashlight*
 2. *Warm blanket*
 3. *Extra socks*
4. Be grateful for three things:
 1. You already completed basic training.
 2. You have a job.
 3. You are healthy.
5. For your car to be in top condition, it needs
 - a. its tires rotated,
 - b. its oil changed, and
 - c. its brake pads replaced with new ones.

6. I dislike only three foods:
 1. Squid
 2. Anchovies
 3. Escargot

ANSWERS TO PRACTICE EXERCISE C5:

1. The builders replaced a children's playground with the new officers' mess.
2. Did you go to Bill and Lynette's party? (Deleted one apostrophe.)
3. Correct.
4. That table isn't yours, but I'll be happy to inform you when another table is ready. (Also deleted one apostrophe.)
5. Your letter has too many I's in it.
6. Correct.
7. They always hold the meeting in the Secretary of Defense's office.
8. The roar of the jets always sets off someone's car alarm. (Deleted one apostrophe.)
9. The Jacksons do not plan to move until the summer of '92. (Also deleted one apostrophe.)
10. Correct.
11. It's not easy to put the apostrophe in its place.

ANSWERS TO PRACTICE EXERCISE C6:

1. Geometry, calculus, and physics--these are the required classes for the new program.
2. Correct.
3. Correct.
4. All officers--enlisted Marines, too--did a great job.
5. A brief explanation of that problem can be found in the manual, pages 336-341. (Em dash replaced with en dash.)
6. Will you be joining us for dinner?
7. My son--the Marine recruiter--is looking forward to retirement. OR
My son, the Marine recruiter, is looking forward to retirement.
8. Fighters, tankers, helicopters--Gen Pat Browning has flown them all.
9. One day last week--Monday, I think--we ate lunch together.

B-19

C/229

If you pass the physical fitness test, you are in good shape.

10. You will be bused--no, flown--to Camp Lejeune. (No spaces before or after dashes.)
11. The most prosperous period in our club's history was 1979-1981. (Em dash replaced with en dash.)
12. The west gate is closed today--even to base residents.

ANSWERS TO SECTION C PROGRESS TEST:

Here is the corrected essay. Your changes may not be identical to those here, but the punctuation errors must be identified and corrected. Superscript numbers refer to the lesson(s) you may need to review.

I am a junior in high school. My guidance counselor has recommended that I begin to think about my future. The choices seem endless,¹ but I think I have narrowed it down to three. I can apply for college and pray for a scholarship; I can try to get a job; or I can enlist in the Marines.

I would like to go to a prestigious college¹ and study electrical engineering, but¹ I can't⁵ afford to right now. Unfortunately,¹ the local community college doesn't offer any courses I consider challenging,^{1,4} especially not in engineering. My brother--he's the smart one in the family--⁶ is already in college, and he said, "Tom,^{1,6} you should get some experience before you attempt college."² College, according to my brother,¹ is harder than I think,^{1,3} and I wouldn't⁵ be able to do the work. (I'm not very disciplined when it comes to schoolwork; therefore, I make mostly Cs.⁵)²

Where would I be able to get a job? I'd like to do something worthwhile, such as⁴ develop energy-saving electrical devices³ or fix broken equipment for the gas and electric company. I couldn't⁵ get those jobs;^{1,3} I have no experience. Well, I guess I could work at the local burger joint. I could¹ flip hamburgers, make milkshakes, and¹ mop floors. However,¹ I wouldn't⁵ be able to pay rent with a job like that, and you know what that means:⁴ living at Mom and Dad's⁵ house.

The last,¹ and obviously best, alternative for me is to join the Marines. As a Marine,¹ I can develop the skills I already possess (shooting, for one²) and acquire new ones (such as discipline).² I can save my money¹ and go to college later. I can also gain practical work experience and¹ make a lot of friends. The benefits of being a Marine seem as endless as the choices that faced me before I made this decision.

I found the address of the Marine Corps recruiter. It is 9650 Park Blvd.,¹ Ste.² 2-31, Elyria,¹ OH¹ 44035. I am going to call him (Sgt² Pete McCannis) at 555-9000 to find out when I can meet with him. I can't wait to . . .² meet the recruiter.

For the 1985-86⁶ school year,⁴ early enlistment is available for the class of '87,⁵ so visit your local Marine Corps recruiter soon. Brothers, sisters, friends--⁶ bring them with you to your information meeting. If you are younger than 17,¹ one parent must attend the processing interview with you,^{1,3} and both of your parents'⁵ signatures are required on your contract.

¹ Comma--Lesson C1

² Period--Lesson C2

³ Semicolon--Lesson C3

⁴ Colon--Lesson C4

⁵ Apostrophe--Lesson C5

⁶ Dash--Lesson C6

ANSWERS TO PRACTICE EXERCISES D1:

1. *It's* always necessary to have a backup plan.
2. *Fewer* people will be taking vacations this year.
3. Correct.
4. Some lobbyists try to *affect* how members of Congress will vote.
5. Correct.
6. The Marines moved forward to *their* next site.
7. *You're* sure you heard the message correctly?
8. *Who's* going to volunteer first?
9. The room was so crowded that there was no place to *lie* down.
10. The Marine Corps takes care of *its* own.
11. The members of the tank battalion indicated that *they're* all ready to move ahead.
12. Make an inventory of *your* assets.
13. Correct.
14. The *effect* of the rain has to be taken into consideration too.

ANSWERS TO PRACTICE EXERCISE D2:

Part One

1. Continue ~~on~~ following General John A. Lejeune's guidance.
2. My sister ~~she~~ wants to be a pilot.
3. Because of the fog, I can't barely see.
4. Correct.
5. Mobility in a sandy area is ~~more~~ easier for the SP howitzer than the M198.
6. A CH-53 can connect ~~up~~ with a KC-130 tanker to refuel.

Part Two

1. b
2. a
3. b
4. a
5. a
6. b

ANSWERS TO PRACTICE EXERCISE D3:

Part One

1. *If* it rains, we will reschedule the ceremony.
2. We will adjust our targets after we assess the battle damage report. **OR**
We will modify our targets after we assess the battle damage report.
3. Use these guidelines *to prepare* your bulletin.
4. Because of her cold, she was sneezing, coughing, and blowing her nose.
5. The advisor recommended *collecting* relevant books and *establishing* a library.

Part Two

1. a
2. a
3. b
4. a
5. b
6. b
7. a
8. a

ANSWERS TO PRACTICE EXERCISE D4:

1. What type *of* aircraft is that?
2. They *have* been trying to cross that bridge all day.
3. He was lost, but he would not ask *for* or listen to any directions.
4. The soldiers *who* had occupied the building were still there.
5. Some lessons are harder to learn *than others*.
6. Sam's weight is less than his wife's. **OR**
Sam's weight is less than *that of* his wife.
7. I have always *liked* and will always like to exercise.
8. Correct.
9. Rain here is as scarce as *in* the desert.
10. That rule never has *been* and never will be enforced.
11. Correct.
12. You *had* better talk to the admiral before the briefing.

ANSWERS TO PRACTICE EXERCISE D5:

Here are some possible answers. Your answers may vary, but the vague words need to be replaced with concrete ones.

1. The land navigation section has *18* lessons.
2. *In our opinion*, the quality of the program has improved.
3. *Eleven* players from a football team are on the field during a game.
4. *No requirement in the directive* prevented such host-tenant agreements.
5. Correct.
6. Our solar system consists of *nine* planets.
7. *Our goal is* to ensure that everyone has opportunities for training.
8. Correct.
9. *Books* about the Persian Gulf War *are* available.
10. The United States of America has *50* states.
11. Correct.
12. *I am pleased* to see your progress.

ANSWERS TO PRACTICE EXERCISE D6:

Part One

1. The detailer *selects* the person who gets the billet.
2. The pilots *used* highly successful World War II Marine-developed, close air support tactics.
3. We must *provide* for the extra people.
4. The directive *applies* to all units.
5. Correct.

Part Two

1. b
2. b
3. a
4. a
5. b
6. b
7. a

ANSWERS TO SECTION D PROGRESS TEST:

Part One

Here are some possible answers. Your answers may vary, but the errors in diction must be identified and rewritten. Superscript numbers refer you to the lesson you may need to review.

1. *It's* in the best interest of a country to have *its* borders secure.¹
2. I *have* been interested in airplanes since I was a child.³
3. It snowed so hard that we could ~~not~~ hardly see.²
4. ~~There was a lot of~~ Smoke ~~that~~ made navigation difficult.⁴
5. My sister ~~she~~ likes to go sailing.²
6. A grapefruit is bigger *than an orange*.³ (Other appropriate comparisons are acceptable.)
7. Altering the missile's weight *affected* its flight profile.¹
8. He has never given *to* nor taken from charities.³
9. ~~It is~~ *Providing* instruction to subordinates *is important*.⁴
10. The enemy launched its attack at 0500. ~~in the morning~~.²
11. Less money means *fewer* purchases.¹
12. Training in extreme climates is ~~more~~ harder than in moderate ones.²
13. You *had* better perform your preflight checks.³
14. We have never *retreated* nor will we ever retreat.³
15. *Whose* job is it to wash the van?¹
16. They had never seen that type *of* jet before.³
17. *They're* prepared to march when the order is given.¹

¹ Confusing Words--Lesson D1

² Redundancy--Lesson D2

³ Omitting Necessary Words--Lesson D4

⁴ Concrete Words--Lesson D5

Part Two

1. b^5
2. b^1
3. a^6
4. a^4
5. b^1
6. a^2
7. a^3
8. b^3
9. a^5
10. b^6
11. a^2
12. a^4
13. a^2
14. b^5
15. b^2
16. a^1
17. a^3
18. b^5
19. a^3
20. b^4

¹ Confusing Words--Lesson D1

² Redundancy--Lesson D2

³ Omitting Necessary Words--Lesson D4

⁴ Concrete Words--Lesson D5

⁵ Wordiness--Lesson D3

⁶ Word Choice--Lesson D6

ANSWERS TO PRACTICE EXERCISE E1:

Part One

Here are some possible revisions. Your revisions may vary, but you must make all sentences active.

1. The maintenance crew discovered the source of the problem.
2. A radio station in California gives away \$100,000 every day.
3. All reconnaissance pilots in this squadron attended the briefing.
4. The XO approved your leave yesterday.
5. You may pick up your visitor's pass at the front desk.
6. Thousands of spectators attended the air show Saturday.

Part Two

1. b
2. a or b
3. b
4. a or b
5. a or b
6. b
7. a
8. a
9. b
10. b

ANSWERS TO PRACTICE EXERCISE E2:

1. Even when I was a little girl, my father hoped I'd become a Marine.
2. I'm watching my weight, so give me just a small piece of cake.
3. Our ship, which had been damaged during the storm, is in port.
4. To be considered for the team, you must complete a series of difficult training exercises.
5. Correct.
6. We were ordered to advance this morning. **OR**
This morning, we were ordered to advance.
7. While the lieutenant was serving in the Middle East, his son started kindergarten.
8. If your bullet hits even the perimeter of the target, you will qualify for the badge.
9. In the plane, we talked about the MIA1.
10. Upon arriving in Uganda, we were greeted by our African hosts.

11. Testing new technologies requires a serious time commitment. **OR**

Seriously testing new technologies requires a time commitment.

12. Correct.

ANSWERS TO PRACTICE EXERCISE E3:

Part One

Here are some possible revisions. Your revisions may vary, but all errors in parallelism must be identified and corrected.

1. We prepared for the physical fitness test by running, doing push-ups, and *stretching*.
2. Prevent battle fatigue by drinking plenty of water and *resting enough*. **OR**
Prevent battle fatigue by drinking plenty of water and *getting enough rest*.
3. We went to the Air Museum to see vintage airplanes and *to* the Automobile Museum to see old cars.
4. When I run, my shins hurt. When I dance, *my knees hurt*.
5. Neither rain nor *snow* will prevent us from completing this operation.
6. Correct.
7. Believe in your training, ~~in~~ your equipment, your leader, and yourself. **OR**
Believe in your *training*, in your *equipment*, *in* your leader, and *in* yourself.
8. Their adaptability and *versatility* have been demonstrated by the Marines.
9. Correct.
10. The morning class teaches you leadership, and the afternoon class *teaches you* about military history.
11. They asked me if I had spare change and *if I* could give them some.
12. Correct.

Part Two

1. Remove all classified materials from unsecured areas.
2. Turn off your computer.
3. Close and lock your office window.
4. Turn off the light in your office.
5. Close and lock your office door.
6. Turn off the lights in the hallway and bathroom.

7. Close and lock the building door.
8. Double-check the building door to make sure it is locked.

ANSWERS TO PRACTICE EXERCISE E4:

Here are some possible revisions. You revisions may vary, but all unnecessary shifts in grammatical structure must be identified and corrected.

1. This group of Marines knows how to use the new weapons system.
2. My staff developed the outline, but *the research staff wrote the actual manuscript*.
3. If you want to succeed, *you* must be willing to work hard. **OR**
If *one* wants to succeed, one must be willing to work hard.
4. You will be eligible to vote when you *turn* 18.
5. Correct.
6. The Marines followed the original plan and *met their objective*.
7. Correct.
8. The Marine flew to San Diego and *met* his ship two weeks late.
9. Someone left *his or her* flight cap in the bus.
10. While we are in the simulator, *we* may feel weightless. **OR**
While ~~we are~~ in the simulator, a person may feel weightless.

ANSWERS TO PRACTICE EXERCISE E5:

Here are some possible revisions. Your revisions may vary, but all sentences must be changed from cumbersome sentences to more effective sentences.

1. Our mission is to plan for the deployment of special-operations-capable naval expeditionary forces for
 - a. contingency requirements,
 - b. counternarcotic operations,
 - c. crisis response missions, and
 - d. special security operations.This may require exercise participation and wargaming.
2. For my birthday, March 13, my parents are visiting from their home in Japan. There, my father works at an automobile plant, and my mother takes care of children.
3. The prime function of the rifle company is to provide protection for antiarmor weapons. The rifle company forms a web of automatic weapons that protects the antiarmor weapons. This web is capable of fire in all directions.

4. In combat, leaders must understand the effects of continuous operations on their soldiers and must not add stress to an already-stressful situation.
5. On the first day, the class learns about such topics as
 - a. observation techniques,
 - b. vehicle and equipment recognition,
 - c. size, activity, location, unit, time, equipment (SALUTE) reports,
 - d. threat organizations, and
 - e. world situation briefs.
6. We should continue with the same plan. If we do, the school will need a bigger budget to accommodate the increased number of students and faculty members.
7. I don't like to waste time. If I ask you what time it is, don't tell me how to build a clock. If you don't know the answer to my question, say so and then go find the answer. Don't write the answers to simple questions for me; call the executive assistant with the answer or poke your head in the door. Write answers that are complex or drawn-out, particularly if there is a great deal of background information.
8. I can get more information if each of you gives me less. Here's why. In a week, about 110 staff actions show up in my box, but 70 percent of my time in the headquarters goes not to the in-box but to briefings. I could handle that dilemma too--by listening to briefings and thinking about staff papers at the same time--but I don't.

ANSWERS TO PRACTICE EXERCISE E6:

Here are some possible revisions. Your revisions may vary, but you must make all sentences positive.

1. As soon as your parking request has been approved, you will be allowed to use the private lot.
2. Turn off this copier at night because it needs to cool down.
3. If I had used a standard reporting system, I would know the status of many more documents.
4. Sandra can help you only after you have completed the questionnaire.
5. I support Major Alexander's style of leadership more than I support Major Loden's.
6. You will receive your recertification when you can perform all the required skills.
7. Everyone passed the test.
8. Unit commanders recommend only qualified persons for parachute training.
9. Discuss the incident report only with persons who have security clearances.
10. You may attend the seminar if you pay your own travel expenses.
11. Only women who have dependent children are eligible for our program.

ANSWERS TO SECTION E PROGRESS TEST:

Part One

Here are the answers to Part One. Superscript numbers refer to the lesson you may need to review.

1. a¹
2. a²
3. a¹
4. b³
5. b²
6. b¹

Part Two

Here are some possible revisions. Your revisions do not necessarily need to be identical to those given here, but you must correct any errors. Superscript numbers refer to the lesson you may need to review.

1. After we work out, I will show you the VCR I want to buy.²
2. A cat will purr when *it is* content.⁴
3. if you qualify for the education upgrade program, you can go to college full-time for up to three years at our expense. Even if you don't qualify for that program, you can go to college part-time for up to three years at our expense.
4. Colonel Miller is strict about deadlines.⁶
5. When I arrive at the gate, I will show my badge to the security officer.⁴
6. To compete in the final competition, you must give your entry to the judges by Friday. **OR**
If you plan to compete in the final competition, the judges must receive your entry by Friday.²
7. His looks and his charm are not acceptable reasons to give him this position.³
8. If you must eject, pull the release lever before doing so.⁵
9. **You** may feel dizzy at higher altitudes, since you may not get enough oxygen. **OR**
One may feel dizzy at higher altitudes, since *one* may not get enough oxygen.⁴
10. You may either return to work or submit an application for extended leave.³
11. Fire only if fired upon.⁶

¹ Active Voice--Lesson E1

² Misplaced Parts/Dangling Modifiers--Lesson E2

³ Parallelism--Lesson E3

⁴ Shifts in Grammatical Structures--Lesson E4

⁵ Cumbersome Sentences--Lesson E5

⁶ Positive Sentences--Lesson E6

POSTTEST FOR WRITING SKILLS

KEY

On the line preceding the sentence numbers on your test, place a plus (+) for your correct answers, and a minus (-) for your incorrect answers. When you have finished scoring your test, transfer your results to the scoring sheet on pages B-36 and B-37.

1. On the videocassette recorder (VCR), the many buttons *that are not clearly identified* often confuse a VCR novice.
2. My sister, the one with the green thumb, ~~she~~ can grow anything.
3. Although he did not understand, he would not ask *for* or listen to any clarification.
4. Every student at the Basic Officer Course and the Infantry Officer Course is enrolled in a professional reading course.
5. *Because I had been* an active duty Marine, the interviewer said I was qualified. OR
The interviewer said I was qualified because I had been an active duty Marine. OR
Having been an active duty Marine, I was qualified *said the interviewer*.
6. We will discuss the concept of using air as a maneuver element on *Monday*.
7. I delivered the fitness report to *Maj M. Jones*.
8. Commitment to the Marine Corps is assumed for any candidate who completes OCS. A commitment implies understanding of what one agrees to do. (Added period.) OR
Commitment to the Marine Corps is assumed for any candidate who completes OCS; a commitment implies understanding of what one agrees to do. (Added semicolon.) OR
Commitment to the Marine Corps is assumed for any candidate who completes OCS, *and* a commitment implies understanding of what one agrees to do.
9. Since World War II, Japanese defense appropriations *have not been* spent on foreign conflicts, overseas bases, or strategic weapons.
10. Since the acquisition of the light armored vehicle, ~~the~~ light armored infantry battalion has been assigned the screening mission. (Changed period to comma.)
11. C
12. We decided to meet there at 2100. ~~at night~~.
13. The smoke in the air *affected* their ability to see.
14. When she got off the roller coaster, she did not feel well. (She had eaten too much candy.) (Placed period inside parenthesis.) OR
When she got off the roller coaster, she did not feel well (she had eaten too much candy). (Deleted first period.)

15. Winter offers lots of activities, such as skiing, sledding, and skating. (Deleted colon.)
16. A half of something can also be classified as 50 percent.
17. You can return your test by mail, or you can drop it off at my office. (Added comma.)
18. Ed's shoe size is smaller than his brother's. OR
Ed's shoe size is smaller than his brother's *shoe size*.
19. Everybody passed the combat conditioning course except Carla and *him*.
20. In the long run, it is easier to do what *you're* supposed to do.
21. Some of the traits of a good leader are decisiveness, dependability, and enthusiasm. (Deleted colon.)
22. When they have spare time, Ann likes to swim, but Heather *prefers* to jog.
23. In her history class, my daughter read the *Declaration of Independence*.
24. Using an unmanned aerial vehicle for target acquisition is a concept *whose* time has come.
25. The weatherman predicted that there's a strong chance of rain today. (Added apostrophe.)
26. They will ask you to *lie* down after you give blood.
27. Jack's distaste for Mark did not end until *Jack* left. OR
Jack's distaste for Mark did not end until *Mark* left.
28. C
29. Everybody who participated in the training *is* satisfied.
30. My cousin made pancakes *with syrup on them* for her children.
31. A tactical example, together with principles of warfare, *is* covered in the study of war.
32. If a common thread exists among those considered to be military geniuses, it is that they read at an early age. (Added comma.)
33. C
34. She always has *enjoyed* and always will enjoy reading detective novels.
35. C
36. *Surprisingly*, some of the POWs could speak *English*.
37. After having read her new book, Ann turned out the lights. (Added comma.)
38. Each woman ran through the obstacle course and then *she* ran through it again.
39. If a person passes the physical fitness test, *he or she* is in good shape. OR

If *you pass* the physical fitness test, you are in good shape.

40. C
41. The American flag contains three colors: red, white, and blue. (Changed comma to colon.)
42. In 1990, according to a knowledgeable source, 32 wars were in progress all over the world. (Added two commas.)
43. After-action reports consisting of lessons learned *help* us avoid mistakes.
44. Hot, dry nights are common in Texas. (Added comma.)
45. C
46. Some books on the *Gulf War* were written before the end of the hostilities.
47. The word processing software *costs nearly* \$300. *
48. The purpose of this test is to determine how well you have learned. (Deleted comma.)
49. The ability to train a Marine capable of supporting and *participating* in riverine operations is critical.
50. Unmanned aerial vehicles proved their usefulness in Southwest Asia. *They* can perform reconnaissance, surveillance, and battle damage assessment. (Changed comma to period.) OR
- Unmanned aerial vehicles proved their usefulness in Southwest Asia; they can perform reconnaissance, surveillance, and battle damage assessment. (Changed comma to semicolon.) OR
- Unmanned aerial vehicles proved their usefulness in Southwest Asia; *for example*, they can perform reconnaissance, surveillance, and battle damage assessment. OR
- Unmanned aerial vehicles proved their usefulness in Southwest Asia, *because* they can perform reconnaissance, surveillance, and battle damage assessment.
51. Wanting *me* to finish high school, my dad promised to buy a rod and reel for me when I graduated.
52. "Take responsibility for your actions," she commented, "and the actions of your Marines." (Place period inside quotation mark.)
53. C
54. Each of the Marine air-ground task forces proved *its* worth.
55. The Mediterranean, Indian Ocean, and WestPac are *three* deployment options.
56. Hawaii is a beautiful place, *an* island full of fragrant, tropical flowers. (Changed period to comma.) OR
- Hawaii is a beautiful place. *It is an* island full of fragrant, tropical flowers. OR
- Hawaii is a beautiful ~~place, an~~ island full of fragrant, tropical flowers.
57. Lessons learned from yesterday's mistakes will help to prevent future mistakes. (Added apostrophe.)

58. I have seen a combat rubber raiding craft. I have not seen a rigid raiding craft. (Changed comma to a period.) OR

I have seen a combat rubber raiding craft; I have not seen a rigid raiding craft. (Changed comma to a semicolon.) OR

I have seen a combat rubber raiding craft; *however*, I have not seen a rigid raiding craft. OR

I have seen a combat rubber raiding craft, *but* I have not seen a rigid raiding craft.

59. A good leader possesses several traits; *for example*, integrity, knowledge, and courage. (Changed comma to semicolon and added comma.)

60. A raven is larger than ~~the size of~~ a crow.

61. Publishing a document involves proofreading, *printing*, and binding.

62. During our tour we went to several places, including Da-Nang, Khe Sahn, and the Mekong Delta. (Deleted second comma.)

63. C

64. The award went to the person *who* was most qualified.

65. C

66. The summer is a particularly good time for swimming, *riding* a bike, and sailing.

67. Every enemy tank and light armored vehicle *was* destroyed.

68. The modern battlefield requires accurate intelligence at all levels of command, *and this has* placed a burden on an overloaded communications system. OR

The modern battlefield requires accurate intelligence at all levels of command. *This has* placed a burden on an overloaded communications system. OR

The modern battlefield requires accurate intelligence at all levels of command; *however, this has* placed a burden on an overloaded communications system.

69. The instructors spoke about leadership to the Marine officers, *but the instructors* had covered it before. OR

The instructors spoke about leadership to the Marine officers, *but the Marine officers* had covered it before.

70. b

71. a

72. a

73. b

74. b

75. a

76. a

77. b

78. a

79. a

80. b

81. a

- 82. b
- 83. b
- 84. a
- 85. b
- 86. b
- 87. a
- 88. a
- 89. b
- 90. b

Corrected paragraph:

You are the commanding officer of *1st*⁹¹ Special Infantry Company.* *Your company is part*⁹² of a provisional rifle battalion deployed in the northern part of Alta Rica. The deployment maintains⁹³ presence and provides training for the future leaders of the local defense force. Enemy guerrillas assassinated the defense force's⁹⁴ previous leaders. (**Added apostrophe.**)

The guerrillas have been staging limited attacks in the northern region during 1990-91.⁹⁵ (**Changed em dash to en dash.**) You have been following the enemy's message traffic.⁹⁶ (**Changed comma to period or could change to semicolon.**) You hear that *they're*⁹⁷ planning helicopter-borne assaults in the region. Your mission is to defend a town called La Puerta, which is about to be attacked.

You have been assigned one heavy machine gun squad (two HMMWVs, each with *an*⁹⁸ M2 machine gun and a Mk19 machine gun) and one assault squad (two SMAWs) from weapons company. All squad members know what *they*⁹⁹ should do. Decide how *you would deploy*¹⁰⁰ your company. ~~would be deployed by you.~~

* Alternate correction: . . .Company, *part* of. . . .

POSTTEST FOR WRITING SKILLS

SCORING SHEET

If you make any errors on the posttest and do not understand the corresponding rule, review the appropriate lesson.

Grammar

Lesson A1	Sentence Fragments	<u>9</u>	<u>10</u>	<u>56</u>	<u>68</u>	<u>92</u>				
Lesson A2	Comma Splice and Fused Sentence			<u>8</u>	<u>11</u>	<u>50</u>	<u>96</u>			
Lesson A3	Case	<u>19</u>	<u>28</u>	<u>35</u>	<u>64</u>					
Lesson A4	Agreement of Subject and Verb			<u>4</u>	<u>29</u>	<u>31</u>	<u>43</u>	<u>53</u>	<u>67</u>	
Lesson A5	Agreement of Pronouns and Antecedents					<u>1</u>	<u>27</u>	<u>54</u>	<u>69</u>	<u>99</u>

Mechanics

Lesson B1	Capitalization	<u>6</u>	<u>23</u>	<u>36</u>	<u>46</u>	<u>63</u>
Lesson B2	Abbreviations and Acronyms			<u>7</u>	<u>98</u>	
Lesson B3	Numbers	<u>16</u>	<u>55</u>	<u>91</u>		

Punctuation

Lesson C1	Comma	<u>17</u>	<u>32</u>	<u>37</u>	<u>42</u>	<u>44</u>	<u>48</u>	<u>62</u>	<u>65</u>
Lesson C2	Period	<u>14</u>	<u>52</u>						
Lesson C3	Semicolon	<u>58</u>	<u>59</u>						
Lesson C4	Colon	<u>15</u>	<u>21</u>	<u>41</u>					
Lesson C5	Apostrophe	<u>25</u>	<u>57</u>	<u>94</u>					
Lesson C6	Dash	<u>89</u>	<u>95</u>						

Diction

Lesson D1	Confused Words	<u>13</u>	<u>20</u>	<u>24</u>	<u>26</u>	<u>40</u>	<u>97</u>
Lesson D2	Redundancy	<u>2</u>	<u>12</u>	<u>81</u>			
Lesson D3	Wordiness	<u>60</u>	<u>72</u>	<u>77</u>	<u>78</u>	<u>79</u>	<u>80</u>
Lesson D4	Omitting Necessary Words			<u>3</u>	<u>18</u>	<u>34</u>	
Lesson D5	Concrete Words	<u>84</u>	<u>86</u>	<u>87</u>			
Lesson D6	Word Choice	<u>71</u>	<u>76</u>	<u>83</u>	<u>90</u>		

Effective Sentences

Lesson E1	Active Voice	<u>74</u>	<u>85</u>	<u>88</u>	<u>100</u>		
Lesson E2	Misplaced Parts and Dangling Modifiers	<u>5</u>	<u>30</u>	<u>45</u>	<u>47</u>	<u>51</u>	
Lesson E3	Parallelism	<u>33</u>	<u>49</u>	<u>61</u>	<u>66</u>		
Lesson E4	Shifts in Grammatical Structures		<u>22</u>	<u>38</u>	<u>39</u>	<u>93</u>	
Lesson E5	Cumbersome Sentences		<u>75</u>	<u>82</u>			
Lesson E6	Positive Sentences	<u>70</u>	<u>73</u>				

ANSWERS TO PRACTICE EXERCISE F1:

Part One

1. To inform
2. To inform about the accident and to persuade the CO to follow your recommendations
3. To inform and to persuade that an award is warranted
4. To direct Marines on the appropriate use of specific articles of clothing. **OR**

To inform Marines about the appropriate use of specific articles of clothing

Part Two

1. Developing Marines to *their* highest potential is a basic leadership responsibility.
2. The relation between officers and enlisted *personnel* should in no sense be that of superior and inferior nor that of master and servant, but rather that of a teacher and scholar.
3. If the senior wants a counseling session, *the session should start* as soon as possible after *the need has been identified*. (This correction changed the last clause to the passive voice, which is difficult to avoid.)
4. Correct, if Lieutenant Smith is a male.
5. Since officers must work with ideas expressed in words, *they* need to become skilled users of words.
6. The operation was *staffed* by the Master Sergeant and her team.
7. The invitation went out to all officers and their *spouses*.

ANSWERS TO PRACTICE EXERCISE F2:

Answers to the practice exercise will vary. Feedback from your classmates will help you evaluate your writing.

ANSWERS TO PRACTICE EXERCISE F3:

Answers to the practice exercise will vary. Feedback from your classmates will help you to evaluate your outline. For the award nomination discussed in the previous lesson, an outline such as the following could be written.

- I. Introduction
 - A. Integral member of TBS staff
 - B. Professional teacher
 - C. Extra effort
 - D. Personal attributes

II. Development

A. Instructor achievements

1. Excellent instructor, holds students' interest
2. Primary instructor for three courses
 - a. First Aid
 - b. Field Sanitation
 - c. Field Marches
3. Chosen Staff Platoon commander after several months
4. Tactics Group instructor
 - a. Field instructor
 - b. Rapidly became qualified as assistant instructor in other fields
5. One of few qualified to teach at almost all field exercises and live-fire ranges

B. Personal attributes

1. Motivated, enthusiastic, sets good example
2. Appearance
 - a. Superior physical fitness
 - b. Immaculate personal appearance
3. Attention to duty
4. Penchant for details

C. Extra efforts

1. Professionalism beyond normally expected
2. Excelled in assigned collateral duties
3. Volunteered to teach reservists on weekend

III. Conclusion--short summary

ANSWERS TO THE PRACTICE EXERCISE G1:

1. The first sentence is the topic sentence.
2. Sentence e is correct, because it includes all of the other sentences.

3. Here are three examples of appropriate topic sentences:
 - a. My career in the Marine Corps has taken me all around the world.
 - b. Since I joined the Marine Corps, I have been stationed in many interesting places.
 - c. I know of no Marine who has been assigned to as many different places as I have.
4. Good topic sentences might read as follows:
 - a. On-base housing is both convenient and affordable.
 - b. Living on base has several advantages and only a few disadvantages.
 - c. Limited on-base housing is available at this time.

ANSWERS TO THE PRACTICE EXERCISE G2:

1. The following sentences should be removed, because they do not help to develop the paragraph's main idea: Beastie is a public nuisance.

Jimmy's mom works in a bank downtown.
Cats are much better pets, in my opinion.

2. This is the most coherent order of sentences. (Transitions may vary.)

Many hazards are associated with training in an arctic terrain. These cold-weather training hazards include psychological as well as physical dangers. The obvious physical dangers are frostbite, hypothermia, and accidents. However, eye strain, caused by the blinding white environment, is also a common complaint in arctic training. Not surprisingly, psychological hazards such as depression are also likely as a result of the isolation and freezing weather. Despite these risks, arctic training is necessary to ensure combat readiness.

3. Here are some suggested transitions.

Marine Corps officers are well paid, since the demands on them are often harsh. They must work long, hard days, often 60 or more hours a week while deployed or assigned to critical posts. Also, they must travel frequently, sometimes leaving their families for 6 months to a year. Perhaps most importantly, in time of war or national crisis, they must face life-threatening situations. Consequently, the salaries earned by Marine Corps officers do not seem excessive after all.

4. Answers will vary. Feedback from your classmates will help you evaluate your writing.

ANSWERS TO PRACTICE EXERCISE G3:

Answers will vary. Classmates may help you evaluate your writing.

ANSWERS TO PRACTICE EXERCISE H1:

1. Answer c is correct. It is both direct and courteous.

Answers a and b are accusatory and defensive.
Answer d does not begin with the main point.

2. An adequate subject line reveals the main point of the letter. Three suitable subject lines might read:

RESTAURANT INCIDENT

OR

RESPONSE TO LETTER OF 20 MARCH 1992

OR

DISRUPTIVE BEHAVIOR OF MARINES

3. Answers will vary. Here is one possible version.

From: Staff Judge Advocate, Marine Corps Base, Marine Corps Combat Development Command
To: Captain T. R. Hamilton, 438-09-5621, U.S. Marine Corps

Subj: ASSIGNMENT AS MEMBER OF SPECIAL COURTS-MARTIAL BOARD

Dear Captain Hamilton:

You have been nominated and selected as a member of the special courts-martial board for the period 1 February 1992 through 31 July 1992. For the duration of this assignment, it will be your primary duty.

ANSWERS TO PRACTICE EXERCISE H2:

1. If you grouped all of the energy-saving tips into one paragraph and all of the water-saving tips into another, you are correct. Here is one possible arrangement.

Subj: WAYS TO SAVE ENERGY AND WATER

Dear Family-Housing Occupant:

1. We need your help to save energy and water in family housing. You can have an immediate effect on the operating costs of MCAS El Toro by taking some simple steps.
2. Take the following steps to save energy. Set your thermostat on 68 degrees in the day and 65 at night. If both doors are open during the day, lower your thermostat to keep the breeze you create from starting the furnace. Use only 40-watt bulbs in outside lights. Turn off lights you do not need and teach your children to do the same.
3. Though we do not expect the water shortage of last year, we still must cut down on watering lawns. If the number of your quarters is even, water only on even-numbered days; if odd, water only on odd-numbered days. Water only in the early morning (0600-0900) or early evening (1600-2000). Put a can near your sprinkler and turn off the water when the can has collected about 3 inches of water.

2. Here is paragraph 2 broken into subparagraphs:

2. We can print your personal advertisement only if you follow these guidelines:

a. Submit each ad only once. We cannot run a personal ad more than once because that would be considered commercial advertising.

b. Type or neatly print your ad on Form 321, "Notice for Base Bulletin." Underline each item, briefly describe it if necessary, include the price, and give your home phone number. The entire ad should run no more than three typed lines.

c. Send the form to the Administrative Officer, Building 10, by 0900 on a Tuesday to get it in that Thursday's bulletin.

3. Here is one possible way of reorganizing.

Subj: REQUEST FOR OVERNIGHT PARKING

Dear Major Garovik:

1. ~~Three years ago a courier run was started to carry computer products, some of them classified at SECRET, between Black Ridge and the Federal Building. At that time, the Directorate of Administration at Black Ridge was responsible for the courier run and storing the courier van overnight. Then, as now, the run supported the Data Systems Division.~~

2. Two months ago, responsibility for the courier run and the van (Ford 88B1107) shifted to us at the Federal Building. We drive across town twice a day to pick up our courier van and turn it in at your motor pool. These trips cost gasoline, mileage, time, and productivity--which can be saved by parking the van after duty hours where it is needed, here in town at the Federal Building. The van will be well protected. Consequently, we request permission to park our courier van at the Federal Building on weeknights and weekends.

3. The Federal Building is on a quiet street and has GSA-contract guards on duty 24 hours a day. We plan to park the van in full view of the guard desk. (Mr. Sherman, the guard supervisor, has endorsed this arrangement.) Because of bright lighting in front of the building, city police can see the van on their regular patrols. The van will be locked at the end of the day; the key and servo plate will be controlled through an access letter. In addition, we will follow all other precautions for keeping the van safe.

4. ~~In light of the above, we request that consideration be given to our proposal.~~ If you need more information about safeguarding the van, please call me at 635-8129.

ANSWERS TO PRACTICE EXERCISE II:

Part One

Compare your ideas to this list of possible changes and to this revised passage. Your ideas may vary.

1. Can I *consolidate* "graduated from Ohio State University" and "earning his college degree," since they mean the same thing?
2. Should I say for *what* LtGen Karl Day was assigned? Or will my readers know?
3. Should I say *where* the first Officer School was located? Or will my readers know?

4. Am I sure The First Company was the first unit to receive an official aviation designation? Or do I mean it was the first *Marine* unit to receive the designation?
5. Should I *double-check* the dates and the numbers of the various types of aeroplanes?
6. Can I *consolidate* the last two sentences to make them less redundant?
7. Have I clearly expressed what I wanted to say? Will my readers see what I want them to see?

Revision:

Karl S. Day, the first Marine Reserve officer to hold the rank of lieutenant general, was born in Ripley County, Indiana on 30 May 1896 and graduated from Ohio State University in 1917. LtGen Karl Day's service in the Marine Corps began in 1917 when he was commissioned a second lieutenant and assigned to the first Officer School *at Quantico*. Upon graduation, he was one of 18 young officers assigned *for flight training* to "The First Aeronautic Company" at the Navy Yard, Philadelphia. This company was the first *Marine* unit with an official aviation designation. Its early training facilities consisted of one hangar and an assigned quota of "two land aeroplanes, two sea aeroplanes, one school land aeroplane, and two kite balloons." The hangar was built on a riverbank and had openings at either end--one for seaplanes and one for land planes.

Part Two

Answers will vary. Be sure you have checked for technical accuracy and coverage. Save your revision for Lessons I2, I3, and I4.

ANSWERS TO PRACTICE EXERCISE I2:

Answers will vary. Be sure you have checked for proper arrangement and flow of ideas. Save this revision for Lessons I3 and I4.

ANSWERS TO PRACTICE EXERCISE I3:

Answers will vary. Be sure you have checked for readability and acceptable mechanics. Save this revision for Lesson I4.

ANSWERS TO PRACTICE EXERCISE I4:

Answers will vary. Be sure you have applied all appropriate suggestions given by your classmate. You should now have a perfectly polished document!

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