**Course Syllabus**

**Military Science and Leadership (MSL) 201**

**Leadership and Decision Making**

**Fall Semester, 2017**

***NOTE:*** *This is an* **EXAMPLE SYLLABUS***. It can certainly be used as the course syllabus since it follows the flow of the curriculum; however, it is recommended you check your university or college for any specific requirements and format.*

# Instructor

[**Enter Instructor contact information here**]

# Course Description

The MSL II course produces a cadet grounded in foundational leadership doctrine and skills by following and leading small units to achieve assigned missions; who applies critical thinking and problem solving using Troop Leading Procedures (TLP); who comprehends the value of diversity and understands the officer‘s role in leading change; understands the fundamentals of the Army as a profession.

# MSL201 adds depth to the Cadets understanding of the Adaptability Army Learning Area. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP) to apply Innovative Solutions to Problems. The Army Profession is also stressed through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during Leadership LABs team building exercises, and Field Training Exercises.

The four ALAs and General Learning Outcomes are:

1. The Army Leadership and Profession

* Proficient in leader attributes and competencies.
* Proficient in character, competence, and commitment as Trusted Army Professionals Professional Competence
* Demonstrate intellectual, military and physical competence

1. 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

1. 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. Comprehensive Fitness
* Seek balance, be resilient and demonstrate a strong and winning spirit

1. Professional Competence

* Demonstrate proficiency in Army and Joint doctrine.
* Support Army policies, programs, and processes.
* Technically and tactically competent.

Cadets will be evaluated and their progress managed throughout the course, in addition to monitoring the student’s understanding of the course content; ensuring students comprehend the learning objectives and are retaining the lesson content.

**Learning Objectives and Pre-Class Assignments**

**L01, Course Overview**

* Describe the MSL 201 course structure, outcomes, and content
* Summarize the required course assignments and student expectations

Cadet Assignments:

* Read MSL201L01 Course Overview SR.pdf
* Read MSL100-200 Army ROTC Writing Program SR
* Read MSL201 Syllabus.docx
* Review ALARACT 122/2015 Professionalization of online Conduct, July 2015
* Review Army Regulation 600-20, Army Command Policy, Chapter 1, Para 1-4, Chapter 4, Para 4-19, Chapter 5, Para 5-6, and Chapter 7. 6 November 2014

**L02, Cultural Awareness / CULP Overview**

* Describe Culture and its four Components
* Recognize the seven factors that influence and shape a Culture
* Discuss the importance of Cultural Property Protection
* Describe the purpose of CULP and its three mission types

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Read USACC Pamphlet 145-9-1, Cultural Awareness Training Program
* Review MSL100/200 Army ROTC Writing Program SR

**L03, Theories of Leadership**

* Analyze a Full Range of Leadership Theories
* Categorize Managerial Attributes of Leadership

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Turn in Cultural Awareness LA (essay paper)
* MSL201L03 Theories of Leadership SR.pdf
* Transformational and Transactional Leadership: A Meta‐Analytic Test of Their Relative Validity By Timothy A. Judge and Ronald F. Piccolo

**L04, Transactional, Transformational, and Situational Leadership**

* Recognize Transactional Leadership Behaviors
* Interpret Transformational Leadership Actions
* Demonstrate an understanding of situational leadership through identification of basic leader behavior styles and subordinate levels of readiness

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Turn in MSL201L03 Theories of Leadership SH (homework assignment)
* Read MSL201L04 Transactional, Transformational, and Situational Leadership SR.pdf

**L05, Adaptive Leadership**

* Distinguish Adaptive Leader Characteristics
* Infer Value of Adaptive Leader Factors and Development Actions

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Turn in MSL201L04 Transactional, Transformational, and Situational Leadership LA (ROTC Writing Program; 2-3 page Self-assessment Essay)
* Read MSL201L05 Adaptive Leadership SR.pdf

**L06, Adaptive Leaders in History**

* Analyze adaptive leaders in history

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Turn in ROTC Writing Program journal assignment (one paragraph)
* Review MSL201L05 Adaptive Leadership SR.pdf
* Read MSL201L06 Adaptive Leaders in History SH; complete ROTC Writing Program assignment Conduct leader analysis briefing during class on written paper; as outlined in MSL201L06 Adaptive Leaders in History SH

**L07, Intermediate Map Reading**

* Recall previous instruction on marginal information, topographic symbols, colors, supplemental terrain features, and locating grid coordinates on a military map.
* Identify Methods of Expressing Direction
* Define Declination Conversion, Intersection, Resection, Modified Resection

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Read MSL201L07 Intermediate Map Reading SR
  + TC 3-25.26, Map Reading and Land Navigation, 15 November 2013, Chapters 2, 3, 4, 5, and 9
  + TC 3-25.26, Map Reading and Land Navigation, 15 November 2013, Chapter, 6

**L08, Intermediate Land Navigation**

* Determine azimuths using a military map and protractor
* Convert magnetic azimuth to a grid azimuth and grid azimuth to a magnetic azimuth using the G/M angle
* Determine a back azimuth
* Locate an unknown point on a map and on the ground by intersection
* Locate an unknown point on a map and on the ground by resection
* Measure straight line distance on a map
* Measure curved line distance on a map

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Review MSL201L07 Student Readings
* TC 3-25.26, Map Reading and Land Navigation, 15 November 2013, Chapters 2, 3, 4, 5, and 9
* TC 3-25.26, Map Reading and Land Navigation, 15 November 2013, Chapter 6

**L09, Leadership Analysis**

* Analyze the Leadership Requirements Model using leadership theory
* Assess the leadership attributes and competencies of individual leaders

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Read MSL201L09 Leadership Analysis SR

**L10, Assessing Your Own Leadership**

* Analyze the Skills Approach and its correlation to the Three Levels of Army Leadership
* Assess individual leadership qualities using the Skills Approach

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Read MSL201L10 Assess Your Own Leadership SR1.pdf
* Read MSL201L10 Assess Your Own Leadership SR2.pdf
  + Cadets will complete and assess their own personality type using the Jung and Myers-Briggs personality type theory. The test is an introspective self-report questionnaire designed to indicate psychological preferences in how people perceive the world and make decisions. Once complete, be prepared to discuss in class. To complete the questionnaire, click the following link; <http://www.humanmetrics.com/cgi-win/jtypes2.asp#questionnaire>
  + Cadets will open the link, complete all questions, and then submit their answers for scoring.
  + Upon completion, Cadets will receive the four- letter type formula for your personality. They can then compare their results to the other 16 personality types in the Student Reading.
* Complete MSL201L10 Assessing Your Own Leadership SH1 (Leadership Skills Inventory)
* Complete MSL201L10 Assessing Your Own Leadership SH2 (Assessing Your Own Leadership)

**L11 Leadership Capstone Presentations**

* Prepare an informational briefing on a leader using multiple leadership theories and/or elements

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Review ADP 6-22 Army Leadership; 1 August 2012 (w/chg 1, September 2012), pp. 5 thru 8
* Read ADRP 6-22 Army Leadership; 1 August 2012 (w/chg 1, September 2012), pp. 3-1 thru 3-6
* Read MSL201L11 Leadership Capstone Presentations SH.docx

**L12** **AT Level 1**

* Define Terrorism
* Describe the Five Levels of Force Protection Conditions (FPCONS)
* Discuss the Four Antiterrorism Themes

Cadet Assignments:

* Complete MSL201L12 Antiterrorism Lesson Assessment
* Complete writing program assignment (one paragraph); turn in at next class

**L13, Emergency Preparedness for the Army Community**

* Identify essential steps of emergency preparedness
* Design an emergency preparedness plan and kit
* Identify sources of information to help make informed decisions in an emergency

Cadet Assignments:

* Complete writing program assignment (one paragraph); turn in at next class, along with Lesson Assessment assigned from MSL201L13

**NOTE:** Mid-Term Exam (Take Home)

**L14, Analytical Skills**

* Discuss the three basic thinking abilities
* Summarize the four types of reasoning
* Discuss the basic types of Structured Analytical Techniques

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Read MSL201L14 Analytical Skills Student Readings.pdf
  + ATP 2-33.4 Intelligence Analysis, August 2014; Ch 2, Analytical Skills, pp 2-1 through 2-2
  + ATP 2-33.4 Intelligence Analysis, August 2014; Ch 3, Basic Structured Analytic Techniques, pp 3-1 through 3-4 and p 3-6

**L15, Avoiding Analytical Pitfalls**

* Describe what it means to be a Critical Thinker
* Discuss the Fallacies of Relevance, Omission, and Assumption
* Discuss the Biases of Culture, Organizational, Personal, and Cognitive

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Turn in MSL201L14 Analytical Skills Lesson Assessment (Study Guide) homework
* Read MSL201L15 Avoiding Analytical Pitfalls Student Readings
  + - * ATP 2-33.4 Intelligence Analysis, August 2014; Ch 2, Analytical Skills, pp 2-9 through 2-14

**L16, Creative Thinking**

* Define the difference between Critical Thinking and Creative Thinking
* Recall the Eight Elements of Thought and Intellectual Traits
* Identify Tools and Techniques that foster Creative Thinking
* Apply a Creative Thinking tool to a Situation

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Turn in MSL201L15 Avoiding Analytical Pitfalls SH assignment
* Read MSL201L16 Creative Thinking Student Readings.pdf
  + ATP 2-33.4 Intelligence Analysis, August 2014; Ch 2, Analytical Skills, pp 2-2 through 2-9
  + ATP 5-0.1 Army Design Methodology, July 2015; Ch 3, Framing Operational Environments, pp 3-6 through 3-12 (Sections 3-21 through 51)

**L17, Army Problem Solving Process**

* Discuss what a problem is and the three structures of problems
* Describe the Seven steps of the Army Problem Solving Process
* Apply the Seven steps of the Army Problem Solving Process to a situation

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Turn in MSL201L16 Creative Thinking Lesson Assessment (Study Guide) homework
* Read MSL201L17 Army Problem Solving Process Student Readings.pdf
* FM 6-0, Commander and Staff Organization and Operations, May 2014; Ch 4, Problem Solving, pp 4-1 through 4-6

**L18, Troop Leading Procedures (TLP)**

* Identify the eight steps of the Troop Leading Procedures (TLPs)
* Describe how the elements of METT-TC, OAKOC, and ASCOPE apply to the TLPs
* Discuss the “One-Third, Two-Thirds Rule”

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Turn in MSL201L17 Army Problem Solving Process Lesson Assessment (Written Analysis) homework
* Read MSL201L18 Troop Leading Procedures SR.docx

**L19, Operations Orders (OPORD)**

* Identify the purpose and characteristics of OPORDs
* Categorize the five paragraphs of an OPORD
* Develop an OPORD

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Read FM 6-0, Co & Staff Org and Ops, May 2015 wch1; App C par C-1 – C-34
* Read ATP 3-21.8, The Infantry Rifle Platoon and Squad. April 2016; App A

**L20, OPORD Practical Exercise**

* Create an OPORD applying the Five Paragraph Format

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Turn in MSL201L19 Operations Orders SH3 (OPORD Homework)

**L21, Moral Dimensions of Conflict**

* Assess the Soldier’s Rules and their application to the Moral Dimensions of Conflict
* Compare what constitutes a War Crime and the Just War Theory

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Read MSL201L21 Moral Dimensions of Conflict SR
  + ADRP 1, 14 June 2013, The Army Profession, Chapter 4, pp 4-1 through 4-3, Appendix B
  + FM 27-10, The Law of Land Warfare (C1). July 1956. Headquarters, Department of the Army
  + DoDD 2311.01E, DoD Law of War Program. May 2006
  + Review Student Notes

**L22, Ethical Reasoning and Situational Ethics**

* Contrast the varying complex levels of ethical situations
* Analyze the ethical processing model and the ethical lenses leaders use to make ethical choices
* Apply situational ethics to military situations

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Read MSL201L22 Ethical Reasoning and Situational Ethics SR.docx
  + ADP 1, The Army (C1). September 2012; pp 2-6 through pp 2-7
  + ADRP 1, The Army Profession. June 2013; pp 4-1 through pp 4-3
  + ADRP 6-22, Army Leadership. 10 September 2012; pp 3-1 through pp 3-7
  + FM 6-22, Leader Development. 30 June 2015; par 5-2 through 5-7
  + Skim CAPE: Using Case Studies for Character Development

**L23, Apply the Army Values to a Tactical Problem**

* Apply the Army Values to a tactical problem

Cadet Assignments:

* Turn in writing program journal assignment (one paragraph)
* Read MSL201L23 Apply Army Values SR.pdf
* ADRP 6-22, Army Leadership, 1 August 2012, Paragraphs 3-3 through 3-16; read also Fig. 3-1, p 3-4 (The Soldier’s Creed)

**L24, Final Exam**

* Turn in completed writing program assignment (three – five page essay)
* This exam is a comprehensive evaluation that contains information covered in lessons L02 to L11
* Students must achieve a score of 70% or higher on the Final Exam

Cadet Assignments:

* Turn in writing program semester assignment (See Army ROTC MSL100/200 Writing Program in this document)
* Study for the Final Exam

**ROTC Course Labs**

***NOTE:*** *[****Insert statement here regarding your battalion’s policy on lab participation for Basic Course Cadets. Labs are mandatory for contracted Cadets and may be mandatory for non-contracted Cadets to receive MSL course credit.****]*

|  |  |
| --- | --- |
| ***LAB 01*** | ***Commander’s Time*** |
| ***LAB 02*** | ***Drill & Ceremonies*** |
| ***LAB 03*** | ***Team Building Exercise*** |
| ***LAB 04*** | ***Land Navigation I*** |
| ***LAB 05*** | ***Land Navigation II*** |
| ***LAB 06*** | ***First Aid*** |
| ***LAB 07*** | ***Fieldcraft*** |
| ***LAB 08*** | ***PCC / PCI (ICW LTX)*** |
| ***LAB 09*** | ***Military Communications*** |
| ***LAB 10*** | ***US Army Weapons Systems*** |
| ***LAB 11*** | ***Individual Movement Techniques*** |
| ***LAB 12*** | ***Team & Squad Movement Techniques*** |

**Requirements**

## **Army ROTC Writing Program**

## The Army ROTC Writing Program will provide you with writing opportunities to give you experience in the Army writing style. Army writing is easy to read and understand. It is clear and concise. Readers are able to understand the sender’s message quickly and accurately.

## The Army writing style is “writing you can understand in a single rapid reading, and is generally free of errors in grammar, mechanics, and usage” and “is clear, concise, organized, and right to the point”.

## You will develop these skills through a series of assignments. You will write one paragraph after each MSL100 and 200 class that is due at the next scheduled class. The paragraph will include what the lesson was about and how that lesson will help develop you as an Army Officer.

## You will use these paragraphs as a foundation for two essay assignments. The first essay is due at the start of lesson 12 and the second is due at lesson 24. Each essay will expand on one or two of your previous five classes and how they will develop you as an Army officer. You will need to explain your thoughts on how the class or classes aided in your development. Put this development in context with examples from your life up to now. Each essay will be between 3 to 5 pages in length.

## **Readings**

## Students are responsible for all assigned and/or optional reading assignments. Students are expected to spend adequate time reading and reflecting on all written materials prior to class.

## **Class Participation**

Students are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussion, sharing personal perspectives and experiences related to principles discussed in class or reading, and working with fellow students to engage in class and lab exercises.

## **Quizzes**

The class is interactive and uses homework and in-class assignments to evaluate learning. Quizzes are used at the Instructor’s discretion.

**Mid-Term Exam (**Written Knowledge or Journal Essay**)**

A mid-term exam will be given to test the levels of learning achieved by students in the first half of the course.

**Final Exam**

A cumulative final exam will be given to test the levels of learning achieved by students throughout the course of the semester.

# Evaluation and Grading

Class Participation 15%

Lesson Assessments 30%

Mid-Term Exam 25%

Final Exam 30%

Solid performance in each area of evaluation is necessary to earn a grade of “B”. The following grading scale will be used based on 100 points possible:

**[Check your University Grading Scale]**

90-100 A

80-89 B

70-79 C

60-69 D

Every attempt will be made to offer adequate written assessments in explaining evaluations. ***All late papers and assignments will receive a 10% reduction in grade.***

# Character Development

**NOTE:** Throughout the year, your individual performance will be evaluated against required MSLI-MSLIV course end states and developmental outcomes. This evaluation is the PMSs’ assessment of your performance against the Army Leadership Requirements Model (ALRM) rubric of performance indicators. The ALRM Rubric is in ANNEX B of the SROTC Leader Development Strategy (SROTC LDS).

Each Cadet is responsible and expected to attain (know and do) the respective requirements for each MSL Level. The tasks are grouped into the ALRM Attributes and Competencies.

# Collaboration

You are encouraged to work together with the instructor in modifying assignments, suggesting agenda, and raising questions for discussion.

**Religious Accommodation**

The Army places a high value on the rights of its Soldiers to observe tenets of their respective religions or to observe no religion at all.

The Army will approve requests for accommodation of religious practices unless accommodation will have an adverse impact on unit readiness, individual readiness, unit cohesion, morale, good order, discipline, safety, and/or health.

Requests for religious accommodation generally fall into five major areas:

* + Worship practices*.*
  + Dietary practices.
  + Medical practices.
  + Wear and appearance of the uniform.
  + Grooming practices*.*

For more information please refer to AR 600-20, Army Command Policy, 6 November 2014, Chapter 5, paragraph 5-6.

**On-line Conduct**

As members of the Army Team, our individual actions and interactions, on and off duty, online and offline reflect on the Army and our values. Every Soldier and Army Civilian is responsible to uphold the Army standards and values; applying all aspects into our lives. This includes our online conduct when communicating with any form of electronic media.

Any type of online misconduct such as; harassment, bullying, hazing, stalking, discrimination, or retaliation that undermines the dignity and respect of another individual, is not consistent with Army Values, will NOT be condoned and subject to criminal, disciplinary, and/or administrative action.

It is every individuals’ (Soldier, Army Civilian, contractor, and Family member) duty to understand the laws and regulations pertaining to Online Conduct. It is every leader’s responsibility to enforce those laws and regulations pertaining to Online Conduct.

For more information please refer to AR 600-20, Army Command Policy, para 1-4, 4-19, Chapter 7, and AR 600-100.

**Inappropriate Relationships**

Per Army Directive 2016-17 (Protecting Against Prohibited Relations During Recruiting and Entry-Level Training and IAW Department of Defense Instructions (DoDI) 1304.33 (Protecting Against Inappropriate Relations During Recruiting and Entry Level Training).

The Army and all Army personnel (including any Army military, civilian, or contractor personnel) will treat each prospect, applicant, recruit, and trainee with dignity and respect as they pursue their aspiration of serving in the military. Army policy prohibits inappropriate relations between recruiters and prospects, applicants, and/or recruits and between trainers providing entry-level training and trainees. At a minimum and as required, the prospect, applicant, recruit, trainee, recruiter, or trainer will complete the following administrative actions. Commanders may add requirements to this list.

(1) Trainers providing entry-level training will sign a DD Form 2982 that acknowledges their understanding of the prohibitions listed in paragraph 5d and their responsibilities regarding the policies to avoid the inappropriate behaviors and relations outlined in this directive. The DD Form 2982 will be recertified annually. The form will be locally filed and kept for 1 year after the trainer has left the unit.

(2) At the onset of the first training session, trainers will brief trainees on the policies in this directive and provide information that trainees can use to contact someone in leadership if they wish to report any issue related to a trainer’s inappropriate conduct.

(3) Trainees will sign a DD Form 2983 to acknowledge their understanding and responsibilities as outlined in this directive no later than the first day of entry-level training. The DD Form 2983 will be locally filed and kept until 6 months after the trainee has left the unit.

**NOTE:** See ROTC Blackboard BOLC A Curriculum and Course Materials (Protecting Against Inappropriate Relations) for Army Directive 2016-17 and DoDI 1304.33 and Policy Letter materials.

# Special Needs

The American with Disabilities Act of 1990 requires universities to provide a “reasonable accommodation” to any individual who advises us of a physical or mental disability. If you have a physical or mental limitation that requires an accommodation or an academic adjustment, please arrange a meeting with me at your earliest convenience.

# Office Hours and Appointments

Office Hours are **[*insert times available*]** I will meet with any student(s) during office hours to discuss assignments, issues, or concerns. I will also make adjustments to my schedule (to meet with you) beyond office hours, if necessary.

|  |  |  |  |
| --- | --- | --- | --- |
| **NOTE: THESE ARE SAMPLE TIMES ONLY** | **MSL 101 (AM)**  **INSTRUCTOR OFFICE HOURS** | **MSL 101 (PM)**  **INSTRUCTOR OFFICE HOURS** | **ADDITIONAL APPOINTMENT HOURS** |
| **WEEK DAY** | **From – To** | **From – To** | **Special Instructions:** |
| MONDAY | 0700 – 0750 | 1600 – 1650 | Must coordinate time(s) after 1700 |
| TUESDAY | 1000 – 1050 | 1400 – 1450 | Must coordinate time(s) after 1700 |
| WEDNESDAY | 0700 – 0750 | 1600 – 1650 | Must coordinate time(s) after 1700 |
| THURSDAY | 1000 – 1050 | 1400 – 1450 | Must coordinate time(s) after 1700 |
| FRIDAY | 0700 – 0750 | 1600 – 1650 | Must coordinate time(s) after 1700 |

**Course References**

* Course Syllabus (see <https://rotc.blackboard.com>)
* MSL 201 Course Map “Pony Blanket” (see <https://rotc.blackboard.com> MSL II)
* See YouTube Channel for MSL Videos ([www.youtube.com/channel/UC0t6LhApmHQ9YosAOlJ1tDA](http://www.youtube.com/channel/UC0t6LhApmHQ9YosAOlJ1tDA))
* Fort Knox Map Sheet & Protractor

**Publications** (Provide a list of required publications/references for students)

* **[*insert publication/reference list*]**

**Web Sites** (Have Cadets establish accounts)

* <https://rotc.blackboard.com>
* <https://atn.army.mil/>
* <http://armypubs.army.mil/doctrine/active_fm.html>
* <https://login.milsuite.mil/>
* <http://centerforplainlanguage.org/>
* <http://cape.army.mil>
* <http://www.acep.army.mil/pdf/MRT-C%20Goal%20Book.pdf>
* <http://www.preventsexualassault.army.mil/>
* <http://www.army.mil/readyandresilient>
* <http://csf2.army.mil/>
* <http://www.armyg1.army.mil/hr/suicide/>
* <http://www.ChooseMyPlate.gov>
* <https://www.choosemyplate.gov/SuperTracker/default.aspx>
* <http://www.army.mil/media/amp/?bctid=114827147001>
* <http://bands.army.mil/music/>
* <http://www.timemanagementhelp.com/college.htm>
* <http://www.history.army.mil/moh/index.html>
* <http://www.army.mil/values/warrior.html>
* <http://www.goarmy.com/about/ranks_and_insignia.jsp>
* <http://www.bbc.co.uk/ethics/war>
* <http://www.youtube.com/user/usarmy>
* <https://platoonleader.net/>
* <http://platoonleader.army.mil/>