Mission Command and the Army Profession  
Military Science 4301/407, Sections 001 and 002  
Fall 2021

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Phone: 936-468-4505  
Office: Military Science Building, Room 104  
Office Hours: Monday, Wednesday, 8:30 am to 11:30 am; Friday 10:00 am to 11:30 am  
Department: Military Science

Class meeting time and place: Classes are Tuesday and Thursday, Section 001 meets from 11:00am to 12:15pm and Section 002 meets from 2:00pm to 3:15pm. Military Science Building, Room 101

Course Description

MILS 4301 Focuses on development of the Army Officer. It is an academically challenging course were you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level.

The course places significant emphasis on preparing you for Basic Officer Leader’s Course Level B (BOLC B) and your first unit of assignment. It uses mission command case studies and scenarios to prepare you to face the complex ethical demands of serving as a commissioned officer in the United States Army. This semester, you will:

• Explore military professional ethics, organizational ethics and ethical decision making processes
• Gain practical experience in Cadet battalion leadership roles and training management
• Begin your leadership self-development including civil military and media relations
• Prepare for the transition to becoming a professional Army Officer

Course Design and Objectives

This course was designed to be student-centric with the onus of learning on the student, but facilitated by the instructor. Army Officers are expected to be life-long learners who take responsibility and personal initiative for their learning. You must properly conduct your pre-class assignments in order to come to class with a foundation of knowledge on the subject taught by your instructor. Doing
so will allow your instructor to spend the majority of the class time on specific areas that are least understood from the pre-class assignment rather than your instructor re-teaching the subject from scratch. Your instructor has a wealth of experience and knowledge to share in the classroom—do your homework so your instructor can spend more time sharing his personal knowledge and experiences with your class. Class will be conducted in an interactive manner with ample opportunities for small group discussions and practical exercises. Everyone will be responsible for contributing to the success of the learning experience.

This course has the following specific learning objectives for the four Army Learning Areas:

1. Army Leadership and Profession
   • Proficient in leader attributes and competencies.
   • Proficient in character, competence, and commitment as Trusted Army Professionals.

2. Mission Command
   • Demonstrate proficiency in mission command philosophy.
   • Demonstrate proficiency in mission command leader and commander tasks.
   • Demonstrate proficiency in mission command staff tasks.
   • Demonstrate proficiency in mission command systems.

3. Human Dimension
   • Demonstrate capacity in creative – critical thinking.
   • Demonstrate proficiency in communications skills.
   • Demonstrate proficiency in cultural awareness, cross cultural competencies in the strategic environment of 2025 and beyond.
   • Pursue Comprehensive Fitness / Resiliency Skills and Performance Enhancement Skills.
   • Pursue lifelong learning, self-assessment, and goal setting.

4. Professional Competence
   • Demonstrate proficiency in Army and Joint doctrine.
   • Support Army policies, programs, and processes.
   • Technically and tactically competent.

Textbooks and Readings: All readings will come from publications available online or distributed by the instructor. All students must have access to blackboard and will provide the instructor their individual user names by the second day of class. Students who are having trouble with access blackboard will go directly to the instructor with their problems or risk missing information critical to the course.

Selected readings available online at:
   1. Armypubs.army.mil
Course Calendar: The following is the weekly course calendar with corresponding dates and lessons to be covered each week. Please note, not all lessons are taught in lesson number order.

<p>| Week 1 (23 - 27 Aug): Course Intro (Lesson 1), Command and Staff Organizations (Lesson 2) | Lab: Welcome Back Lab (Overview, Awards, Services) Math 101 |
| Week 2 (30 Aug – 3 Sep): Operations and Planning Process (Lesson 3), Training Units, Developing Leaders, and Training Management (Lesson 4) | Lab: Team Building Lab at Lake Nacogdoches |
| Week 3 (6 - 10 Sep): Unit Training Plan, Training Meeting (Lesson 5), Risk Management, Assessing Unit Training (Lesson 6) | Lab: Land Navigation and Field Craft on campus |
| Week 6 (27 Sep – 1 Oct): EO Program (Lesson 11), SHARP Program (Lesson 12) | Lab: Group and Zero at Meadow Ridge |
| Week 7 (4 – 8 Oct): Suicide Prevention Program (Lesson 13), Midterm Exam (Lesson 14) | Lab: Military Commo and Weapons at TXANG Armory in Lufkin |
| Week 8 (11 – 15 Oct): The Army as a Profession (Lesson 15), Army Leader Ethics, Ethical Decision Vignette (Lesson 16) | Lab: Movement as Fire Team and Squad on campus |
| Week 9 (18 – 22 Oct): Law of Land Warfare, ROE (Lesson 17), Civil Military Relations (Lesson 18) | Lab: Squad Mission Rehearsals on campus |
| Week 10 (25 – 29 Oct): Operations Security (Lesson 19), Cross Culture |</p>
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<tr>
<th>Competency (Lesson 20)</th>
<th>Lab: CWST</th>
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<tr>
<td>Week 11 (1 – 5 Nov): Comprehensive and Soldier Family Fitness (Lesson 21), Admin Discipline and Separation (Lesson 22)</td>
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<td>Lab: Veteran’s Day Team Building Community Outreach</td>
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<td>Week 13 (15 – 19 Nov): Make up (Lesson 27), Final Exam (Lesson 28)</td>
<td>Lab: End of Semester Awards, SHARP, Equal Opportunity</td>
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<td>Week 14 (22 – 26 Nov): Thanksgiving Break</td>
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<td>Week 15 (29 Nov – 3 Dec): Dead Week – Review and Individual counseling</td>
<td>Lab: Rifle Qualification (Optional)</td>
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<td>Week 16 (6 – 10 Dec): University Final Exams</td>
<td>Lab: None</td>
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**Course Grading:**
The following is a summary of how your military instructor will calculate a Cadet’s or student’s grade in Military Science 401:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Attendance/Participation</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes/Presentations/Essays</td>
<td>50</td>
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<tr>
<td>Exams (Midterm and Final)</td>
<td>20</td>
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<tr>
<td>APFT or Term Paper</td>
<td>20</td>
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**Grading Scale.** The grading scale for the course is:

- 90-100 points = A
- 80-89.9 points = B
- 70-79.9 points = C
- 60-69.9 points = D
- Below 59.9 points = F

**Class Participation**
You are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussions, sharing personal perspectives and experiences related to principles discussed in class or readings, working with fellow students during in class Concrete Experiences and Practical Exercises or other Military Science events, and leading labs or other Military Science exercises.
Skills Demonstration (Quizzes, Presentations, Essays, and Exams)

You will be continually assessed on your ability to demonstrate base knowledge of the topics covered as well as to apply them using critical thought. This will be assessed within written essays, quizzes, presentations, a midterm exam, a final exam, and for your leadership lab/407 grade, your overall ability to perform your responsibilities within your individually assigned cadet battalion leadership position throughout the semester. Unless otherwise modified by the instructor for a specific assignment, rubrics for calculation of grades for papers and presentations follow:

Written Paper Rubric:

<table>
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<tr>
<th>Areas of Assessment</th>
<th>Absent 0-59%</th>
<th>Poor 60-69%</th>
<th>Average 70-79%</th>
<th>Good 80-89%</th>
<th>Excellent 90-100%</th>
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<tbody>
<tr>
<td>Demonstrated understanding of the base content, relevant the central topic. Max value: 40%</td>
<td>Majority of content supporting references is missing or incomplete</td>
<td>Content shows very basic understanding and includes several inaccuracies</td>
<td>Content is mostly accurate and shows a basic understanding of key elements</td>
<td>Content is accurate, thorough, and shows clear understanding of elements</td>
<td>Meets or Exceeds &quot;Good&quot; criteria with rich explanation, examples, or further insights</td>
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<tr>
<td>Demonstrated understanding and critical thinking as it pertains to the applicability within the Army Profession Max value: 40%</td>
<td>Application is missing or in no way relevant to the central topic incomplete</td>
<td>Application shows very basic understanding and includes several inaccuracies or irrelevancies</td>
<td>Application is mostly accurate but shows little insight beyond presented material</td>
<td>Application is accurate, thorough, and shows clear understanding of the relevance of the material to the Army Profession</td>
<td>Meets or Exceeds &quot;Good&quot; criteria with rich explanation and application</td>
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<tr>
<td>Format and writing mechanics such as grammar, punctuation, spelling, or sentence structure Max value: 20%</td>
<td>Not in directed format; writing mechanics so poor that points or themes cannot be discerned</td>
<td>Several format problems; writing mechanics significantly detract from ability to discern central points or themes.</td>
<td>Format mostly correct; a few writing mechanic errors; central points or themes can be mostly understood with one reading.</td>
<td>Format correct, some writing mechanic errors acceptable; central points or themes are understood with one reading.</td>
<td>Exceeds “Good” criteria with no more than two minor writing mechanic errors per page.</td>
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## Presentation Rubric:

<table>
<thead>
<tr>
<th>Cadet Outline and Presentation</th>
<th>Poor (0% to 70% of points)</th>
<th>Average (70% to 79% of points)</th>
<th>Good (80% to 89% of points)</th>
<th>Excellent (90% to 100% of points)</th>
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<tr>
<td>Organization</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</td>
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<tr>
<td>Delivery</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</td>
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<tr>
<td>Central Message</td>
<td>Central message can be deduced, but is not explicitly stated in the presentation.</td>
<td>Central message is basically understandable but is not often repeated and is not memorable.</td>
<td>Central message is clear and consistent with the supporting material.</td>
<td>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</td>
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**Army Physical Fitness Test (APFT) or Term Paper**

As future officers, all Cadets are expected to set the example for physical fitness according to Army regulations. Given this, a total of up to 20 points will be used in calculating a Cadet’s overall grade. These 20 points are calculated
considering the cadet’s score on the Army Physical Fitness Tests (APFT) administered throughout the semester.

- APFT points- Cadets will be required to take a diagnostic APFT at the beginning of the semester and a record APFT at the end of the semester. A Cadet’s improvement and overall performance on the record APFT will be worth a total of up to 20 points of that Cadet’s overall grade. Every 1% increase in score from the diagnostic APFT to the record APFT will constitute 1 APFT points. A 20% or more increase will equal the full 20 APFT points. If a cadet’s APFT score drops, or in some cases shows minimal improvement, then the APFT points awarded are the for record APFT score divided by 300 x 20 carried out one decimal place. For example, if a Cadet’s record APFT is lower than that cadet’s diagnostic APFT, and that Cadet scored a 280 on the record APFT, then that cadet will have earned 18.7 APFT points (280/300 x 20= 18.66 rounded up to 18.7 APFT points). The instructor will use whichever method that generates more total APFT points for the cadet. Lack of a record APFT can result in zero APFT points, at the discretion of the instructor.

- The instructor may augment APFT points up to 5 points for excellent attendance and participation during cadet battalion PT.

*Students taking this course who are not Cadets within the ROTC battalion, or Cadets that have a medical professional’s written note which prohibits them from conducting physical training and/or taking the APFT, will write an individual paper in place of this PT requirement. This paper will be three to five pages (APA 6th edition format) in which the student compares and contrasts at least three of the five characteristics of the Army profession with an employer, club, team, or other extracurricular organization in which that student has personally been involved. The instructor will assign this paper to any students to whom this pertains immediately following the midterm exam and will be due to the instructor the first day of exam week.

Collaboration

Unless specifically forbidden for a particular activity such as an individual exam, quiz, or paper, Cadets and students are encouraged to work with their fellow Cadets and students to arrive at the best possible solutions. Cadets and students are also encouraged to seek guidance or direction from your instructor and other ROTC cadre.

Uniforms, Dress, and Appearance

Normal Class Days -

Students in Military Science classes are expected to dress appropriately. For purposes of this class, this is defined as properly fitted clothing that is neat and clean. Athletic gear or clothing that your military instructor considers to be excessively revealing, distracting, or offensive is prohibited. For individual or
group presentations, the instructor may direct students to wear their uniform or appropriate business attire.

**Lab Days (Wednesday)**

Unless otherwise instructed by the instructor, the ACU is to be worn on lab days all day by all contracted Cadets. Non-contracted and SMP Cadets' uniform will be determined by the instructor. The Army Combat Uniform (ACU) may be issued to any Cadet that expresses interest in contracting. If Cadets have not had an ACU issued, appropriate conservative civilian attire will be worn. All Cadets will comply with Army Regulation (AR) 670-1 (Wear and Appearance of the Army Uniform) for grooming standards and proper wear of the uniform.

**Late or Missing Assignments**

All late papers and assignments will receive an automatic 10% reduction in grade. Late papers and assignments will receive an additional 10% reduction for every week it is late. (For example, up to 7 days late -10%; 8-14 days late -20%; 15-21 days late -30%; and so on). No assignments or papers will be accepted after the last day of the university’s published exam week and these missing assignments will receive a score of 0 points. The instructor may consider a modification to this policy in a case by case basis, but only if this modification is more favorable to the student's overall grade.

**Office Hours and Appointments**

I am available to meet with any of you to discuss assignments, issues, or concerns on a first come, first serve basis during my published office hours. If necessary, I will schedule a specific time to meet with you beyond office hours. Please contact me via my phone or email listed at the beginning of this syllabus, or the department’s administrative assistant Mrs. Sonnie Mosier at 936-468-4505, to schedule a routine appointment. If I am in the office outside of office hours, I also have an open door policy.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Attendance Policy:** Only the instructor may grant permission for an excused absence. Unexcused absences will lower your final grade. Cadets or students will coordinate excused absences with the instructor prior to the class meeting, outside of some unforeseeable circumstance, at the discretion of the instructor. 2.5 points will be deducted for each unexcused absence, not to exceed 10 points. Five or more unexcused absences will be considered as grounds for removal from the program for Cadets, and seven or more unexcused absences will result in an automatic F in the course.

**Witheld Grades Semester Grades Policy (A-54).** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities.** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).