

EFFECTIVE ARMY WRITING (IS1460)

Subcourse Number IS1460

Edition A

Center for Army Leadership
Command and General Staff College
Fort Leavenworth, Kansas 66027-2314

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For TNSG Credit only if taken with TNSG Final Exam

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"If language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what ought to be done remains undone."

-- Confucius

INTRODUCTION

Mission accomplishment requires skilled leadership able to make the right decision. The lives of your subordinates, peers, and superiors may depend on your skill at accomplishing this task. However, a more critical skill is the ability to clearly communicate that decision. Individuals (officers, warrant officers, noncommissioned officers, and soldiers) who can get their intent and ideas across so that others understand the message and act on it possess one of the primary qualities of leadership--the ability to communicate clearly. Therefore, your success as a military person depends on your ability to think critically and creatively and to communicate your intention and decision to others.

How we communicate is just as important as what we communicate. The two means we use to communicate our intentions to others are written and verbal. Although our focus is on effective writing, you will find many of the principles included here will help you become an effective speaker.

SUBCOURSE OVERVIEW

This course will--

- Introduce the student to critical and creative thinking concepts.
- Serve as a refresher on the basics of writing.
- Provide some guidance on Army rules of correspondence.

The scope of this course includes principles and standards of critical reasoning and creative thinking, the rules of Army writing, the steps to effective writing, and some practical guidance on issues from selecting words and phrases to preparing a staff study.

TERMINAL LEARNING OBJECTIVE

ACTION: Develop the skills to write effectively.

CONDITION: Given Subcourse IS1460 (Effective Army Writing), review questions and answers to review questions, and a final examination.

STANDARD: To demonstrate competency of this task, you must achieve a minimum of 70% on

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the subcourse examination.

CHAPTER 1 REVIEW QUESTIONS

CHAPTER 1 -- Critical Reasoning and Creative Thinking

Questions: 21

INSTRUCTIONS: The following items will test your grasp of the material in this lesson. There is only one correct answer for each item. When you complete the exercise, check your answers with the answer key that follows. If you answer any item incorrectly, study that part of the lesson again before continuing. Answer the following 22 multiple-choice questions. Select the BEST answer for each question, and select the letter of your choice.

1. How do critical reasoning and creative thinking principles enhance your communicative skills?
 - A. The principles assist us to cope with the Army's changing environment.
 - B. The principles help us to quickly identify the problem and develop a quick fix.
 - C. The principles help us to clarify the true problem and arrive at the best solution(s).
 - D. The principles assist us to analyze problem symptoms and develop achievable solutions.

2. What does the Desert Shield/Desert Storm strategy used by the United States against Iraq illustrate?
 - A. An example of a clear purpose.
 - B. An example of sound reasoning.
 - C. An example of how the United States won the war.
 - D. An example of a point of view directing United States efforts.

3. When we reason, what are we attempting to identify?
 - A. The right questions to ask.
 - B. Why we can't resolve the issue.
 - C. Subvert the efforts of other agencies.
 - D. How we can divert attention to other problems.

4. Why must we solicit "others' points of view"?
 - A. Your point of view will clarify the solution.
 - B. Others' points of view are more objective.
 - C. Your point of view reflects your educational development and military experiences.
 - D. Others' points of view help to analyze and identify hidden ideas underlying our assumptions.

5. Data provides us with evidence that we use to support or reject a particular position. Why is it important to examine data for relevancy and accuracy?
 - A. Because it provides us with a statistical analysis of a particular position.
 - B. Because unexamined data may become a possible source of problems.
 - C. Because the statistical data gives a clear analysis of the problem we are analyzing.
 - D. Because it consists of information, facts, observations, and experiences that support or reject a particular position.

6. All reasoning takes some things for granted. We call these our assumptions. Assumptions are essential conditions that must exist for a course of action to occur. When reasoning we must clearly identify whether our assumptions are essential or unessential. When is an assumption essential?
- A. A change in the assumption affects the data.
 - B. A change in the assumption affects the conclusion.
 - C. A change in the assumption has no affect on the data.
 - D. A change in the assumption does not affect the conclusion.
7. Reasoning proceeds by steps: "Because this is so, that also is so," or "Since this, therefore, that." We call these conclusions "inferences." Which one of the following statements is an inference?
- A. Aunt Jane will arrive on a later flight.
 - B. Aunt Jane does not want to fly in stormy weather.
 - C. United's flight #728 will arrive at KCI at about 2100.
 - D. We have a severe storm warning in affect until 2200.
8. Which of the following best describes the function of implications?
- A. Implications clarify consequences.
 - B. Implications grow out of consequences.
 - C. Implications suggest possible consequences.
 - D. Implications and consequences are the same.
9. Which is the best definition of initiative and versatility?
- A. Is more a science than an art.
 - B. Narrows the focus of research.
 - C. Incorporates change into an existing situation.
 - D. Attempts a deeper understanding of why we do what we do.
10. Which principles enhance creative thinking?
- A. Initiative, brain storming, versatility, and idea generation.
 - B. Validation, initiative, mindmapping, and idea generation.
 - C. Idea generation, initiative and versatility , and mental preparation.
 - D. Initiative and versatility, mental preparation, idea generation, and validation.
11. What are the four principles that creative thinkers follow when producing creative ideas?
- A. Develop new ideas, clarify the problem at hand, test ideas to determine their validity, and develop their initiative and versatility.
 - B. Test ideas to determine their validity, generate ideas to resolve problems at hand, develop their initiative and versatility, and validate ideas.
 - C. Develop their initiative and versatility, focus on the source of ideas, generate ideas to resolve problems at hand, and test ideas to determine their validity.
 - D. Develop their initiative and versatility, prepare their minds to receive ideas from all sources, generate ideas that may resolve problems at hand, and test ideas to determine their validity.

12. What three techniques can you use to prepare your mind to receive new ideas?
- A. Setting the stage, determination, saturation.
 - B. Setting the stage, fill your mind with data, and draw on experience.
 - C. Focus on the objective, set the stage, and be committed to the task.
 - D. Setting the stage, saturate the mind with data, and be committed to the task.
13. Generation is the actual production of a new idea. What is the key to generating new ideas?
- A. Curiosity, incubation, and illumination.
 - B. Divergent thinking, incubation, illumination, and visualization.
 - C. Drawing on your experiences, being critical, and divergent thinking.
 - D. Divergent thinking, drawing on other's experiences, illumination, and visualization.
14. When should validation of new ideas occur?
- A. As each new idea emerges.
 - B. After preparation and generation.
 - C. At the end of the creative process.
 - D. During preparation and generation.
15. What are the most common biases that may inhibit creativity?
- A. Physical biases, mental biases, and cultural biases.
 - B. Emotional biases, traditional biases, and visual biases.
 - C. Mental biases, cultural biases, and perceptual biases.
 - D. Perceptual biases, emotional biases, and mental biases.
16. Which of the following statements defines clarity?
- A. Requires that our ideas be accurate.
 - B. Calls for precise statement of our ideas.
 - C. Requires that we express our thoughts clearly.
 - D. Calls for us to judge the relevance of our ideas.
17. What is the best definition for the term “accuracy”?
- A. Denotes that there are few errors.
 - B. Implies that any distortions are minimal.
 - C. Implies that we conform to some standard.
 - D. Denotes that we have corrected our errors.
18. What does “precision” describe?
- A. The quality of detail.
 - B. The quantity of details we provide.
 - C. The quantity of data we have collected.
 - D. The quality of accuracy and exactness.

19. What does the term “relevance” suggest?
- A. That the association between the subject and the data is close.
 - B. That the association between the subject and the data is limited.
 - C. That there is some association between the subject and the data.
 - D. That there is limited association between the subject and the data.
20. What does the term “significance” suggest?
- A. We are ascribing clarity to the subject.
 - B. We are ascribing breadth to the subject.
 - C. We are ascribing relevance to the subject.
 - D. We are ascribing importance to the subject.
21. What does the term “logic” describe?
- A. The depth of your research.
 - B. The relationship between ideas.
 - C. The assumptions that underlie your research.
 - D. The relationship between significance and breadth.
22. Name the elements of Generation which is the actual production of new ideas?
- A. Illumination, validation, and visualization.
 - B. Saturation, incubation, and determination.
 - C. Divergent thinking, incubation, and illumination.
 - D. Divergent thinking, determination, and defining the task.

CHAPTER 2 REVIEW QUESTIONS

LESSON 2 – Steps to Effective Communication

Questions: 25

INSTRUCTIONS: The following items will test your grasp of the material in this lesson. There is only one correct answer for each item. When you complete the exercise, check your answers with the answer key that follows. If you answer any item incorrectly, study that part of the lesson again before continuing. Answer the following 25 multiple-choice questions. Select the BEST answer for each question, and circle the letter of your choice.

1. What is the most logical sequence to follow in preparing to write?
 - A. Choose the right format, make an outline, and select a pattern of organization.
 - B. Perform research, develop an outline of the topic, and choose the right format.
 - C. Check the accuracy, brevity and completeness, clarity, coherence, and unity of your paper.
 - D. Define the problem, state your purpose, identify your audience, do research, and relate the writing to the reader.

2. What are the chronological steps to effective communication?
 - A. Plan, research, draft, proof, and go final.
 - B. Research, draft, revise, proof, and go final.
 - C. Plan, research, draft, revise, proof, and produce a final draft.
 - D. Research, plan, draft, revise, proof, and produce a final draft.

3. How many distinct characteristics make up the research process?
 - A. Six.
 - B. Five.
 - C. Four.
 - D. Seven.

4. Research begins with a question which has a definite audience. What else is important to research?
 - A. A stated purpose, a definite plan of action, and the written paper.
 - B. A stated purpose, subproblems, a hypothesis, a plan of action, and what data to accept.
 - C. A stated purpose with clear subproblems, and a hypothesis supported by specific data.
 - D. A stated purpose, a hypothesis to prove, a plan of action, and supported by selected data.

5. What does research data consist of?
 - A. Facts and observations relevant to the problem.
 - B. Experiences and evidence relevant to the problem.
 - C. Primary and secondary information relevant to the problem.
 - D. All of the above.

6. What is true about data?
 - A. Is always relevant.
 - B. Is not always significant.
 - C. Consists of facts that can stand alone.
 - D. Cannot stand alone, it demands interpretation.

7. What is the first step in research?
- A. To clarify the purpose underlying the task.
 - B. To provide an answer to the commander.
 - C. To identify the conclusion(s) you are to reach.
 - D. To identify what data you need to answer the problem.
8. What is the purpose of mindmapping?
- A. Create an outline.
 - B. Organize the research data.
 - C. Clarify what they don't know about a subject.
 - D. Identify relationships between and within ideas.
9. What is the very heart of any paper you write?
- A. Your topic.
 - B. Your thesis statement.
 - C. Your purpose for the paper.
 - D. Your intention for the paper.
10. What is the value of a thesis statement?
- A. Clarifies the problem.
 - B. Tells the reader your purpose for writing.
 - C. Tells the reader the purpose of your paper.
 - D. Tells the reader why you have an interest in the topic.
11. What does your thesis statement consist of?
- A. The topic.
 - B. Your interest in the topic.
 - C. What others have said about the topic.
 - D. The topic plus your assertion on the topic.
12. What is the value of a written outline?
- A. It prepares the reader for what is to come.
 - B. It assists in selecting topical headings for paragraphs.
 - C. It helps you to ensure you have covered the topic in detail.
 - D. It ensures you have an introduction, a body, and a conclusion.
13. What is a good outline like?
- A. A trapezoid.
 - B. A pyramid with the major points on top with the evidence and analysis supporting.
 - C. A pyramid with the thesis statement on top, supported by the major points, which in turn are supported by layers of evidence and analysis.
 - D. A pyramid with the thesis statement as the foundation, the major points stand on the foundation, and finally we have evidence and analysis.

14. What is your purpose as a communicator?
- A. To communicate an outline of your topic.
 - B. To only give evidence that supports your thesis.
 - C. To only analyze evidence that supports your thesis.
 - D. To show through analysis how the evidence supports your thesis.
15. What are three reasons why writers don't revise?
- A. They don't know how, it is too difficult, and they don't like to revise.
 - B. It is too difficult, they don't like to revise, and they don't see the value.
 - C. They don't know how, it is too difficult, and they don't schedule enough time.
 - D. They are proud of what they wrote, they don't have time, and it is too difficult.
16. What does it mean when we say our writing exhibits good logic?
- A. The words do not contradict.
 - B. The writing is free of emotion and is logical.
 - C. The words support the commander's intent.
 - D. The words are mutually supporting and make sense in order and combination.
17. What is your task when writing the first draft?
- A. To write quickly as the ideas come to mind.
 - B. To ensure you capture each idea with the right word.
 - C. To ensure you select the right word(s) that support each sentence.
 - D. To write slowly and carefully ensuring each idea is properly supported.
18. What should be your focus when writing the first draft?
- A. To use a computer to compose the draft.
 - B. To keep focused on the substance and organization of the paper.
 - C. To write slowly and carefully ensuring each idea is properly supported.
 - D. To organize your material to support the substance and organization of the paper.
19. What does clarity in writing require?
- A. Your readers understand your intent.
 - B. Elimination of jargon that only a few would understand.
 - C. That you explain, illustrate, and give examples as needed.
 - D. All of the above.
20. What does accuracy mean?
- A. A statement is not superficial.
 - B. A statement is precise and specific.
 - C. The evidence is relevant to the question at issue.
 - D. The evidence supports your assertions and is verifiable.

21. What is the meaning of precision?
- A. A statement is not superficial.
 - B. A statement is clear and accurate.
 - C. A statement is precise and specific.
 - D. A statement supports your assertions and is verifiable.
22. What is the meaning of significance?
- A. The same as relevance.
 - B. The data is not superficial.
 - C. You have shown how the data affect the problem.
 - D. You have selected only data that supports the problem.
23. What does "proofing from the bottom to the top" mean?
- A. To use your computer and perform a grammar check.
 - B. Looking for correctly spelled words that are not the right words.
 - C. To reassess your paper to determine if you are saying what you want.
 - D. Reading your paper backwards beginning at the end and proceeding to the beginning.
24. What is the meaning of breadth?
- A. You have shown how your position resolves the issue.
 - B. You have identified and considered other points of view.
 - C. You have identified the complexities underlying the subject.
 - D. You have included sufficient detail to support your position.
25. What is a hypothesis?
- A. A factor that directly affects your task.
 - B. An educated guess based on specific assumptions.
 - C. A subordinate problem that directly affects your purpose.
 - D. An assumption that you need to complete your research.

CHAPTER 3 REVIEW QUESTIONS

CHAPTER 3 -- PRINCIPLES OF STYLE

Questions: 20

INSTRUCTIONS: The following items will test your grasp of the material in this lesson. There is only one correct answer for each item. When you complete the exercise, check your answers with the answer key that follows. If you answer any item incorrectly, study that part of the lesson again before continuing. Answer the following 20 multiple-choice questions. Select the BEST answer for each question, and circle the letter of your choice.

1. What is the style of writing that military writers frequently overuse?
 - A. Active voice.
 - B. Passive voice.
 - C. Indicative mood.
 - D. Subjunctive mood.

2. Which of the following sentences meets the Army standard for military writing?
 - A. We are wasting paper in this office.
 - B. This office has determined that the amount of paper being used by personnel is wasteful.
 - C. It has come to my attention that this office is using and wasting excessive amounts of paper.
 - D. In this office we have concluded that excessive amounts of paper are being used and wasted.

3. Which of the following sentences uses the passive voice?
 - A. Familiarity with the new weapons system is a goal of the required training.
 - B. The command has determined that this training is necessary for weapons system familiarity.
 - C. Training will be conducted to ensure that all personnel are familiar with the new weapons system.
 - D. Commanders will ensure that all personnel receive the required training on the new weapons system.

4. What does conciseness of writing mean?
 - A. Keeping distribution costs to a minimum.
 - B. Expressing ideas with as few words as possible.
 - C. Limiting the document to a maximum of two paragraphs.
 - D. Assuring that costs conform to projected expense forecasts.

5. What guideline should control the length of your sentences?
 - A. be varied.
 - B. be as long as you want.
 - C. average about 15 words.
 - D. be what you think your readers can absorb.

6. What is one reason for making most sentences short?
 - A. They are easy to write.
 - B. Short sentences are easy to read.
 - C. They make your writing more accurate.
 - D. They are more readable and appealing.

7. Which of the following writing principles contributes most to using plain words or phrases that you fully understand?
- A. Unity.
 - B. Clarity.
 - C. Accuracy.
 - D. Coherence.
8. Which of the following sentences illustrates the use OF uncommon words?
- A. The lake is quite deep.
 - B. The sergeant was exceptionally subdued today.
 - C. The captain gives his orders in a firm manner.
 - D. Following the memorial ceremonies, the crowd was insuppressible.
9. Which of the following sentences has the wrong subject-verb relationship?
- A. No doubt remains on this question.
 - B. Expensive cars are a necessity in his life.
 - C. My friend and benefactor was there to help me.
 - D. The best part of the program are the vocal duets.
10. Which of the following sentences has one or more prepositions omitted?
- A. He was faithful to and devoted to his job.
 - B. My cat never has and never will eat fish.
 - C. Sergeant Smith was interested and skillful at photography
 - D. Tom's ideas were sound and were adopted without discussion.
11. Which of the following sentences uses the passive voice?
- A. Many soldiers believe PVT Jones wrecked the truck.
 - B. Many soldiers had to give testimony about the wrecked truck.
 - C. The prosecutor believed the truck was wrecked by PVT Jones.
 - D. The defense attorney pointed out that PVT Jones was in the hospital at the time of the accident.
12. Which of the following sentences uses the active voice?
- A. Company Bravo led the battalion.
 - B. The horse was shot by the farmer.
 - C. The regimental guards were not given weapons.
 - D. The house was built by Brown and Sons Construction.
13. You may organize a paragraph using any one of several organizational principles. Which one of the following is not an organizing principle?
- A. Time and space.
 - B. Compare and contrast.
 - C. Active and Passive Voice
 - D. Definition.

14. Regardless of format the text of military writing is made up of three elements. What is the order of are these three elements?
- A. The body, the introduction, and the conclusion.
 - B. The introduction, the conclusion, and the body.
 - C. The introduction, the body, and the conclusion.
 - D. None of the above.
15. Which of the following effective writing principles should you never sacrifice for brevity?
- A. Unity.
 - B. Clarity.
 - C. Coherence.
 - D. Emphasis.
16. What constitutes a logical and clear sentence?
- A. One that has fewer than 25 words.
 - B. One that has coherence and unity.
 - C. One that has an average of 17 words or fewer.
 - D. One in which all unessential words or phrases have been omitted.
17. Which sentence has an error in subject-verb agreement?
- A. Many soldiers have to pull this duty.
 - B. The filing cabinet and this table is accountable property.
 - C. My three years in the Army were an excellent experience.
 - D. The supply sergeant or the platoon leaders is responsible for this mistake.
18. What happens to a sentence when we bury the verb?
- A. Increases sentence clarity.
 - B. Decreases misunderstanding.
 - C. Increases the forcefulness of our writing.
 - D. Decreases the forcefulness of our writing.
19. Some sentences are not understandable because the writer has omitted an essential word or phrase. Which one of the following sentences is not clear or understandable?
- A. The US Air Force has more planes than the air force of any other country.
 - B. This headquarters is neither concerned nor interested in the proposed program.
 - C. Some political leaders believe that air power alone is the only way to defeat an enemy.
 - D. The Eighth Army headquarters is neither concerned with nor interested in the proposed program.
20. Where should you place your thesis statement in a document?
- A. In the first paragraph.
 - B. In the final paragraph.
 - C. In the middle of the document.
 - D. At the end of the third paragraph.

CHAPTER 4: REVIEW QUESTIONS

CHAPTER 4 -- Principles of Word Usage, Punctuation, Capitalization, and Spelling

Questions: 40

INSTRUCTIONS: The following items will test your grasp of the material in this lesson. There is only one correct answer for each item. When you complete the exercise, check your answers with the answer key that follows. If you answer any item incorrectly, study that part of the lesson again before continuing. Answer the following 40 multiple-choice questions. Select the BEST answer for each question, and circle the letter of your choice.

1. What is the major function of nouns and pronouns?
 - A. Naming.
 - B. Modifying.
 - C. Connecting.
 - D. Predicating.

2. In a sentence nouns typically function as either the subject or object. Which one of the following choices do nouns complement as either the subject or object?
 - A. Pronouns.
 - B. Conjunctions.
 - C. Verbs and prepositions.
 - D. Adjectives and adverbs.

3. What is the classification of the pronouns who, which, and what?
 - A. Reflexive.
 - B. Intensive.
 - C. Reciprocal.
 - D. Interrogative.

4. What is the classification of the pronouns this, that, these, and those?
 - A. Relative.
 - B. Personal.
 - C. Indefinite.
 - D. Demonstrative.

5. What is the classification of the pronouns myself, yourself, himself, etc.?
 - A. Relative.
 - B. Reflexive.
 - C. Personal.
 - D. Indefinite.

6. Which of the following sentences *incorrectly* uses the relative pronoun *who*?
 - A. Sergeant Thomas is the man who, I think, can do the job.
 - B. You may tell anyone who asks you that I signed the paper.
 - C. Everyone who received an invitation to the party was there.
 - D. Our company clerk is a man in who you can put a great deal of trust.

7. What does a transitive verb do?
- A. Helps another verb.
 - B. Links to some word that names or describes it.
 - C. Expresses a transfer of action from subject to object.
 - D. Expresses no transfer of action from subject to object.
8. Verb tense refers to the action or state of being of the verb. What are the six verb tenses?
- A. Pluperfect, future perfect, past perfect, future, past, present.
 - B. Future perfect, past perfect, present perfect, aorist, past, present.
 - C. Future perfect, past perfect, present perfect, future, past, present.
 - D. Future perfect, past perfect, present pluperfect, future, past, present.
9. Which of the following statements best describes the three moods (indicative, subjunctive, and imperative)?
- A. Indicative expresses doubt, imperative a command, and subjunctive a wish.
 - B. Indicative asks a question, subjunctive a command, and imperative a request.
 - C. Indicative states a fact, subjunctive expresses a request, and imperative a wish.
 - D. Indicative states a fact, subjunctive expresses a wish, and imperative a command.
10. What is the function of an adjective?
- A. Describes a verb.
 - B. Modifies a noun or pronoun.
 - C. Modifies a verb or an adverb.
 - D. Names a person, place, or thing.
11. In which of the following sentences is the relative pronoun *whom* used as the object of the verb?
- A. For whom are you looking?
 - B. The club is looking for a man on whom it can depend.
 - C. He is one man whom the union bosses have not influenced.
 - D. As I didn't know whom the package was for, I would not accept it.
12. Which of the following groups of pronouns could you substitute for the pronoun in the following sentence?
- Tell the sergeant and *him* how the accident happened.
- A. I, they, we.
 - B. Them, we, me.
 - C. Her, me, them.
 - D. Me, we, I, they.
13. How is the noun *commander* used in the following sentence?
- Captain Lowry is my commander.
- A. As an appositive.
 - B. As an object of the verb.
 - C. As a subject of the verb.
 - D. As a predicate nominative.

14. Which of the following sentences *incorrectly* uses the pronoun?
- We want to finish our project today.
 - One of our personnel clerks is on leave.
 - Hitting wood shots is the best part of my game.
 - The cub scouts played his first game.
15. Which one of the following sentences contains an error in pronoun-antecedent agreement?
- Everybody was in his proper seat.
 - Everyone had taken off their heavy equipment.
 - The executive officer and all the company NCOs have completed their course.
 - Neither the first sergeant nor the company commander had confidence in himself.
16. Which of the following sentences shows the *incorrect* use of punctuation in a series which contains commas?
- His best friends were Tom Wouster, his fraternity brother; George Wouster, Tom's brother; and Al Rich, the president of the class.
 - Those who were awarded letters of commendation included Private Small, Oakland, California; Private Leedy, Shelbyville, Indiana; and Specialist Arlis, Topeka, Kansas.
 - The lake is useful as a source of energy, pouring its waters through the mighty turbines, as a reservoir, and as a place of recreation, providing boating, bathing, and fishing.
 - The following military personnel are members of the Detroit Chamber of commerce: General Black, post commander; General Smith, USAFAC Commander; and Colonel Jones, USAIPRM commander.
17. Which one of the following sentences either uses quotation marks *incorrectly* or *omits* them?
- Dr. Cummings delivered a lecture entitled "What Chance Has Youth Today?"
 - Chapter 9, which is the most interesting part of the book, is entitled "Mine Warfare."
 - Sergeant Kelly was reading "Lost in the Wilderness" in the current issue of *Reader's Digest*.
 - Private Holland said, "I liked the poem Invictus very much, but I do not know the name of the author."
18. Which of the following sentences is punctuated *incorrectly*?
- Is this the way to Chapel #1?
 - You have used too many *but's* in this sentence.
 - "It's time to go," said Specialist Cunningham. "Is everybody ready?"
 - The members present were: Specialist Helms, Specialist Smith, and Specialist DeVoe.
19. Which one of the following sentences uses the apostrophe *incorrectly* to form the possessive?
- It's going to be dark before corporal Hoover's platoon returns from the field.
 - Private Martinson denied he had placed the snake in Sergeant Smith's bunk.
 - Sergeant Wilsons' rifle is lying on his bunk, where he placed it this afternoon.
 - Parker's and Bailey's boots were so muddy that it took them nearly an hour to clean them.
20. Which one of the following sentences correctly uses commas in a series?
- It was a cold, raw, dark, November day.
 - The weatherman predicted rain, or sleet, or snow.
 - There were toys for the children, tools for Father, and books for Mother.
 - During the summer the workmen had installed, a new gymnasium floor, an improved heating system, and green blackboards, in the high school building.

21. Which one of the following sentences uses the apostrophe correctly.
- A. Yours' is the blue hat on top of the rack.
 - B. The band will do it's best for the ceremony.
 - C. Camp Perry was 2 days' march from where we were encamped.
 - D. Private Dunbar bought 5 dollar's worth of pencils so that he would not run out before the course was completed.
22. Which of the following sentences *incorrectly* illustrates the use of *there*, *their*, or *they're*?
- A. They're expecting us to show up for chow.
 - B. The commander said to be there by Friday.
 - C. Their is a slight difference in our interpretations.
 - D. There will be four field trips during the Career Officers Class.
23. Which one of the following choices best describes why we use punctuation?
- A. Prevent misreading.
 - B. Clarify the meaning of the text.
 - C. Take the place of pauses and emphasis in speaking.
 - D. All of the above.
24. Which one of the following sentences is *incorrectly* punctuated?
- A. Never say, "It can't be done!"
 - B. Did Major Stuckey really say, "I won't go"?
 - C. Sergeant Core cried, "there goes my parachute!"
 - D. "What was the last chapter we were to study"? asked Specialist Dean.
25. Which one of the following sentences is *incorrectly* punctuated?
- A. Take with you only indispensable things; leave behind all heavy and bulky items.
 - B. He receives \$420 a month base pay; he receives \$4.20 a day for separate rations.
 - C. Tension rose rapidly during yesterday's meeting, they consequently adjourned an hour early.
 - D. We started in plenty of time and lost no time along the way; everyone else arrived before we did.
26. Which one of the following sentences contains an *incorrectly* punctuated compound possessive?
- A. Specialist Rush has his mother-in-laws car.
 - B. The Commander-in-Chief's order was published today.
 - C. Dun & Bradstreet's publications are among the best trade publications available.
 - D. Colonel Nelson and Major Limb's sedan was sitting outside the office while they were in conference.
27. Which one of the following sentences is *incorrectly* punctuated?
- A. Jones said, "I am not going"; that was all I heard.
 - B. During his briefing, Specialist Collons said, "Bring everything we shall need."
 - C. Captain Page said, "The company will go on a 10-mile hike;" therefore, I forgot about the siesta I was planning.
 - D. The following pieces of equipment were listed as "lemons": the electric typewriter, the adding machine, and the addressograph.

The following questions contain sentences with a misspelled word. Identify the misspelled word in each sentence, and circle the letter of your choice.

28. He is sincerly trying to achieve success in his procurement of personnel.
- A. Sincrly.
 - B. Trying.
 - C. Achieve.
 - D. Procurement.
29. These data show that we are truly susceptible to outside influences.
- A. Data.
 - B. Truly.
 - C. Susceptible.
 - D. None.
30. The lieutenants general attended the council meeting.
- A. Council.
 - B. Attended.
 - C. Lieutenants general.
 - D. None.
31. The facultys of the city high schools are invited to take one of two journeys to Europe this summer.
- A. Facultys.
 - B. Europe.
 - C. Journeys.
 - D. None.
32. The chaplain believes the churches will succede in reaching their goals.
- A. Their.
 - B. Succede.
 - C. Believes.
 - D. Churches.
33. That useful regulation was superceded by AR 600-3, which we received yesterday.
- A. Useful.
 - B. Received.
 - C. Superceded.
 - D. None.
34. The indexs to the memorandums were numbered incorrectly.
- A. Indexs.
 - B. Incorrectly.
 - C. Memorandums.
 - D. None.

35. The enemy's aparent intention was to deceive us.

- A. Deceive.
- B. Aparent.
- C. Enemy's.
- D. Intention.

The following questions contain errors in capitalization. Choose the word which is incorrectly capitalized, and circle the letter of your choice.

36. The sergeant said, "After you cross the river, you will have to go 10 miles before you reach the Airport."

- A. After.
- B. River.
- C. Airport.
- D. Sergeant.

37. The winter I was stationed in Germany, I wrote a letter to my Mother every week.

- A. Winter.
- B. I.
- C. Germany.
- D. Mother.

38. Shortly after graduating from High School, Charles Brown visited the United Nations and the U.S. Senate.

- A. U.S. Senate.
- B. High School.
- C. Charles Brown.
- D. United Nations.

39. The Judge advocate general of the Army is Major General Wilton B. Persons.

- A. Army.
- B. Judge advocate general.
- C. Major General Wilton P. Persons.
- D. None.

40. He said, "Don't do it. If you do, you'll have to fill out a DA form 285."

- A. If.
- B. Don't.
- C. Form.
- D. None.

CHAPTER 5 REVIEW QUESTIONS

CHAPTER 5 -- Some Specific Guidance on Army Correspondence

Questions: 32

INSTRUCTIONS: The following items will test your grasp of the material in this lesson. There is only one correct answer for each item. When you complete the exercise, check your answers with the answer key that follows. If you answer any item incorrectly, study that part of the lesson again before continuing. Answer the following 32 multiple-choice questions. Select the BEST answer for each question, and circle the letter of your choice.

1. What are the three most common modifications of the basic memorandum format?
 - A. The Memorandum of Understanding, the informal memorandum, and the policy memorandum.
 - B. The Memorandum for Record, the Memorandum of Agreement, and the informal memorandum.
 - C. The Memorandum of Commendation, the informal memorandum, and the policy memorandum.
 - D. The Memorandum of Agreement, the memorandum of reprimand, and the informal memorandum.

2. Which one of the following is the appropriate typing of the subject line?
 - A. SUBJ: Instructions for Completing Memorandums.
 - B. SUBJECT: Instructions for completing memorandums.
 - C. SUBJECT: Instructions for Completing Memorandums.
 - D. Subject: INSTRUCTIONS FOR COMPLETING MEMORANDUMS.

3. Which of the following best describes the beginning of a major section in a memorandum?
 - A. Indent four spaces and have clear headers.
 - B. Begin at the left margin and have no headers.
 - C. Begin at the left margin and have one word header.
 - D. Begin at the left margin and have clear headers and numbered.

4. How many lines below the subject line does the body of a memorandum begin?
 - A. Two.
 - B. One.
 - C. Four.
 - D. Three.

5. On a memorandum which line of each continuation page do you place the office symbol?
 - A. Six.
 - B. Five.
 - C. Nine.
 - D. Eight.

6. If the address line on a memorandum extends to a second line, indent the second line to start under the ____ letter of the word after _____.
 - A. First, for.
 - B. Third, for.
 - C. First, memorandum.
 - D. Third, memorandum.

7. How many lines below the office symbol do you place the MEMORANDUM FOR line?
- A. One.
 - B. Two.
 - C. Four.
 - D. Three.
8. Where do you place the page number on a memorandum?
- A. Centered on all pages.
 - B. Flush right on the bottom of all pages.
 - C. Centered on the top of the second and following pages.
 - D. Centered on the bottom of the second and following pages.
9. How many lines below the last paragraph or the authority line (if included) do you place the signature block on a memorandum?
- A. Six.
 - B. Five.
 - C. Four.
 - D. Three.
10. Where do you begin the enclosure line of a memorandum?
- A. Flush left and on the first line below the signature block.
 - B. Flush left and on the second line below the signature block.
 - C. Flush left and on the same line on which the duty position occurs.
 - D. Flush left and on the same line on which the signature block begins.
11. Where is the signature block typed on a memorandum?
- A. The signature block always begins at the center of the paper on the fifth line below the last paragraph.
 - B. The signature block is always centered on the page and begins on the fifth line below the last paragraph.
 - C. The signature block always begins at the center of the paper on the fourth line below the last paragraph.
 - D. The signature block is always centered on the page and begins on the fourth line below the last paragraph.
12. Which of the following does a staff study incorporate?
- A. Critical reasoning and thinking, elements of style, and five steps of effective writing.
 - B. Five steps of effective writing, elements of style, creative thinking, and critical thinking.
 - C. Critical reasoning and thinking, the four steps of effective writing, and elements of style.
 - D. Five steps of effective writing, critical reasoning, creative thinking, and the elements of style.
13. What principles of effective writing does the staff study incorporate?
- A. Accuracy, coherence, brevity, completeness, and objectivity.
 - B. Coherence, brevity, completeness, accuracy, and objectivity.
 - C. Completeness, unity, objects, coherence, accuracy, and clarity.
 - D. Objectivity, completeness, coherence, unity, accuracy, brevity, and clarity.

14. How do we begin each major section in the body of a memorandum?
- A. With a paragraph that is not numbered and flush with the left margin.
 - B. With a numbered paragraph that is not indented from the left margin.
 - C. With a numbered paragraph that is indented four spaces from the left margin.
 - D. With a paragraph numbered with Roman numerals and is indented four spaces from the left margin.
15. What should the staff study's problem paragraph include?
- A. The subject of the staff study.
 - B. A full definition of all elements involved.
 - C. An explanation of how the problem arose.
 - D. A statement of the problem, its scope, and limitations.
16. What must the recommendation paragraph of a staff study include?
- A. A solution to the problem.
 - B. An explanation of the contradictions in the conclusion.
 - C. How the study conforms to the desires of the commander or senior official initiating the study.
 - D. A statement showing why the commander or senior official should adopt the study's conclusion.
17. Why is coordination important to a staff study?
- A. Because the writer is in doubt about the facts.
 - B. Because the differences of opinion exist between interested activities.
 - C. Because the views of each agency involved are available to the commander.
 - D. Because it makes other agencies equally responsible for the results of the staff study.
18. What are some of the most common problems of staff studies?
- A. Does not introduce irrelevant material.
 - B. Incomplete discussion; reader must look at annexes for answers.
 - C. Topic clearly defined with a detailed discussion that clarifies major points.
 - D. Criteria clear, adequately detailed, and gives a valid benchmark to measure each course of action.
19. Which of the following BEST identifies the conclusion section of a staff study?
- A. Definitions of key terms used in the study.
 - B. A brief statement of the best solution that answers the problem statement.
 - C. Isolated facts that, without further information, are impossible to evaluate.
 - D. A brief restatement of the solution to the problem with further argumentation reinforcing the conclusion.
20. When is a possible course of action suitable?
- A. It can be incorporated quickly.
 - B. It is worth the risk or cost involved.
 - C. It can be implemented with available resources.
 - D. It resolves the problem or achieves the mission.

21. What should the problem paragraph of a staff study include?
- A. A full definition of all elements involved.
 - B. An explanation of how the problem arose.
 - C. A concise statement of the problem as a task.
 - D. A recommendation of a specific course of action.
22. Why is criteria important for evaluating each course of action?
- A. Because they are required.
 - B. Because they are self-evident conditions.
 - C. Because the command has already established their reliability.
 - D. Because they are required, absolute standards each course of action must meet.
23. When you have nonconcurrences to a staff study you should do which of the following?
- A. Objectively consider each nonconcurrence.
 - B. Reroute the study to agencies that have previously concurred.
 - C. Try to reach an informal agreement with the nonconcurring office.
 - D. Objectively state the reasons showing why you disagree with the nonconcurrence under the heading "Consideration of Nonconcurrences."
24. How many spaces should you indent all first-level subparagraphs and second-level subparagraphs?
- A. Five spaces ... ten spaces.
 - B. Four spaces ... eight spaces.
 - C. Three spaces ... six spaces.
 - D. Six spaces ... twelve spaces.
25. How many paragraphs are part of a staff study?
- A. Ten.
 - B. Five.
 - C. Eight.
 - D. Seven.
26. How many paragraphs are part of a decision paper?
- A. Ten.
 - B. Five.
 - C. Eight.
 - D. Seven.
27. A staff study examines all possible courses of action. However, how many courses of action does a staff study include?
- A. All.
 - B. One.
 - C. Two.
 - D. Three.

28. What is the subject of paragraph 5 of a staff study?
- A. Criteria.
 - B. Assumptions.
 - C. Courses of action.
 - D. Recommendations.
29. What is the subject of paragraph 2 of a decision paper?
- A. IMPACTS.
 - B. PURPOSE.
 - C. For DECISION.
 - D. RECOMMENDATION.
30. What is the purpose of a decision paper?
- A. To summarize the issues.
 - B. To provide a syntheses of facts.
 - C. To present feasible alternatives.
 - D. To give essential information to make a decision.
31. What is the subject of paragraph three of a decision paper?
- A. IMPACTS.
 - B. PURPOSE.
 - C. For DECISION.
 - D. RECOMMENDATION.
32. Which paragraph in a decision paper discusses BACKGROUND AND DISCUSSION?
- A. Six.
 - B. Five.
 - C. Four.
 - D. Seven.