



Inter-American Defense College

Writing Guide

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Chapter 1: Introduction to Writing

Why Write?

You are a seasoned military, police, or civilian officer. You have been in the trenches. It is likely that you have seen many things ranging from the most appalling to the most exalted traits of human beings. You are near the peak of your career, have come to the Inter-American Defense College (IADC) and, now, you are asked to write academic papers. Why?

There are three important reasons why the IADC curriculum begins with a focus on writing: 1) clear, precise writing is a skill that senior leaders in defense and security require; 2) it is an essential communication, staff and leadership tool; and 3) good writing requires critical thinking--which is yet another important skill for your career and beyond. These are not the only reasons why writing is important, but they are principal drivers behind the writing program at the IADC.

As a senior official working at the national level in defense and security matters, you often will be required to write many types of documents. These could range from simple memos to complex policy papers. The types of papers that you will write at the IADC share many similarities with these documents. In fact, the characteristics of IADC papers were partially derived and adapted from the U.S. Air Force writing handbook *The Tongue and Quill*.¹ While there are different types of papers written for different purposes, academic essays commonly require clear and concise language. Although these two requirements may not be true for poetry or literary prose, your papers will be evaluated on how well you are able to clearly and succinctly articulate your thoughts. They also will be evaluated to see how well you have comprehended and internalized the learning objectives of the College curriculum.

Writing is an essential active and experiential form of learning. When you sit in an auditorium and listen to a lecture, you are passively learning. Your brain is taking in and processing audiovisual inputs. This creates some knowledge, but it does not fully internalize it. When you write, however, your brain is *creating* information. The process is quite complex. As “active learning,” writing more fully completes the virtuous cycle that generates and internalizes knowledge.² Thus, improving your writing skills is useful as a teaching tool and as a means to exercise or improve your critical thinking skills.

Critical thinking skills are highly desirable in security and defense leaders. But, what exactly are “critical thinking skills”? A useful definition offered by Col. W. Michael Guillot describes critical thinking as: “the ability to logically assess the quality of one’s thinking and the thinking of others to consistently arrive at greater understanding and achieve wise judgments.”³ This definition highlights three key elements: 1) it requires logical assessment; 2) it is about the quality of your thinking and that of others; 3) it seeks greater understanding and wise judgments. The “critical” component is that you are called to avoid taking information at face value. Critical thinking requires that you challenge assumptions or paradigms, to include those that reflect your own perceptions and biases. A strategic thinker who exercises these skills is more likely to be successful. In the realm of defense and security leadership, critical thinking skills can be the difference that leads to a mission’s or program’s success.

In conclusion, writing at the IADC promotes necessary professional skills, it enables and invigorates the learning process, and it exercises critical thinking skills. Most importantly, if you make the effort to write well, it will be a rewarding process.

The Writing Process

Think of the times that you sat in front of your computer staring at a blank page or a blinking cursor and just could not figure out a way to start writing. This is called “writer’s block.” The good news is that solving this problem for the academic writing you will be doing at IADC is much easier than in creative writing. In addition, this part of the Guide will introduce you to a systematic writing process. Of course, there is no recipe or magic formula that will guarantee successful writing (or an “excellent” paper). There are, however, “best practices” that you can follow that will certainly improve your work.

Scholar David Acosta defines the writing process in three stages: planning, writing, and editing/publication.⁴ As an adaptation of the elements described by Acosta, this Guide describes the writing process using the following three stages: *prewriting*, *writing*, and *editing*.

- *Prewriting*: As the name implies, the prewriting stage is all about what you need to do before you sit down and start typing. The prewriting stage is perhaps the most crucial of the three because it is where you formulate the entire basis for your work. It includes two major phases: preparation and structuring. The

preparation phase includes reading the assignment and conducting your research. The structuring phase includes organizing all your findings into an outline that you will follow in the writing stage.

- *Writing:* During the writing stage you will develop the prose of your paper and generate a draft. You also will document all of your references in citations and/or a bibliography.
- *Editing:* Finally, the editing (or revision) stage is where you review your paper through disciplined self-assessment, a peer-review process, or both.

The writing process, by definition, is a logical sequence of steps. However, these steps are not always linear. You may encounter problems at any point in the writing process. While you are structuring your data, you may find that you do not have enough information about a particular subject and will have to go back and perform additional research. Perhaps you determine, while writing, that your argument does not follow a logical sequence and you need to restructure your paper. Depending on how you work, you may edit as you write rather than waiting until after you have generated a draft. In some cases, you may have to go through the whole process a few times, each time generating a better version of your paper. You should not feel discouraged if you find yourself repeating stages in the process. In fact, if you are, it is because you are critically thinking about your work; and that is a good thing! Your paper will be much better in the end.

The sections in the remainder of this Guide will cover each stage of the writing process. Remember: other than the requirement to cite and give proper attribution to references, the rest is a collection of "best practices," not a recipe or magic formula. You should adapt these guidelines to your personal style and work method. Like anything in life, practice makes perfect. After you go through this process several times, you will find what works best for you, and your writing skills should improve.

What is Structuring?

Structuring is finding the best way to organize your paper to most effectively communicate your message. A useful analogy used to understand structure is to think of your paper as a body. The skeleton gives the body shape, the muscles tone, and the skin and superficial features a distinct look. When you write, your paper's structure is the skeleton, your prose is the muscle, and your style is the skin. If the structure is wrong, the paper will have the wrong form and it will not convey the right message. You can have excellent prose and a beautiful style—but without the proper structure, your paper will be a jumbled mess.

Structuring your paper before you start to write will help you to organize your thoughts and research. There are many ways to develop a structure for your paper but, *in all cases*, you should BEGIN with an outline. It helps to write an outline in the sequence you plan to organize your paper. Most people iterate a few times until they have the shape they think will work. If you have a hard time developing an outline right away, it may be useful to go back to your notes and organize your information into the major topics of discussion. Once you have that information, it usually is a good starting point to develop the following structure:

- Introduction
- Main Body
 - Discussion/Research Topic 1
 - Discussion/Research Topic 2
 - Discussion/Research Topic 3
- Conclusion

Variations of this generic structure will depend on the type of paper you are writing. In the remaining sections of this Guide, you will be provided with different approaches for the distinct types of individual papers you will write at the IADC.

The IADC Standard Paper Format

This Writing Guide has been generated according to the IADC standard format. Unless specifically instructed/approved by a course professor, for all your individual and group papers at IADC you should adhere to the same formatting, as described below:

- Use 8.5" x 11" paper
- Use 1" margins all around (left, right, top, and bottom)
- Use 12 point, "Arial" font
- 1.5 line spacing throughout the paper
- Indent paragraphs with 0.5" spacing
- Use single-spaced, 10 point, Arial font for endnotes (indented, .5") and bibliography pages (hanging, .5")
- Include at the top of the first page (cover page):
 - Full Name, Rank
 - Country
 - Class Number
 - Name of Course
 - Date
 - Title of Paper
 - Type of Paper
- Begin content of paper after title on the second page
- Add page numbers in the footer, centered on the page, starting with 1
- Place the bibliography (if required by the professor) after the endnotes and any annexes at the end of the paper.

Chapter 2: How to Prepare for Writing Your Essays

Getting Started

It is Friday afternoon, you have just finished a long week of academic activities, and the faculty reminds you to take a look at the syllabus for the upcoming course. Being a "bottom-line" kind of person, you go right to the assignment information and find that, as part of the course requirements, you need to write a paper. What should you do next? Hint: you should not immediately sit down and start typing your essay assignment.

Actually, the first thing you should do is to enjoy some free time. Weekends and breaks are time that your mind needs to recharge and rest before you start another project. That does not mean that you should not prepare for the course. It just means that you need to make sure you allocate some personal time for you and your family.

The next thing you should do is carefully read the syllabus. The syllabus includes the course objectives, a general schedule of topics and activities, and the assigned readings. In most cases, course objectives include desired student learning objectives. These provide you with a sense of what concepts you will need to master to successfully complete the course. The topics list or schedule shows how the course is structured and will give you a preview of the content. Finally, the assigned readings are carefully chosen to give you the foundation you need to properly "engage" (academically) with the course objectives and successfully complete your assignments.

The concept of academic engagement is particularly important. Consider a course on international relations. If you come to class and do not have prior knowledge or experience in international relations theory, you will be introduced to fairly complex concepts for the first time. You may be challenged to simply digest (learn) as much as you can from what is being presented. If, on the other hand, you arrive prepared to class because you have read the course material, you will more easily recognize the major themes discussed. In other words, preparation allows you to focus on the more subtle or deeper aspects of the course. Continuing with the example of international relations, instead of struggling with understanding the definitions of realist and idealist ideologies during a lecture, you could instead be thinking about how those ideologies are manifest in the world today--and what implications they may have for the future.

Which thought process do you think will be more helpful to you when it comes time to write your essay?

In summary, your best “first academic step” when starting a new course is to read the syllabus; then take time to carefully “engage” with assigned readings prior to the start of each academic activity or day. Study to ensure that you have a good handle on the basic concepts outlined in the course objectives. Next, engage with your professors, academic advisors, and peers to develop information beyond the basic concepts. Regarding the latter, you should often “cross-talk” with your course mates. Each one is a professional who possesses unique experience and perspective from across the hemisphere. All of these resources will enhance the foundation on which you will construct your essays.

Understanding the Assignment

Now that you have a solid foundation, you are ready to begin the pre-writing stage. Prior to completing the steps below, though, make sure that you understand the assignment. This may seem obvious, but all too often it is taken for granted or skipped. Understanding the assignment entails much more than simply reading it (again). It includes knowing the ground rules. For example, you need to be familiar with the type of paper you will be writing, along with its evaluation criteria. Seek clarification from your professor or trusted advisor if the type of paper or the evaluation criteria are ambiguous. Above all else, analyze the question carefully to determine its most important elements. Stay focused on these elements! The question or assignment will include an explicit description of subjects that you must address in your paper. Make sure you do! You may write with brilliant eloquence, but if you do not address the assigned topic (to include key issues or themes), you will earn a poor grade.

Even if the professor does not explicitly state what needs to be included, there are keywords in the question that will help you determine what to emphasize in your writing. Consider, for example, the following assignment:

Identify critical infrastructures in your country that are vulnerable to cyber-attacks and recommend how defense forces can be used to neutralize these threats.

The key words in this assignment are "identify" and "recommend." To properly respond to this assignment, you will need to clearly identify the critical infrastructures

and then recommend how to neutralize threats. Notice that the assignment is not asking for a detailed vulnerability analysis of each critical infrastructure. Also, and more subtly, the assignment does not intend for you to find a way for defense forces to neutralize the threat, but to determine most effectively how defense forces can be used. For example, you could research the possibility of supplementing defense functions with capabilities that exist in other governmental agencies.

Reading Critically

Everything you read for your assignments should be analyzed critically. Doing so requires that you strive for more than just understanding what the author has written. You must seek to understand the author's motivations and assumptions, evaluate the soundness of the arguments presented (as compared to arguments of other experts or scholars), and formulate your own interpretations of key concepts. In other words, critical reading requires thoughtful contemplation and active intellectual engagement with the text.⁵

As for specific guidance, the Harvard College Library (HCL) recommends the following six habits for performing critical reading: 1) preview; 2) annotate; 3) outline, summarize, analyze; 4) look for repetitions and patterns; 5) contextualize; and 6) compare and contrast.⁶ These six habits offer a practical approach to exercise critical thinking as you read. The rest of this section adapts these recommendations and briefly describes how they may apply to your IADC academic assignments.

Preview

Previewing a book or article should be more than just looking at the length and skimming over the main topics and structure. While these are useful and necessary tasks, they provide limited context for your critical reading. Previewing should also include determining the affiliation and reputation of the author(s). This will help you identify any potential biases in the authors' views.

Annotate

This is the step that requires the most "active engagement and interaction" with the text. As you read, you should be entering a "dialogue with yourself, the author, and the issues or ideas at stake."⁷ The HCL recommends that you ask these types of questions: "What does this mean?" "Why is he or she drawing that conclusion?" Or,

"Why is the class reading this text?"⁸ In addition, you may want to ask pointed questions and challenge the author's underlying assumptions, such as: "How would this work if we consider the reality of income inequality in the region?" "Is it valid to draw an analogy between those two historical case studies?" "Were the conditions truly the same?" "What are the moral implications of implementing such a policy?" And, "What moral standard would be appropriate?" As you formulate these types of questions and begin to generate new ideas, you should adopt a routine method for capturing your thoughts in the moment. Options include: writing questions or comments in the margin of the paper, recording them in a notebook (paper or electronic), or verbally recording yourself asking the questions. Whatever approach you use, it needs to be one that allows you to easily reference your notes in the future. This is important because you will use these questions and ideas to formulate your desired areas of research.

Outline, Summarize, Analyze

After you have completed your annotation, it is useful to go back and review the paper from a broad perspective. This is a way of keeping yourself from getting too focused on specific elements of the article or losing the big picture. As you do this, you can develop an outline of the book or article—identifying the author's thesis and primary arguments. If the article is clearly written, you will be able to explicitly identify these in the text and simply annotate the margins. In many cases, however, you may have to infer this information. Writing a separate outline will help you contextualize the text and allow you to explicitly identify the author's thesis and main arguments. Once you have sketched your outline of the assigned article, you may elect to summarize the paper in a short paragraph or two. Writing a critical outline in narrative form is useful because it will force you to articulate and test key themes used by the author. This exercise may also help you to analyze the soundness of the author's logic or to identify any fallacies.

Look for Repetitions and Patterns

You should look for certain phrases or key words that are repeated throughout the assigned text to help you find a logical thread or identify the main arguments. This is particularly true in political discourse or public speaking, realms in which repetition is a common technique practiced to emphasize a particular point.

Contextualize

Contextualizing is a useful, but commonly skipped, habit of critical reading. You should always look to place the article in the context in which it was written. To conduct this step, you should conduct basic research to determine what was happening in the world or in the author's country or region at the time of writing. You may also look for trends that existed in the specific field of study. This will give you an added sense of what may have motivated the author to write or influenced the ideas expressed.

Compare and Contrast

This is a fundamental step in the critical thinking process. Here you will be comparing what you have read with other references and with your own thoughts. As applicable, this comparison should be done on the basis of your established evaluation criteria. Sometimes these will be evident from your notes. In other cases, you will have to do some additional research before you are ready to identify the most relevant evaluation criteria. In any case, this is the step where you start refining your research.

Researching Your Paper

This Guide is not a research guide, so you will not find here a detailed discussion of research methods or a comprehensive resource list. What you will find are tips on how to develop lines of research for your paper that should point you in the right direction as you explore various elements of your subject.

If you did a good job of critical reading, you should have an extensive set of notes from which you can derive your lines of research. For example, as you previewed the assigned reading, you may have identified that the author is affiliated with a Non-Governmental Organization (NGO). In that case, part of your research should be spent identifying objectives of the NGO, what it has accomplished, its reputation, and other documents published or sponsored by it. When you contextualized the reading, you should have researched/discovered who are the prominent authors in the field that have written about the same subject. Your research should include becoming familiar with these writings so you can compare and contrast them with the assigned reading. As you review your notes, you may find that there are certain assumptions the author relies on to make a given argument. If the argument's validity hinges on a key assumption, then it is imperative for you to verify if that assumption is valid. Your research will then include

finding corroborating evidence to support or invalidate these assumptions. Your notes may include other questions or ideas formulated in your reading. These could be central to the development of your own argument and should be researched, as well.

A practical way to guide your research is to organize your areas of study. Your research should cover the following five categories: 1) Author; 2) Context; 3) Author's arguments and assumptions; 4) Related articles and arguments made by scholars writing on similar topics or in the same field; and 5) My arguments and assumptions. For each of these categories, you should search for at least two credible sources of supporting information.⁸ The "Author" category includes all the information about the author: biography, affiliations, and potential biases. The "Context" category includes information about what was happening (in terms of real-world events or academic thought) at the time of writing. The category "Author's Arguments and Assumptions" is where you capture the author's assumptions and the main arguments that need to be corroborated or challenged. Finally, the fourth and fifth categories are where you should research other scholars' most relevant arguments and assimilate ideas from all the experts to inform your own "findings" or arguments. Initially, as you research these areas, you should strive to find as many sources as you can about each category and subject. Later, you should cull through your research and select the sources that are both most credible and most directly related to your analysis.

Depending on the complexity of the subject, you may find it challenging to organize and sort through all of your sources. It is always a good idea to keep a research log where you can summarize the main utility of each reference. For example, if you found a United Nations declaration that was useful to support your argument about human rights considerations, then you should identify that source as one in the category "My Arguments and Assumptions." Then, you should record this reference with a short summary, such as: "in articles 11.3, 11.7, and 12.4, the declaration outlines specific restrictions on peace enforcement operations that safeguard human rights." This not only will make it easier for you to go back and reference these sources as you write your paper. It also will help you properly document your citations or bibliography.

A final consideration about researching your paper is that critical thinking needs to be applied not only to the book or article you are reading, but to all of the sources you

research in the process. This is what makes the prewriting stage so time-intensive. In fact, you may find yourself developing multiple lines of research to further explore a given area or question. These findings are akin to an operational sequel in a military concept of operations. The result may be that you end up researching too little or too much. If you are extremely practical, you probably are looking for the least amount of sources that you need to write your paper. If you are a heavy critical thinker, it may be difficult for you to stop researching and get to the point where you start typing your first draft. Obviously there needs to be a balance between these two extremes. Often, your schedule will determine (or force) you to consolidate your research findings and move on to the next step in the writing process—which is where you should focus on your paper’s “structure.”

Chapter 3: Types of Inter-American Defense College Papers

Types of Papers at the IADC

There are five types of individual essays you will write at the IADC in support of various academic module or seminar/trip objectives: an Opinion Brief; a Reflective Log; a Reflective Essay; a Critical Review; and a Decision Paper.⁹ These paper types are designed to span a wide range of academic and professional writing products. The table in Annex A compares them in terms of topic, objectives, audience, style, and use of references.

The Opinion Brief

The main objective of an Opinion Brief is to articulate a personal position on an issue. The most useful application of this type of paper is to prepare you for when you need to articulate, advocate or defend a position (to leaders, peers or subordinates). In an academic setting, opinion papers prepare you to argue in favor of a given position. They may be used to catalyze lively discussion/debate on controversial course themes. Alternatively, you may be tasked to write an Opinion Brief about a less provocative or subjective issue. In these cases, the Opinion Brief will be used as a persuasive essay, allowing you to demonstrate that you understand the most relevant aspects of an issue. Preparing an Opinion Brief will force you to document a logically sound position and should serve you well both academically and professionally.

When you examine the assessment rubric for the IADC Opinion Brief, you will see that its emphasis is students' logical reasoning and persuasive argument. You may wonder why the persuasive argument rubric emphasizes the use of cited references. It is, after all, *your* opinion! While it does belong to you, your opinion will always be much more persuasive if it is backed by a logical analysis and presentation of facts. These facts must come from the real world, not some imagined or invented situation. Thus, the persuasiveness of your argument will partly depend on your use of quality references to obtain the facts you analyze to formulate your opinion. This is not to say that every opinion must be backed by a logical analysis of facts. You could, for example, base elements of your analysis on the logical errors of another author. However, an opinion

paper founded *solely* on undermining others' arguments or proposing counter-arguments is incomplete. An opinion paper should define and support a logical, positive argument. Notwithstanding these considerations, compared to other papers, the Opinion Brief places less emphasis on the use of multiple, external references.

Finally, the Opinion Brief is one of the shortest of the papers you will write at the College. It usually is assigned prior to the completion of an academic module to support classroom or seminar debate.

Structure

The best structure for the Opinion Brief is that of a logical argument. The logical argument is developed with the following four elements: 1) a claim; 2) evidence that supports the claim; 3) warrants (guiding assumptions or rationale) that link the evidence to the claim; and 4) appropriate caveats or qualifications.¹⁰ The claim is the position you are taking on an issue (the opinion). The evidence is all the factual information that you are using to support your claim. The warrant is the assumption or reasoning that demonstrates how that evidence supports the claim. Finally, the qualifications are the caveats or conditions that must be true for your claim to hold. For example, it may be appropriate to delimit your "strategic culture" claim to a given region, time period, or vocation/profession, based on available evidence (and warrants) you have gathered. Following this logical argument, the paper structure may look like this:

- Introductory Paragraph: must include your opinion (the "thesis")
- Main Body
 - Evidence #1 / Warrant #1
 - Evidence #2 / Warrant #2
 - Evidence #3 / Warrant #3
- Qualifications (discuss as they apply to all sub-sections of the Main Body)
- Conclusion Paragraph: Includes a restatement of your opinion (thesis), and a concise summary of evidence, warrants, and any qualifications

The Reflective Log

The Reflective Log is probably the simplest of the College writing assignments, and it is usually linked to study trips/visits or symposia events. You will be expected to identify two to four lessons learned, provide relevant supporting details and critically

analyze activity themes by synthesizing insights from your professional experience and related course content.

The Reflective Log lacks the formality of other IADC assignments, so it does not demand a specified introduction and conclusion. It also does not require thorough engagement with course readings, although such citations are always welcome. As per its corresponding evaluation rubric, the Reflective Log paper is intended to solicit your personal ideas of an activity/event and then challenge you to synthesize your reflections in context of stated College objectives, your previous experiences, and other relevant input.

Structure

The structure of the Reflective Log is less rigid than other papers. The minimum requirement is that you identify two to four important or impactful lessons learned and then relate these to the objectives of the associated academic activity or event. In other words, each lesson (or area of personal insight) must include a description synthesizing relevant observations in the context of IADC program objectives or as critical reflections from your personal experience(s).

- Lesson
 - Linkages to course and activity objectives
 - Critical reflections based on previous experience
- Repeat for each Lesson

The Reflective Essay

The Reflective Essay shares a similar core structure with the Reflective Log assignment, requiring you to identify two to four lessons learned for a given academic activity. Critical personal reflection is the goal of the essay, synthesizing lessons in light of your personal experiences and the stated College objectives and activity themes.

What sets the Reflective Essay apart from the Reflective Log assignment is its additional requirement to critically interrogate lessons learned in the context of assigned and complementary readings and other course activities or content. Each lesson should present support from relevant texts. In addition, you are expected to tie together essay themes and lessons learned in a clear and relevant introduction and conclusion.

Structure

The structure of a Reflective Essay should follow a format similar to that of the Reflective Log—identify lessons and support them with details/descriptions linked to the course objectives and to personal reflections in light of your previous experience(s). However, the Reflective Essay requires more substantive or in-depth engagement with course readings and with related academic themes and concepts. It also requires a concise introductory paragraph (describing the assignment) and an appropriate conclusion paragraph.

- Introduction Paragraph (describe the assignment and what follows)
- Main Body
 - Lesson
- Description of lesson/insight (and relevant info)
- Linkages to course readings
- Linkages to course and activity objectives
 - Critical reflections based on previous experience
 - Repeat for each Lesson
- Conclusion Paragraph (ideally linked to/complementary with the Intro)

The Critical Review

The Critical Review focuses specifically on your ability to research and apply critical thinking. The most typical use of this paper is to analyze the published writings or arguments of a given author (normally a well-known “scholar in the field”). Note that the Critical Review is not, nor should it read like, a “book report” or summary of an article or book. This type of paper must demonstrate that you have *critically analyzed* (engaging the author’s ideas via reading, researching, thinking about and discussing with others) the assigned and other relevant articles. This paper type, more so than any other, manifests Col Guillot's definition of critical thinking—the application of a logical assessment of the author's and your thoughts to arrive at better understanding.

Notice that critical thinking goes beyond formulating a logically sound opinion. It requires a comparative analysis of the author's arguments with those of his/her contemporaries (other scholars who have written about the same themes or in the same academic field) and your own analysis of each of these ideas against specified criteria.

The evaluation criteria you choose for your Critical Review depend on the subject—this is one of the most fundamental steps in the critical thinking process. If the article you are analyzing proposes a new foreign policy, for example, you may choose to evaluate that recommendation in terms of legitimacy, ethics, legality, risk, or public opinion. Normally, having more criteria is better—resulting in more thorough analysis. However, having too many criteria runs the risk of losing coherence or overcomplicating the issue. Therefore, for an academic paper, it is better to focus on your best two or three criteria.

A point worth repeating: the Critical Review paper *requires* that you contrast the main author’s arguments against those of other, credible, relevant scholars. Thus, the Critical Review places increased emphasis on consultation and citation of appropriate references. You may, for example, decide to use international legal documents to call into question the legality of someone's proposal. This is why one of the four major evaluation criteria for the Critical Review is “Sources and Citations.”

Structure

Keep in mind that the Critical Review essay is based on your critical assessment of an assigned reading and is focused on a careful comparison with the arguments or ideas of others authors (especially scholars who wrote on a similar topic or frequently write about the same or related academic field). A good structure to use in this type of paper is one that mirrors the steps you used to critically read and analyze the assigned reading. This may result in an outline that looks like this:

- Introductory Paragraph
 - The introduction should include a clear statement of BOTH the author's thesis and your paper thesis, your assessment criteria (the value-system by which you are judging the author’s arguments), your key assumptions, context considerations, and a concise overview of your paper’s structure.
- Main Body, Part I: Analysis of the author's argument and assumptions
 - Argument / Assumptions #1
 - Argument / Assumptions #2
 - Argument / Assumptions #3

- Main Body, Part II: Analysis of other scholars' arguments and assumptions (and your own)
 - Argument / Assumption #1
 - Argument / Assumption #2
 - Argument / Assumption #3
- Conclusion Paragraph (ideally linked to/complementary with the Intro)
 - A summary of findings (synthesis)
 - A restatement of your thesis

NOTE: A variant of the first outline is often used if your (and other scholars') arguments directly contrast with those offered by the author. In these cases, follow this alternative format for your Critical Review essay:

- Introductory Paragraph
 - The introduction should include a clear statement of BOTH the author's thesis and your paper thesis, your assessment criteria (the value-system by which you are judging the author's arguments), your key assumptions, context considerations, and a concise overview of your paper's structure.
- Main Body: Analysis of arguments and assumptions
 - Author's Argument / Assumption #1
 - Other Scholars' and Your Argument / Assumptions #1
 - Author's Argument / Assumptions #2
 - Other Scholars' and Your Argument / Assumptions #2
 - Author's Argument / Assumptions #3
 - Other Scholars' and Your Argument / Assumptions #3
- Conclusion Paragraph (ideally linked to/complementary with the Intro)
 - A summary of findings (synthesis)
 - A restatement of your thesis

The Decision Paper

The Decision Paper emulates aspects of a military staff summary report or policy recommendation brief. With this type of paper, you will be asked to formulate and develop a recommended course of action that should be pursued to solve a problem.

This type of paper tends to be used in course modules on threats, strategy, or policy. If you examine the evaluation criteria for the Decision Paper, you will find that this type of paper combines elements of the Critical Review and the Opinion Brief. This is because the paper must contain elements of both critical thinking and persuasive argument.

In a Decision Paper you will be required to exercise critical thought to determine the best option and make a recommendation. Just as with the Critical Review, your choice of evaluation criteria is a key factor. In addition, the persuasiveness of your argument will depend not only on the objectivity of your assessment, but also on the soundness and depth of your proposed alternatives. Because of its multiple requirements, the Decision Paper is often the longest of IADC's assigned papers. Therefore, you should carefully plan your schedule to set aside sufficient time.

Structure

The Decision Paper is based on your analysis of a given problem. You are tasked with developing alternative courses of action and providing a recommended solution. This analysis contains elements of both a Critical Review and an Opinion Brief. As such, you may want to use the following structure:

- Introductory Paragraph, which includes the following:
 - Problem Definition (includes “context” and “relevance”)
- Main Body Part I: Key Issues and Criteria
 - Evidence (facts bearing on the problem)
 - Assumptions (warrants)
 - Evaluation Criteria (to determine a solution)
- Main Body Part II: Options/Courses of Action (COAs) Development
 - Option #1 (identify impacts and qualifications)
 - Option #2 (identify impacts and qualifications)
 - Option #3 (identify impacts and qualifications)
- Main Body Part III: Persuasion
 - Comparative analysis of options against evaluation criteria
 - Factors determining decision and recommendations
- Conclusion Paragraph (ideally linked to/complementary with the Intro)

- Clearly identifies your “recommended Option/COA”
- Include impacts of the recommended Option/COA and any qualifications

Note

Sometimes, your professors will provide guidelines that will condition or suggest how to structure your paper. In the absence of such guidance, the sections above will provide you with basic ideas for how to structure your papers. For the Committee and Country Study papers, include both endnotes and a formal bibliographic list of sources (both at the end of the papers, per *Chicago* examples).

Chapter 4: Writing Effectively

Read "Step 5: Writing Your Draft" in Chapter 7 of *The Tongue and Quill*.¹¹

Available at <http://www.au.af.mil/au/awc/awcgate/edref/afh33-337.pdf>

Chapter 5: Citing Sources – Quotations and References

Why Citations (Quotations and References) are Important

When you submit an individual paper, only one name appears on the cover page of the document – yours. When someone reads YOUR paper, they will, of course, attribute *everything* not in quotation marks (or clearly attributed or cited otherwise) to YOU. In other words, ALL the ideas, concepts, and arguments presented in your papers are assumed to be yours, unless you clearly identify the ideas that are *not* yours. In the spirit of clarity and understanding, it is important to declare that “reference” indicates endnotes at the IADC and that quotations in the body of the text are different.

The papers you write at the IADC are meant to be original in the sense that they represent your thoughts about a particular issue. This does not mean, however, that everything in your paper must be derived from your personal knowledge. In fact, the expectation is that *most* of the facts you use come from other sources. In most IADC papers, you are expected to contrast your ideas with the ideas and arguments of others. Therefore, these papers represent a blending of your ideas or analysis with a significant amount of information that you gain and must attribute to others.

The way that a reader knows something in your paper is not your original idea or expression is via the proper citation of sources. There are many formatting standards utilized by academic and professional institutions. At the IADC, we have adopted the *Chicago Manual of Style* as the standard reference for all writing assignments. This is a very popular standard in academic programs and has been used for many years (with its first edition published in 1906). Standards are important because they establish a common framework for documenting sources, making it easier for others to identify where you have obtained your information.

There are two important reasons why you need to tell others where you obtained your information. The more important of the two is that it is a matter of integrity. If you do not properly cite the source you used, then you are taking someone else's idea as your own. Such an act would violate the professional ethics critical to the foundational legitimacy of military and civil service. It also is a violation of the academic integrity policy at the IADC.¹² A secondary reason for correct use of citations is that these make it easier for another researcher to use the data you found to either corroborate your

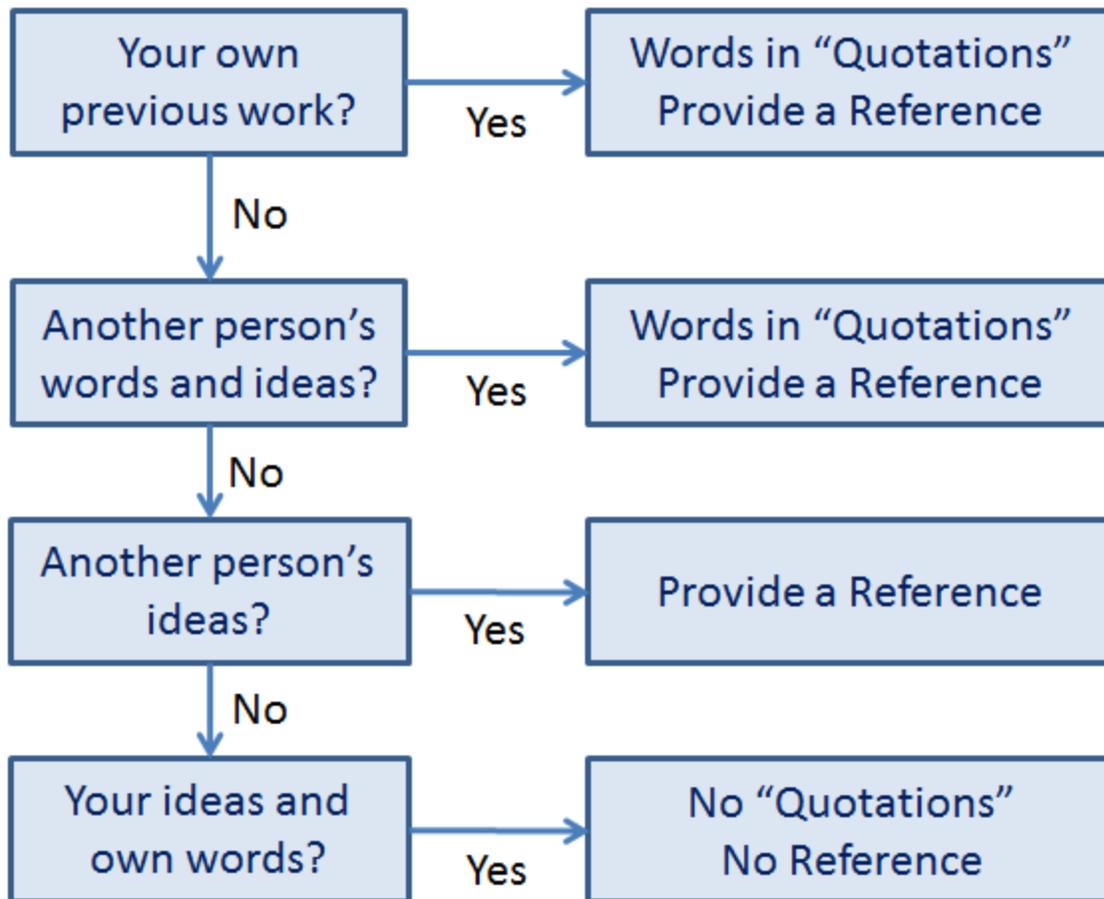
results or further expand the effort you started. Remember that an important purpose of academic writing is to contribute ideas to the ongoing and collective effort of intellectual discovery and knowledge. This requires the application of the scientific method, which means that your analysis and results are verifiable.

When Do I Have to Cite Sources?

As a general rule, you must cite any source or document (web site, book, film, periodical or reference) where you obtained information that you either quote or use as a source of ideas/arguments/concepts that are not your own. You must also cite the work of other students and your own past work if you use such material as a source. This leaves very few parts of a typical research paper or essay that do not need to be cited, such as:

- 1) Your analysis or interpretation of facts already cited.
- 2) A narrative or application based on your personal experience(s); or data that you personally created (for example, responses to your own surveys).
- 3) Common or general knowledge (examples: terrorists attacked the United States on 11 Sep, 2001; or the USSR collapsed between 1989 and 1991).

For your reference in deciding when to cite, please consult the chart below:



What Information Is Needed in a Reference?

Chapter 14 of the 17th edition of the *Chicago Manual of Style* dedicates 150 pages to illustrate which information is required in citations and how this information should be presented (in a standard format).¹³ The standards are specific about which information is italicized, placed in quotes, in parenthesis, underlined, when to use the semi-colon, colon, commas, etc. It all is rather legalistic, but such is the way of standards. The *Chicago Manual of Style* is available online for a membership fee, but you may access a quick-guide online for free (at the sites designated in the endnotes).¹⁴ You also may reference the hard-copy manuals available in the IADC or NDU libraries.

In this Writing Guide you will find examples of "endnotes" in use, along with the associated formatting, and a general description (below) of the most common type of sources you will be using in your research at the IADC.

For a book, the following reference information should be provided:¹⁵

- 1) Author: full name of author or authors; full name of editor or editors or, if no author is listed, name of institution standing in place of author.
- 2) Title: full title of the book, including subtitle if there is one (titles of books are ALWAYS presented in italics).
- 3) Editor, compiler, or translator if listed on the title page in addition to author.
- 4) Edition, if not the first.
- 5) Volume: total number of volumes if multivolume work is referred to as a whole; individual number if single volume of multivolume work is cited, and title of individual volume if applicable.
- 6) Series title, if applicable, and volume number within series (if the series is numbered).
- 7) Facts of publication: city, publisher, and date.
- 8) Page number or numbers if applicable.
- 9) If the book was consulted online, list the URL at the end of the citation. No access date is necessary.

For an article in a periodical, include the following:¹⁶

- 1) Author or authors' names.
- 2) Title and subtitle of article/column (Titles of articles/chapters are in quotes).
- 3) Title of periodical (titles of periodicals are ALWAYS presented in italics).
- 4) Issue information (volume, issue number, date, etc.).
- 5) Page reference (where appropriate).
- 6) For journals consulted online, list the URL at the end of the citation. If the article is found in a commercial database like ProQuest or EBSCO which must be accessed through NDU Library's Internet gateway, just list the URL of the main entrance of the service (for example, <http://proquest.com/>). No access date is necessary.

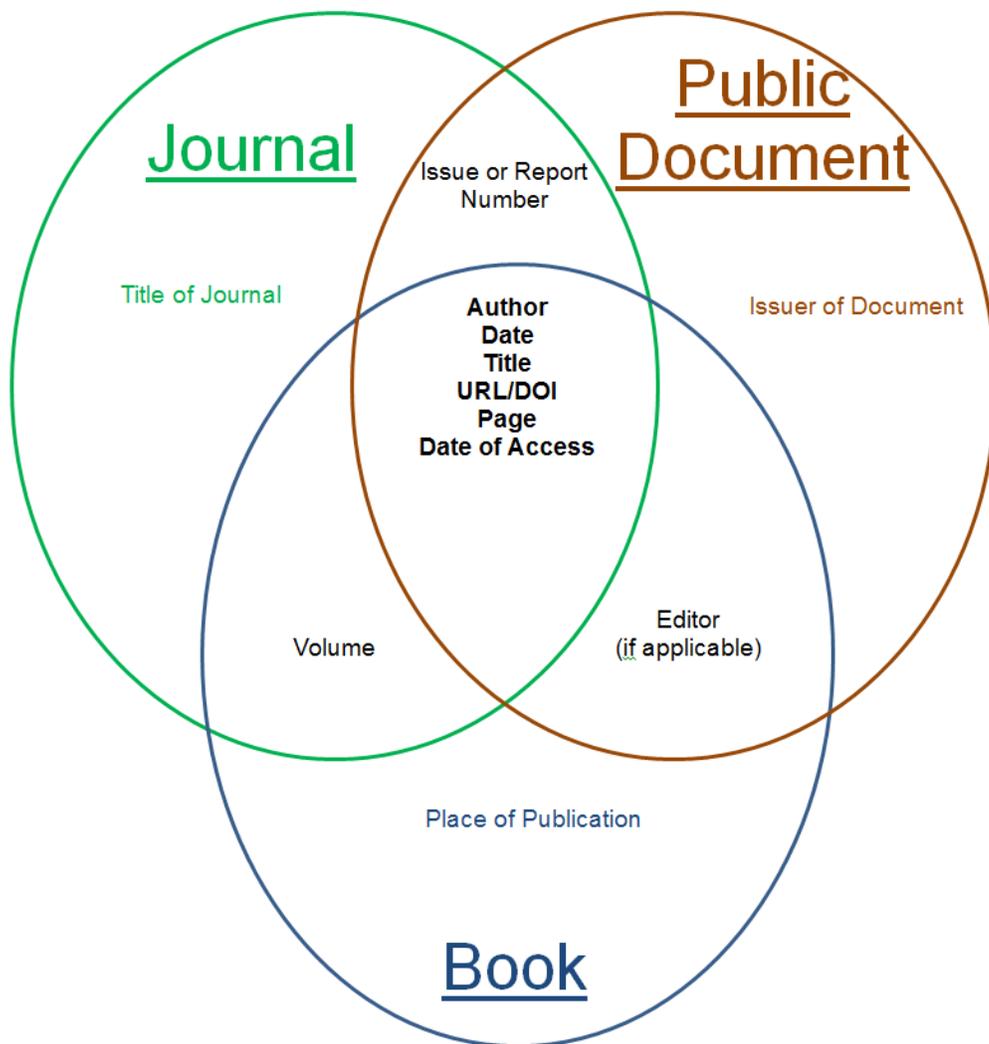
For public documents, include the following:

- 1) Country, state, city, county, or government division issuing the document.
- 2) Legislative body, executive department, board, commission, or committee.
- 3) Subsidiary divisions, regional offices, and so forth.
- 4) Title, if any, of the document or collection.

- 5) Individual author, editor, or compiler, if given.
- 6) Report number or other identifying information.
- 7) Publisher, if different from the issuing body.
- 8) Date.
- 9) Page, if known (some documents or web pages are not paginated).

There are many other formats for specific sources such as audio recordings, databases, country-specific publication standards, or legal documents, but the required information for these sources is similar to the general content listed above.

For your reference, see the diagram below:



Some Format Guidelines and Examples

There are two systems allowed by the *Chicago Manual* standard. One is the "notes and bibliography" system and the other is the "author-date" system.¹⁷ The IADC

uses the former. In the notes-bibliography system, the citation is noted with a number at the end of a sentence or clause¹⁸ and a bibliography is optional for informal projects. For all short academic papers at IADC, unless otherwise instructed, provide all citation details in endnotes.¹⁹ Note in Tables 1 and 2 that the main differences in formatting between endnotes and bibliography entries are the order of authors' first and last names, and the use of commas versus periods. Endnotes separate main elements with commas while bibliography entries separate main elements with periods. In addition, endnotes appear in the order they are cited in your paper while bibliography entries are listed alphabetically by author last name.

At IADC, for purposes of academic standardization, you will be directed to use endnotes as the college standard format (with this document serving as an example). Please consult Tables 1 and 2 for citation examples.

Often you will cite a single source numerous times in the same paper. To reduce the length of your endnotes, it is only necessary to provide the full citation for the source the first time it is referenced. Subsequent references should be cited using either shortened citations or the author's last name.²⁰ Use a shortened citation with non-consecutive endnotes, and use the author's last name when referring to the immediately preceding work cited. The short form should include only the author's last name and a two to four word abbreviation of the title, plus the page number(s), if applicable. Please notice that endnote 10 of this document is an example of a shortened citation of endnote 1.

The *Chicago Manual of Style* previously recommended the abbreviation *ibid.* when making consecutive references to a single work cited. It now prefers the use of the author's last name. Include page number(s) if applicable. Endnotes 16-20 of this document demonstrate the use of author last name in reference to the *Chicago Manual of Style*, while endnote 15 shows its shortened citation. The only full reference to the *Chicago Manual of Style* is found in endnote 13. In this way, the use of shortened citations and last names significantly lessens the bulk of documentation.

Regarding capitalization, for English citations you should capitalize the first letter for almost all words in a title. Notable exceptions to this rule include articles (such as "the" or "an"), prepositions (such as "on" or "in"), and coordinating conjunctions (such as

“and” or “but”), which should appear in lower-case if not the first word of your title. If you are citing titles in another language (Spanish, especially), it is very common to capitalize only the first word of a title. See examples in this chapter’s notes and tables.

A note about use of italics: Recent versions of the *Chicago Manual of Style* have adopted use of italics as the default formatting for the titles of books, magazines and other references. *Italics* may also be used (sparingly) in your text for foreign language terms or to add emphasis to select words or phrases.

Helpful Tools

There are many tools available to help you organize, use, and cite your sources. If you are using a recent version of Microsoft Word, you can use the built-in tools for managing citations. Web-based tools that work similarly to MSWord include EndNote, RefWorks, Mendeley and Zotero.²¹ Mendeley and Zotero are free to all users and enable retention of libraries of sources that one can access from any computer with internet connection. They also allow users to quickly insert references/citations into their papers by automatically conforming to Chicago Manual of Style format. However, the writer is ultimately responsible for ensuring that all his/her citations are complete and accurate.

If you are unable to locate important citation information for a source, such as its publisher or date, it may be helpful to consult WorldCat.org and conduct a search using the source’s title.²² WorldCat is a global library network that catalogs millions of sources and it can fill in gaps for missing elements. The site also is capable of creating and exporting citations in *Chicago* style. As always, verify that the generated citation is correct.

In addition, Google Scholar provides free access to millions of resources. The search engine allows users to search as they would regularly with Google but specifically provides results for academic books, articles, and other resources. Google Scholar works well with citation management software and is available in English, Spanish, French, and Portuguese.

Turn-it-in is another writing tool you will use. Professors will require you to submit assignments through Turn-it-in in Moodle. Turn-it-in helps professors detect plagiarism but it is not a plagiarism checker itself; it finds similarity in your submitted text to what

exists on the internet, past student papers, etc. In addition to professors, students can also view the similarity report that Turn-it-in generates for their submission (but students cannot view the reports of other students). Students have the ability to review their report and if they submitted early enough before the assignment due date can resubmit a revised paper, which will generate a new similarity report. Students should consult the Learning Center for concerns with Turn-it-in and academic honesty.

Further Reading

After you begin writing, you may find that other questions about citing your sources arise. An excellent, concise authority on the subject is *Writing with Sources: A Guide for Students* by Gordon Harvey.²³ It answers common student questions such as how often you must cite a single source within the same paragraph, to what extent you must change an author's words to paraphrase (hint: substantially), and when direct quoting of an author is appropriate—and when it is not. It is a fantastic companion for anyone wishing to improve upon his or her scholarly writing.

TABLE 1: EXAMPLES OF ENDNOTE CITATIONS

Entry Type	Endnote Format	Endnote Example
Book by One Author	Firstname Lastname, <i>Title of Book</i> (Place of publication: Publisher, Year of publication), page number(s).	John M. Collins, <i>Grand Strategy: Principles and Practices</i> (Annapolis, MD: Naval Institute Press, 1973), 1-13.
Book by Multiple Authors* *Four or more authors include name of first author followed by "et al."	First author Firstname Lastname, Second author Firstname Lastname, and Third author Firstname Lastname, <i>Title of Book</i> (Place of publication: Publisher, Year of publication), page number(s).	Todd Sandler and Keith Hartley, <i>The Economic of Defense</i> (Cambridge: Cambridge University Press, 1995), 45.
Book Chapter	Chapter author Firstname Lastname, "Title of Chapter" in <i>Title of Book</i> , ed. Editor(s) Firstname Lastname (Place of publication: Publisher, Year of publication), page number(s).	Pablo José Molina Serrano, "Amenazas emergentes en Ceuta: relación entre pobreza y yihadismo," in <i>Problemas emergentes en Seguridad: Riesgos y amenazas presentes y futuros</i> , coord. José Domínguez León, 91-98 (España: CISDE Editorial, 2018)
Scholarly Journal Article	Firstname Lastname, "Title of Article," <i>Journal Title</i> vol. #, no. # (Month/Season Year of publication): page number(s), accessed date, URL.* **"vol." is not written. Also, not all journals provide issue numbers, seasons, etc.	Adelaida Sarukhan, "Covid-19: crónica de una pandemia anunciada," <i>Foreign Affairs Latinoamérica</i> 20, no. 3 (julio-septiembre 2020): 2-8.
Magazine Article	Firstname Lastname, "Title of Article," <i>Magazine Title</i> , Date, page number(s).	Aixa Jorquera Trascastro, "La originalidad de El cuento de la criada. La representación de la gestación subrogada," <i>Creatividad y Sociedad</i> , mayo 2019, 2-39.
Newspaper Article	Firstname Lastname, "Title of Article," <i>Newspaper Title</i> , Date, accessed date, URL.	Amanda Mars, "Donald Trump presenta demandas por censura contra Facebook, Twitter y Google," <i>El País</i> , 7 de julio de 2021
Book, Journal, Magazine, or Newspaper Article found online	Follow the appropriate format listed above, followed by the URL at the end of the citation. Include the access date. If it is found in a database like ProQuest or EBSCO, just list the URL of the main entrance of the service. For example, http://proquest.com/	James Rodgers, "Revolution in the air," <i>History Today</i> , no. 7 (June 2021): 90-93, accessed July 8, 2021, http://www.proquest.com/ . Zhaoying Feng, "Going undercover to infiltrate Chinese-American far-right networks," <i>BBC</i> , 8 de julio de 2021, accessed July 12, 2021, https://www.bbc.com/news/world-us-canada-57587364 .
Webpage* *Remember that a book, article, etc. found online is not the same as a webpage!	Firstname Lastname, "Title of the page," Title or owner of the site, modification or access date, URL* *If no author, owner of the site may stand in for the author.	Office of the Inspector General, "Activities," Food and Agriculture Organization of the United Nations, accessed July 2, 2018, http://www.fao.org/aud/48636/en/ .
Online Statistical Database	Name of Database, URL (descriptive phrase indicating part of the database being cited and nature of information accessed; access date).	World Bank Databank, http://databank.worldbank.org/ (World Development Indicators, military expenditure in Latin America, 1960-2010; accessed February 8, 2013).
Presentation/Lecture	Presenter's Firstname Lastname, "Title of Presentation/Lecture" (presentation, Seminar Title, City, State, Date).	Daniel Masís, "Academic Citation" (lecture, Advanced Research and Writing Workshop, Washington, DC, August 12, 2015).
Public Documents (Laws, census, etc.)	Discretion and common sense should dictate how much information is necessary for a reader to locate the material. See p. 25 above.	Senate Committee on Foreign Relations, <i>The Mutual Security Act of 1956</i> , 84 th Cong., 2d sess., 1956, S. Rep. 2273, 9-10.
Unofficial Translation (by IADC)	Follow the format above for the type of entry of the translated document. Write the original title, then "trans. by Inter-American Defense College as" followed by the translated title. Maintain the titles of books, journals, magazines, etc. in original language.	Patricio H. Randel, <i>La desterritorialización</i> , trans. by Inter-American Defense College as <i>Deterritorialization</i> (Buenos Aires: Ciudad Argentina, 1999).

Video	Name (s) Last name (s) of the creator, "Video title," publisher, publication date, format, duration, URL	Chris Bailey, "How to get your brain to focus," Ted Talks, April 5, 2019, video, 15:56, https://www.youtube.com/watch?v=Hu4Yvq-g7_Y
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TABLE 2: EXAMPLES OF BIBLIOGRAPHIC REFERENCES/CITATION

Entry Type	Bibliography Format	Bibliography Example
Book by One Author	Lastname, Firstname. <i>Title of Book</i> . Place of publication: Publisher, Year of publication.	Collins, John M. <i>Grand Strategy: Principles and Practices</i> . Annapolis, MD: Naval Institute Press, 1973.
Book by Multiple Authors* *Four or more authors include name of first author followed by "et al."	First author Lastname, Firstname, Second author Firstname Lastname, and Third author Firstname Lastname. <i>Title of Book</i> . Place of publication: Publisher, Year of publication.	Sandler, Todd y Keith Hartley. <i>The Economic of Defense</i> . Cambridge: Cambridge University Press, 2005.
Book Chapter	Chapter author Lastname, Firstname. "Title of Chapter." In <i>Title of Book</i> , edited by Editor(s) Firstname Lastname, inclusive page numbers. Place of publication: Publisher, Year of publication.	Molina Serrano, Pablo José. "Amenazas emergentes en Ceuta: relación entre pobreza y yihadismo." en <i>Problemas emergentes en Seguridad: Riesgos y amenazas presentes y futuros</i> , coordinado por José Domínguez León, 91-98. España: CISDE Editorial, 2018.
Scholarly Journal Article	Lastname, Firstname. "Title of Article." <i>Journal Title</i> vol. #, no. # (Month/Season Year of publication): page number(s). Accessed Date. URL.* *vol." is not written. Also, not all journals provide issue numbers, seasons, etc.	Sarukhan, Adelaida. "Covid-19: crónica de una pandemia anunciada." <i>Foreign Affairs Latinoamérica</i> 3, no. 3 (julio-septiembre 2020): 2-8.
Magazine Article	Lastname, Firstname. "Title of Article." <i>Magazine Title</i> , Date. Access date.	Jorquera Trascastro, Aixa. "La originalidad de El cuento de la criada." <i>Creatividad y Sociedad</i> , mayo 2019.
Newspaper Article	Lastname, Firstname. "Title of Article." <i>Newspaper Title</i> , Date. Access date.	Mars, Amanda. "Donald Trump presenta demandas por censura contra Facebook, Twitter y Google." <i>El País</i> , 7 de julio de 2021.
Book, Journal, Magazine, or Newspaper Article found online	Follow the appropriate format listed above, followed by the URL at the end of the citation. Include the access date. If it is found in a database like ProQuest or EBSCO, just list the URL of the main entrance of the service. For example, http://proquest.com/	Rodger, Jamews. "Revolution in the air." <i>History Today</i> , no. 7 (Junio 2021): 90-93. Accessed July 2, 2018. http://proquest.com/ . Feng, Zhaoying. "Going undercover to infiltrate Chinese-American far-right networks." <i>BBC</i> , July 2, 2018. Accessed July 12, 2021. http://www.bbc.com/news/world-us-canada-57587364 .
Webpage* *Remember that a book, journal article, etc. found online is not the same as a webpage.	Lastname, Firstname. "Title of the page." Title or owner of the site. Modification or access date. URL* *If no author, owner of the site may stand in for the author.	Office of the Inspector General. "Activities." Food and Agriculture Organization of the United Nations. Accessed July 2, 2018. http://www.fao.org/aud/48636/en/
Online Statistical Database	Name of Database. URL (descriptive phrase indicating the part of the database being cited and nature of information accessed; access date).	World Bank Databank. http://databank.worldbank.org/ (World Development Indicators, military expenditure in Latin America, 1960-2010; accessed February 8, 2013).
Presentation/Lecture	Presenter's Lastname, Firstname. "Title of Presentation/Lecture." Presentation, Seminar Title, City, State, Date.	Masís, Daniel. "Academic Citation." Lecture, Advanced Research and Writing Workshop, Washington, DC, August 12, 2015.
Public Documents (Laws, census, etc.)	Discretion and common sense should dictate how much information is necessary for a reader to locate the material. See p. 25 above.	U.S. Congress. Senate. Committee on Foreign Relations. <i>The Mutual Security Act of 1956</i> . 84 th Cong., 2d sess., 1956. S. Rep. 2273.
Unofficial Translation (by IADC)	Follow the format above for the type of entry of the translated document. Write the original title, then "Trans. by Inter-American Defense College as" followed by the translated title. Maintain the titles of books, journals, magazines, etc. in original language.	Randel, Patricio H. <i>La desterritorialización</i> . Trans. by Inter-American Defense College as <i>Deterritorialization</i> . Buenos Aires: Ciudad Argentina, 1999.

Video	Name (s) Last name (s) of the creator. "Video title." Publisher. publication date. format, duration. Url	Bailey,Chris. "How to get your brain to focus." Ted Talks. April 5, 2019. Video, 15:56. https://www.youtube.com/watch?v=Hu4Yvq-g7_Y
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For more examples, see:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Instituto Tecnológico de Santo Domingo

<https://www.intec.edu.do/downloads/documents/biblioteca/formatos-bibliograficos/guia-chicago.pdf>

Purdue University

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmofstyleformatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Chapter 6: Editing

Understanding the Importance of Editing

So you have finally finished your essay, right? Well, not quite. While it may be tempting to print or submit your first draft, this is very much discouraged (and will likely yield a less-than-satisfying result). Moving on in the writing process allows you to benefit from much of the work accomplished during pre-writing and writing stages and also will greatly improve your paper through several steps we call “editing for effect.”

You may ask yourself, “Why should I dedicate time to this final stage after I have dedicated so many hours already in developing my essay?” At this point, you may feel somewhat “burned out” by the first two stages of the writing process; and, of course, there are so many demands on your time—whether you are a student or professional. Nonetheless, the editing stage must remain a priority in your writing process checklist.

To understand this importance, consider the act of communication in a defense and security context. Can you remember (or at least imagine) a situation in which a decision-maker has failed to act on the valid strategic insights of an advisor due to ill-preparation, poor articulation or disorganized arguments? Think now about how the situation could have been different had this same advisor – having completed the same strategic analysis – taken additional time to “polish” his/her ideas and then carefully honed the message to influence the decision-maker, as intended.

Editing will help you make sure you have successfully communicated your ideas and allow you to refocus attention on the evaluation criteria of your intended audience. Put into practice, editing will become an excellent skill to enhance your future strategic communications as a senior advisor in matters of hemispheric defense and security.

Helpful Tips for Self-Editing

Below are several tips that will help you refine your essays before you seek out additional feedback from your peers, your mentor, and, ultimately, your professor or supervisor. Note: several of these self-editing tips are interrelated, so you should read through all of them before you move to application.

Tip 1: Give yourself some space from your first draft.

Most writers are too close to their essay when they first complete the writing stage. Thus, it is an excellent idea for you to take some time away from your draft to let

both yourself and the document “rest” for a while.²⁴ Giving yourself some distance will allow you to return with a “fresh outlook” that will likely enhance the quality of editing.²⁵

Many writing coaches suggest that you wait a day or more before you return to edit your draft. However, in the IADC context, you may experience a shorter turnaround period, depending on when you began and completed the first two stages of the writing process. Even if you are on a tight schedule, though, it makes sense to take time away from your draft. Go and exercise or spend some quality time with family or friends. And try not to think too much about your draft essay while you are letting it “rest.”

Tip 2: Read your paper aloud and review it in different formats.

Another useful tip for effective self-editing is to read your draft out loud. The act of enunciating and hearing your own written words helps your brain process differently than when you read the same words across your paper or computer screen. Reading aloud tends to alert you to shortfalls in your essay’s structure and to any sections with awkward wording or potentially extraneous text.

A good suggestion is to try alternative reading formats to “help your brain switch gears” during the editing process.²⁶ For example, you might print your essay and edit the hard copy with a pen or marker before returning to your computer keyboard to consolidate final edits. It might also help you to work in another room of your house or on another floor of the College—giving your brain a change of scenery.

Tip 3: Start with the “big picture.”

As you are starting to comprehend, editing your document is an important, but potentially time-consuming task. In ordering your process, then, a good tip is to begin by reviewing “the big picture,” as discussed in guides like *Tongue and Quill* and resources from Purdue University’s Online Writing Center.²⁷

In editing for the “big picture,” it helps to “role play” as a first-time reader who is unfamiliar with your text. Below is a brief checklist of “big picture” questions worth asking yourself during the early stages of revising your draft. You may notice that several questions coincide with elements from your essay’s evaluation criteria. This only highlights their importance to your intended audience.

Questions Related to Overall Coherence and Sequencing

- Can you quickly identify the central issues and main arguments within the essay?

- Do you find a clear linkage of ideas or themes between the essay’s introduction and its conclusion?
- Can you easily follow the essay’s implicit outline?
- Can you identify a coherent flow in the paper if you read only the introduction and conclusion and the first and last sentences of each paragraph?
- Can you uncover any sections that seem out-of-sequence, awkward, or extraneous to the primary arguments and issues treated in the essay?

Questions Related to Overall Argument Balance

- Can you identify any arguments that seem over-developed or under-developed in terms of the relative space they are allotted or the quality of evidence provided to support them?
- Can you identify any “straw man” claims here, that is, any claim or defense that oversimplifies and mischaracterizes the weakness of one argument to try and strengthen another one?
- Can you find any logical fallacies or identify any unsupported claims?

Tip 4: Know your audience; Re-examine task expectations and evaluation criteria.

In many professional settings, it may be difficult to know the implicit criteria by which the quality of your work will be evaluated or judged. Fortunately this is not the case at the IADC. As discussed in previous sections of this Writing Guide, we have attempted to design a clear and transparent system for individual essays so that every student knows the details about an assigned task and its evaluation criteria before ever beginning pre-writing or writing stages.²⁸

Remember to re-examine the original assignment task and specified evaluation criteria during your latter stages of writing. An oversight here can be costly. You should develop a comprehensive checklist of the criteria that you need to review in order to achieve an excellent evaluation for your essay. For example, if you adapt the evaluation criteria rubric for a “Critical Review” essay to a more manageable checklist format, you will find probing questions to “interrogate” or ask difficult questions of your draft.

Questions Related to “Analysis and Evaluation”

- Have you clearly defined (and focused) your essay to address the central issues that you were asked to examine for this assignment?

- Have you selected clear and appropriate criteria by which you can systematically evaluate arguments from the assigned literature, relevant supplemental sources, and your own pre-reading biases?
- Have you identified and appropriately qualified key arguments from the literature and compared/critically assessed each of them against your criteria?

Questions Related to “Synthesis”

- Have you succinctly summarized major arguments from the literature?
- Has your comparative analysis helped you to think in a new way about the issue and have you effectively articulated any new or innovative generalizations?

Questions Related to “Organization and Style”

- Have you opened with a clear, concise introduction to focus the essay?
- Does your conclusion concisely and effectively summarize key findings?
- Have you applied a logical structure to sequence all parts of your essay?
- Have you eliminated stray sentences/paragraphs not related to key arguments?
- Have you crafted the essay so that it flows coherently for the reader and communicates your ideas succinctly and effectively?

Questions Related to “References and Use of Source Materials”

- Have you confirmed that all of your citations include (as available) the name of the author, name of article/ publication, the publishing date, and a relevant page or web address?
- Have you appropriately cited or referenced all of the assigned and supplemental sources necessary to support your arguments and analysis?
- Have you properly “framed” citations to show how that information presented is *relevant* to your arguments and the source is *credible* (include this information in the text each time a new source is introduced).
- Have you addressed questions of authors’ biases or alternative arguments?

After carefully interrogating your draft with these questions (and any others you develop), you are ready to make structural edits to your draft. Save a revised copy on your computer and target key sections you need to add, eliminate, adapt, or move around, as a result of these reviews.²⁹

Tip 5: Review the “window dressing” before submitting your draft.

A final step in the self-editing process is to slowly review your paper and look for the final details, the “window dressing,” of your essay. This step should follow your review of the “big picture” and your re-examination of audience expectations (the assigned task and evaluation criteria). The “window dressing” step is an important part of your final presentation and goes beyond your computer word processor’s “grammar check” tool. Below are additional questions that may help you provide a final polish to your paper before passing it to others for review.

Questions of Paragraph Coherence and Sequencing

- Can you easily identify the topic sentence of every paragraph?
- Can you confirm that there is only one main idea per paragraph?
- Can you uncover sentences or phrases that seem out-of-sequence, awkward, or extraneous to any of your paragraphs?
- Can you identify a clear transition between paragraphs and major ideas?

Questions of Spelling, Grammar and Format

- Can you identify any misspellings or awkward wording?
- Can you confirm correct capitalization and subject-verb agreement?
- Can you find any quotations or references to source materials that are not already cited appropriately according to the *Chicago* style guide format?

Make any necessary revisions after a final review. Now that you have applied each tip for self-editing, you should be ready to receive some constructive external feedback on your essay.

The Importance of Peer Review

One of the most helpful forms of external feedback—and a medium too often underused by students and professionals alike—is the tool of peer review. *Tongue and Quill* exhorts military officers to “fight for feedback.”³⁰ Put this into effect by seeking fresh eyes and fresh perspectives from your peers and other writers you respect to help you improve the quality of written products, oral presentations or briefings.³¹ One professional requirement goes along with this practice. If you gain insights from others that you add to your paper, be sure to “cite” (with an endnote) the originator of the idea.

For example, your note could read: “This idea (short description) was raised during a conversation (or via feedback) with Colonel Smith, advisor, IADC, 15 Sep 2012.”

This process is not always easy. It takes some courage (and often trust between peers) to submit your work for review and critique. The bottom line to getting useful feedback is having an open mind and being able to accept criticism. Don’t take comments personally, even though it may feel as if someone may be attacking “your baby.” Accept feedback willingly and use it constructively—it’s part of the process of developing a quality product.³²

NOTE: Workshops on academic research and analytic writing will be conducted during the College’s introductory academic period. Your instructors will discuss these concepts and conduct a peer review exercise, during which you will receive peer feedback and have the opportunity to comment on the work of your course mates.

Here are a few points to remember as you participate in any peer review:

- One goal of this type of activity is to help everyone become more comfortable sharing their writing. For this reason, it is important when you are a reviewer to offer positive and constructive comments. Do not approach someone’s essay as a problem that needs correction, but rather as a tool that may be sharpened.
- As a peer reviewer, avoid overtly negative comments about any of the essays. You may certainly ask for clarification or express confusion, but do this in a positive way (e.g., “I sense that you disagree with the author on this point, but I don’t completely understand your reasoning,” instead of “I have no idea what you’re talking about here,” or “This makes no sense!”). To adapt the “Golden Rule,” respond to peers’ essays as you would like others to respond to yours.
- Do not apologize for your draft or, at the other extreme, try not to be defensive.
- Remember that someone’s input is just that—something for you to consider. Your review comments or those by your peers are intended to help you to strengthen your draft essay, but, in the end, it is up to the author to make revisions or changes.

After applying revisions from the self-editing and peer review tasks, and reading your paper one last time, you now are ready to submit your well-crafted final draft.

Conclusion

Congratulations! Having dedicated sufficient time and intellectual energy in applying the tips and recommendations documented in this IADC *Student Guide to Writing*, you will have strengthened your research and writing skills and improved your professional communication skills, as well. Your investment will serve you well during the College program, the remainder of your professional career, and beyond.

List of Annexes:

- “A” COMPARISON OF TYPES OF IADC INDIVIDUAL PAPERS
- “B” RESEARCH AND WRITING WORKSHEETS
- WORKSHEET 1: THE ARGUMENT*
- WORKSHEET 2: OPINION BRIEF RESEARCH TABLE*
- WORKSHEET 3: LIBRARY AND ONLINE DATABASE RESEARCH*
- WORKSHEET 4: DECISION REPORT RESEARCH TABLE
- WORKSHEET 5: INSTRUCTIONS FOR PEER REVIEW EXERCISE
- WORKSHEET 6: PEER REVIEW CHECKLIST: DECISION REPORT
- WORKSHEET 7: PEER REVIEW CHECKLIST: REFLECTIVE ESSAY*
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- WORKSHEET 9: REFLECTIVE ESSAY RESEARCH TABLE*
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- “C” EVALUATION RUBRICS

* Resources for review only: No worksheet deliverables are required.

ANNEX A: COMPARISON OF TYPES OF IADC INDIVIDUAL PAPERS

	Decision Paper	Critical Review	Opinion Brief	Reflective Log	Reflective Essay
Topic	<ul style="list-style-type: none"> Presented as a problem to be solved in context of a case study related to course readings, comprehensive research and auditorium instruction. 	<ul style="list-style-type: none"> Presented as an issue to analyze in context of course readings, extensive research, and auditorium/classroom instruction. 	<ul style="list-style-type: none"> Presented as a position to be taken on an issue, with primary emphasis on logical analysis and argumentation. 	<ul style="list-style-type: none"> Presented as lessons learned from an academic activity, framing personal reflections in terms of event objectives. 	<ul style="list-style-type: none"> Presented as lessons learned from an academic activity, integrating personal reflections with event objectives and course content (readings).
Specific Objectives	<ul style="list-style-type: none"> Clearly defines the assigned major issue(s) and identifies additional context considerations. Develops clear & comprehensive evaluation criteria and assumptions. Develops reasonable primary and alternate course(s) of action with attention to accuracy. Develops more than adequate evidence for each COA & synthesizes relevant findings. Skillfully develops persuasive arguments for reader's agreement with proposed course(s) of action. 	<ul style="list-style-type: none"> Clearly defines the assigned major issue(s) and identifies additional context considerations. Identifies clear and logical evaluation criteria. Synthesizes logical arguments from a comparative review of relevant readings and/or resources. Clearly analyzes and compares/contrasts key arguments with relevant scholars' published ideas. 	<ul style="list-style-type: none"> Skillfully frames a clear and influential position on the central issue and in most supporting issues. Skillfully defends key and most supporting argument(s) with convincing evidence. Employs skillful logic or reasoning to address most aspects of issue(s). 	<ul style="list-style-type: none"> Demonstrates superb understanding of relevant activity/event content. Skillfully delineates 2 to 4 lessons learned related to the assigned activities & provides several superb details and/or insights for each. Skillfully reinforces specified learning objectives & core themes of the assigned academic activity/event. Superbly integrates critical self-reflection for each lesson learned and analyzes with great depth & nuance how core activity themes relate specifically to previous knowledge or personal experiences. 	<ul style="list-style-type: none"> Demonstrates superb understanding of relevant activity/event content. Skillfully delineates 2 to 4 lessons learned related to the assigned activities & provides several superb details and/or insights for each. Skillfully reinforce specified learning objectives & core themes of the assigned academic activity/event. Superbly integrates critical self-reflection for each lesson learned and analyzes with great depth & nuance how core activity themes relate specifically to previous

					knowledge or personal experiences.
	Decision Paper	Critical Review	Opinion Brief	Reflective Log	Reflective Essay
Audience	<ul style="list-style-type: none"> • Decision-makers • Professors 	<ul style="list-style-type: none"> • Academics • Professors 	<ul style="list-style-type: none"> • As Designated • Professors 	<ul style="list-style-type: none"> • Peers / Self • Professors 	<ul style="list-style-type: none"> • Bureaucrats / Self • Professors
Organization and Style	<ul style="list-style-type: none"> • Introduction and conclusion are clear, comprehensive and skillfully link key ideas. • Demonstrates excellent 	<ul style="list-style-type: none"> • Introduction and conclusion are clear, comprehensive and skillfully link key ideas. 	<ul style="list-style-type: none"> • Introduction and conclusion are clear, comprehensive and skillfully link key ideas. 	<ul style="list-style-type: none"> • Demonstrates excellent organizational coherence and use of transitions. 	<ul style="list-style-type: none"> • Introduction and conclusion are clear, comprehensive, and complementary.

	organizational coherence and use of transitions.	<ul style="list-style-type: none"> • Provides a well-written, appropriate and clearly identifiable thesis. • Demonstrates excellent organizational coherence and use of transitions. 	<ul style="list-style-type: none"> • Provides a well-written, appropriate and clearly identifiable thesis. • Demonstrates excellent organizational coherence and use of transitions. 		<ul style="list-style-type: none"> • Demonstrates excellent coherence and focus.
Reference and Source Materials	<ul style="list-style-type: none"> • Employs multiple, relevant citations from assigned readings, additional scholarly articles and/or from auditorium or small group discussions. • Employs proper IADC formatting and, with few exceptions, proper Chicago Manual of Style citation formatting. 	<ul style="list-style-type: none"> • Employs multiple, relevant citations from assigned readings, additional scholarly articles and/or from auditorium or small group discussions. • Employs proper IADC formatting and, with few exceptions, proper Chicago Manual of Style citation formatting. 	<ul style="list-style-type: none"> • Employs multiple, relevant citations from assigned readings, additional scholarly articles and/or from auditorium or small group discussions. • Employs proper IADC formatting and, with few exceptions, proper Chicago Manual of Style citation formatting. 	<ul style="list-style-type: none"> • As desired, cites relevant sources to support lessons learned. • Employs proper IADC formatting and, with few exceptions, proper Chicago Manual of Style citation formatting. 	<ul style="list-style-type: none"> • Skillfully frames and employs multiple, relevant citations from readings, additional scholarly articles, and/or from auditorium or small group discussions. • Employs proper IADC formatting and, with few exceptions, proper Chicago Manual of Style citation formatting.

ANNEX B: RESEARCH AND WRITING WORKSHEETS

WORKSHEET 1: THE ARGUMENT

WORKSHEET 2: OPINION BRIEF RESEARCH TABLE

WORKSHEET 3: LIBRARY AND ONLINE DATABASE RESEARCH

WORKSHEET 4: DECISION REPORT RESEARCH TABLE

WORKSHEET 5: INSTRUCTIONS FOR PEER REVIEW EXERCISE

WORKSHEET 6: PEER REVIEW CHECKLIST: DECISION PAPER

WORKSHEET 7: PEER REVIEW CHECKLIST: REFLECTIVE ESSAY*

WORKSHEET 8: PEER REVIEW CHECKLIST: CRITICAL REVIEW*

WORKSHEET 9: REFLECTIVE ESSAY RESEARCH TABLE*

WORKSHEET 10: CRITICAL REVIEW RESEARCH TABLE*

* Resources for review only: No worksheet deliverables are required.

WORKSHEET 1: THE ARGUMENT

Name: _____ Country _____

A sound argument must have the following elements:

1) Claim:

This is a declarative statement or affirmation about an issue. Example: "Toyotas are safe vehicles." In academic writing, this can also be called a *thesis*.

2) Evidence:

These are facts that support your claim. Example: "A survey conducted in 2009 of 20 of the top-selling brands of automobiles showed that Toyota had the third highest safety rating."

3) Warrant:

This is what makes your facts relevant to the claim you are making. Example: "The survey reports results from tests conducted on vehicles that were made using standard production lines and not simply an evaluation of production designs and specifications."

4) Qualification:

These are the conditions under which your claim is valid. Example: "The results are based on a sample obtained from vehicles produced for the North-American market and may not reflect the performance in other regions."

WORKSHEET 2: OPINION BRIEF RESEARCH TABLE

Name: _____ Country _____

Argument: Provide below a brief summary of your primary claim(s).

Instructions: For each category, identify sources of information relevant to your research and place endnote references in the "Source" column. In the "Summary" column, you should provide a brief description of the data you accessed and explain its relevance.

Category	Summary	Source (<i>Chicago Style Endnotes</i>)
<i>General Context or Background for Your Opinion</i>		
<i>Support for Your Argument</i>		
Documented Evidence and Warrant (#1)		

<p><i>Support for Your Argument</i></p> <p>Documented Evidence and Warrant (#2)</p>		
<p><i>Support for Your Argument</i></p> <p>Documented Evidence and Warrant (#3)</p>		
<p><i>Limitations/ Challenges to Your Opinion, Arguments & Assumptions</i></p> <p>Qualifications for #1, #2, #3</p>		

WORKSHEET 3: LIBRARY AND ONLINE DATABASE RESEARCH

Name: _____ Country _____

SECTION 1 – Worksheet 3

Instructions: Identify 3+ themes you would like to research further to help you develop, analyze, and evaluate courses of action for your assigned Decision Paper. Review the general case scenario in the syllabus/directive and think carefully about its national and regional applications. What inputs would be most useful to expand your knowledge of the context, draft courses of action, determine assessment criteria, and make strategic recommendations? Perhaps you need to research specific legal norms, civil-military relationships, evaluation criteria, or cases of political crisis from other contexts. Choose themes that spark your interest and merit further investigation. You will be expected to research selected themes by using the varied online databases available at the College.

Research Theme (What will you research?)	Theme's Relevance to Decision Paper (Why have you selected this theme?)

SECTION 2 - Worksheet 3

Instructions: Provide the library call number and *Chicago Style* citation for at least five theme-related books you will try to check out at NDU library (using the online catalog).

Library Call Number	Chicago Style Citation (Endnote Format)

SECTION 3 - Worksheet 3

Instructions: Provide the *Chicago Style* citation (including hyperlinked web address) for online resources accessed from at least 6 databases listed on the IADC library web page. At least 2 sources should be accessed via the MERLN site.

Name of Database	Summary of Information Accessed / Relevance to Research Themes	Chicago Style Citation (Endnote Format)
1)		
2)		
3)		

Name of Database	Summary of Information Accessed / Relevance to Research Themes	Chicago Style Citation (Endnote Format)
4)		
5)		
6)		

WORKSHEET 4: DECISION REPORT RESEARCH TABLE

Name: _____

Country _____

Decision Task: Provide below a brief summary of your decision assignment.

Instructions: Identify the assessment criteria or benchmarks you will use to evaluate the different courses of action and briefly explain the reasoning/relevance of your selection.

Assessment Criterion #1

1)

Assessment Criterion #2

2)

Assessment Criterion #3

3)

Instructions: Identify/explain multiple courses of action (COAs), then summarize and document your data sources (in end note format). Use the “Category” and “Summary” columns to clarify how the sources support, challenge, or condition each of your COAs. Make sure to apply your assessment criteria as you consider the relevance of sources.

COURSE OF ACTION #1
1)

Category	Source (Chicago Style Endnotes)	Summary
<i>General Context or Background</i>		

<i>Support for COA #1</i>		
<i>Based on Assessment Criteria</i>		
<i>Evidence and Warrants</i>		

<i>Challenges for COA #1</i> <i>Based on Assessment Criteria</i> <i>Limitations and Qualifications</i>		

COURSE OF ACTION #2
2)

Category	Category	Source (Chicago Style Endnotes)
<i>General Context or Background</i>		

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Category	Source (<i>Chicago Style</i> Endnotes)	Summary
<i>Support for COA #2</i>		
<i>Based on Assessment Criteria</i>		
<i>Evidence and Warrants</i>		

<i>Challenges for COA #2</i>		
<i>Based on Assessment Criteria</i>		
<i>Limitations and Qualifications</i>		

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COURSE OF ACTION #3
3)

Category	Source (<i>Chicago Style</i> Endnotes)	Summary
<i>General Context or Background</i>		

<i>Support for COA #3 Based on Assessment Criteria Evidence and Warrants</i>		

Category	Source (<i>Chicago Style</i> Endnotes)	Summary
<i>Challenges for COA #3</i>		
<i>Based on Assessment Criteria</i>		
<i>Limitations and Qualifications</i>		

Instructions: Identify and explain the recommended COA (based on your research and application of selected assessment criteria).

Recommended Course of Action

WORKSHEET 5: PEER-REVIEW EXERCISE INSTRUCTIONS

1. Please read the following instructions carefully **before** you begin your group work.
2. Within your large working groups and at the instruction of your facilitator, everyone will be asked to **complete the Pre-Review section** of the *Individual Worksheet* (on the last page of this packet). When completed, your facilitator will temporarily collect all the *Worksheets*.
3. The facilitator will reinforce **ground rules, timelines, and expectations** for your peer review activity and then divide your large working group into assigned sub-groups.
4. When everyone is ready, the facilitator will release sub-groups from the seminar room. You then will have a **maximum of 20 minutes** to accomplish the following tasks:

- a. Find an **appropriate space** within the College for your sub-group discussion.

Each person should take along 4 copies of his/her draft essay, 5-10 blank sheets of paper, a pair of pens or markers, and a watch (or phone) to keep time.

- b. Exchange draft copies of your draft paper within the sub-group so that each of you has a **copy of your own essay and one from each of your peers**.
- c. Plan a schedule for your sub-group, **evenly dividing your peer review time** and taking into account the **activity deadline**, your lunch and a 15-minute break, each to be planned based on sub-group consensus.
- d. Send a representative to the facilitator (who will wait in the seminar room) to **seek approval** for your sub-group's location and draft schedule.

The facilitator will rotate between the sub-groups throughout the activity in order to check your progress and also to answer any questions that may arise.

- e. **Prepare yourself** for the peer review activity. If necessary, quickly visit the restroom or water fountain. You may also want to re-read these instructions.
5. To begin your sub-group's first peer review, a volunteer should confirm that everyone has a copy of his/her draft essay. Then, **without any introductory comments or apologies**, the volunteer will **read his/her essay aloud** to other members. Everyone should listen carefully and avoid commenting (unless some group members cannot hear the reader). During the reading, **listeners should make notes of any comments** on the essay draft and/or on a separate piece of paper. Both will be returned to the writer as part of the peer feedback.
 6. When the writer is finished reading, it is time for him/her to **ask for verbal feedback** from the peer group. The writer **must ask at least one question from each category**, but should repeat categories and may begin in any order. There is no set order for peers' responses, but you should remember that **active participation is crucial** to the peer review process.

The writer is responsible to keep time, unless it is delegated to another group member.

When time is almost up, the writer who has just shared his/her work should collect all peer copies of the essay along with any additional written feedback. The writer

should take a moment to briefly review written comments and suggestions **from the peer group.**

7. **Steps 6 and 7 should be** repeated until all group members have shared **their work.**
8. **At 1230 (or another assigned time), if all members have shared** with the peer group, take a 15-minute break.
9. **At 1245 (or another assigned time), everyone should be back in your seminar room,** rejoining the larger working group.
10. The facilitator will lead a short **debriefing exercise** for the Peer Review Activity and return your *Individual Worksheets*. You then will have the chance to complete your **Post-Review.**

Additional Notes for Consideration:

A major goal of this peer review activity is to help everyone to become more comfortable sharing his/her writing. For this reason, it is very important when you are a reviewer to offer positive and constructive comments to the writer/ reader. Do not approach someone's essay as if it is a problem that needs to be corrected but rather as a tool that can be sharpened.

Group members:

Avoid overtly negative comments about the essay. You may certainly ask for **clarification** or express confusion, but do this in a positive way (e.g., "I sense that you disagree with the author on this point, but I don't completely understand your reasoning," instead of "I have no idea what you're talking about here," or "This makes no sense"). To adapt the "Golden Rule," respond to your peers' essays as you would like the others to respond to yours.

Writers:

Listen carefully to the comments of the group. **Do not apologize** for your draft **and try not to be defensive.** Remember that a response can't be wrong, just different. Your peers' **comments are intended to help you** to strengthen your draft essay before final presentation.

WORKSHEET 6: PEER REVIEW CHECKLIST: DECISION REPORT

Categories of Peer Review Questions (ask 2 or more from each category)

Questions related to "Personal Impressions"

- What are the aspects that really work in my essay? (What do you like most about it?)
- What elements surprise you in my essay? Why?
- What arguments or aspects would you like to hear more about?
- What questions do you have for me about my essay?
- What do you believe is the most important or compelling point within my essay?
- What do you find most distinctive about my writing style?

Questions related to "Organization and Style"

- How clear is my introduction, and does it help to focus my essay?
- How strong is my conclusion and does it effectively summarize my findings?
- How easy is it to trace my internal outline and follow my essay's logical structure?
- Have I eliminated all stray sentences or extra paragraphs unrelated to key arguments?
- How coherent is my essay's flow, and how well do I lead the reader with my transitions?

Questions related to "Key Issues and Criteria"

- How well have I focused my essay on the central issues of the assignment?
- Have I identified all of the major contextual issues relevant to my essay?
- How clear and appropriate are the criteria I am using to evaluate courses of action?
- Have I clarified my assumptions, and are they appropriate for criteria development?

Questions related to "Courses of Action (COA) Development"

- Have I developed enough comprehensive and credible courses of action (COAs)?
- Have I offered sufficient support and evidence for each COA that I discuss?
- How well have I compared and critically assessed each COA against selected criteria?
- How balanced are the arguments, evidence, and overall analysis I present here?
- How well have I categorized and summarized relevant findings for each of my COAs?

Questions related to "Persuasion"

- How persuasive is my recommendation for the proposed course of action?
- What stakeholders do you believe would be most/least influenced by my argument(s)?

Questions related to "Reference and Source Materials"

- Have I selected a sufficient number of credible sources to support my critical analysis?

- How well have I cited and referenced the assigned readings and supplemental sources?
- How effectively do I employ citation norms from the *Chicago Manual of Style* and the IADC *Student Writing Guide*?

Questions related to “Strategies for Improvement”

- If you had to choose one aspect of my essay to improve upon, where would you begin?
- Which of the arguments in my essay do you identify as the least developed? Why?
- If you had to cut three sentences from my essay, which ones would you eliminate?
- What are the technical elements that I should improve before completing my editing?

WORKSHEET 7: PEER REVIEW CHECKLIST: REFLECTIVE ESSAY

Categories of Peer Review Questions (ask 2 or more from each category)

Questions related to “Personal Impressions”

- What are the aspects that really work in my essay? (What do you like most about it?)
- What elements surprise you in my essay? Why?
- What arguments or aspects would you like to hear more about?
- What questions do you have for me about my essay?
- What do you believe is the most important or compelling point within my essay?
- What do you find most distinctive about my writing style?

Questions related to “Organization and Style”

- How clear is my introduction, and does it help to focus my essay?
- How strong is my conclusion and does it effectively summarize my findings?
- How easy is it to trace my internal outline and follow my essay’s logical structure?
- Have I eliminated all stray sentences or extra paragraphs unrelated to key arguments?
- How coherent is my essay’s flow, and how well do I lead the reader with my transitions?

Questions related to “Comprehension and Lessons Learned”

- How well does my course synthesis demonstrate my understanding of key concepts?
- How well have I met requirements for the quantity and quality of lessons articulated?
- Which of my articulated lessons do you find most insightful and well-developed?
- Which of the lessons needs the most work in terms of its development, context, etc.?
- How well do my lessons relate to and reinforce course themes and learning objectives?

Questions related to “Critical Reflection”

- How well have I demonstrated critical thinking and self-reflection in my discussion of lessons learned?
- Have I offered specific examples of how course resources, activities, and themes relate to my own personal experiences and previous knowledge?

Questions related to “Sources and Citations”

- Have I selected a sufficient number of credible sources to support my critical analysis?
- How well do I employ and frame assigned readings, course activities, and supplemental sources to demonstrate my comprehension of the course themes and objectives?

- How effectively do I employ citation norms from the *Chicago Manual of Style* and the *IADC Student Writing Guide*?

Questions related to “Strategies for Improvement”

- If you had to choose one aspect of my essay to improve upon, where would you begin?
- Which of the lessons in my essay do you identify as the least developed? Why?
- If you had to cut three sentences from my essay, which ones would you eliminate?
- What are the technical elements that I should improve before completing my editing?

WORKSHEET 8: PEER REVIEW CHECKLIST: CRITICAL REVIEW

Categories of Peer Review Questions (ask 2 or more from each category)

Questions related to "Personal Impressions"

- What are the aspects that really work in my essay? (What do you like most about it?)
- What elements surprise you in my essay? Why?
- What arguments or aspects would you like to hear more about?
- What questions do you have for me about my essay?
- What do you believe is the most important or compelling point within my essay?
- What do you find most distinctive about my writing style?

Questions related to "Organization and Style"

- How clear is my introduction, and does it help to focus my essay?
- How strong is my conclusion and does it effectively summarize my findings?
- How easy is it to trace my internal outline and follow my essay's logical structure?
- Have I eliminated all stray sentences or extra paragraphs unrelated to key arguments?
- How coherent is my essay's flow, and how well do I lead the reader with my transitions?

Questions related to "Key Issues and Criteria"

- How well have I focused my essay on the central issues of the assignment?
- Have I identified all major contextual issues relevant to the assigned issue or argument?
- How clear, logical, and appropriate are the criteria I use to evaluate authors' arguments?

Questions related to "Synthesis and Analysis"

- How well have I categorized and synthesized the major arguments from the literature?
- Have I offered sufficient support and evidence for each argument that I discuss?
- How well have I compared and critically assessed each argument against the criteria?
- How well do I support my comparisons, claims, and ideas with examples and details?
- How balanced and nuanced are the arguments, evidence, and analysis presented here?
- Have I offered you any new insights or innovative generalizations within my essay?

Questions related to "Reference and Source Materials"

- Have I selected a sufficient number of credible sources to support my critical analysis?
- How well have I cited and referenced the assigned readings and supplemental sources?

- How effectively do I employ citation norms from the *Chicago Manual of Style* and the *IADC Student Writing Guide*?

Questions related to “Strategies for Improvement”

- If you had to choose one aspect of my essay to improve upon, where would you begin?
- Which of the arguments in my essay do you identify as the least developed? Why?
- If you had to cut three sentences from my essay, which ones would you eliminate?
- What are the technical elements that I should improve before completing my editing?

WORKSHEET 9: REFLECTIVE ESSAY RESEARCH TABLE

Name: _____
Country _____

Instructions: For each category, identify sources of information relevant to your research and place endnote references in the "Source" column. In the "Summary" column, you should provide a brief description of the data you accessed and explain its relevance.

Category	Source (Chicago Style Endnotes)	Summary
<i>General Context / Background</i>		
<i>Lesson / Theme #1</i> _____ _____		
<i>Lesson / Theme #2</i> _____ _____		

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Category	Source (Chicago Style Endnotes)	Summary
<i>Lesson / Theme #3</i> <hr/> <hr/>		
<i>Lesson / Theme #4</i> <hr/> <hr/>		
<i>Resource Linkages to Relevant Personal Experiences</i>		

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WORKSHEET 10: CRITICAL REVIEW RESEARCH TABLE

Name: _____ **Country** _____

Critical Review: Provide below a brief summary of the selected author’s argument(s).

Instructions: Identify the assessment criteria or benchmarks you will use to evaluate the author’s argument(s) and briefly explain the reasoning/relevance of your selection.

Assessment Criterion #1
1)

Assessment Criterion #2
2)

Assessment Criterion #3

3)

Instructions: For each category, identify sources of information relevant to your research and place endnote references in the "Source" column. In the "Summary" column, you should provide a brief description of the data you accessed and explain its relevance. Make sure to apply your assessment criteria as you analyze/categorize your sources.

Category	Source (<i>Chicago Style</i> Endnotes)	Summary
<i>Information about the Author Reviewed</i>		
<i>General Context</i>		
<i>Support for Author's Arguments and Assumptions</i>		

<i>Challenges to Author's Arguments and Assumptions</i>		

NOTES

¹ U. S. Air Force, *The Tongue and Quill: Communication Is an Essential Tool for the Twenty-First Century Air Force*, AFH 33-337 (Washington, D.C.: Secretary of the Air Force, 2004), http://static.e-publishing.af.mil/production/1/saf_cio_a6/publication/afh33-337/afh33-337.pdf.

² David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Englewood Cliffs, N. J.: Prentice-Hall, 1984).

³ W. Michael Guillot, "Critical Thinking for the Military Professional," *Air & Space Journal, Chronicles Online Journal*, June 17, 2004, <https://acc.dau.mil/adl/en-US/37423/file/8988/Critical%20Thinking%20For%20The%20Military%20Professional.htm> . Note: *Air and Space Power Journal* is available online in Spanish and Portuguese languages, dating back to 1948.

⁴ David Arturo Acosta Silva, *Manual para la elaboración y presentación de trabajos académicos escritos* (Bogotá, Colombia: Corporación Universitaria UNITEC, 2007), <http://www.scribd.com/doc/38879/Manual-para-la-elaboracion-y-presentacion-de-trabajos-academicos-escritos>

⁵ Harvard College Library, "Interrogating Texts: 6 Reading Habits to Develop in Your First Year at Harvard," http://hcl.harvard.edu/research/guides/lamont_handouts/interrogatingtexts.html

⁶ Harvard College Library.

⁷ Harvard College Library.

⁸ This is a general guideline and you will find that for some categories you will easily need more than two sources. For example, there are many articles that are written by a group of authors. All of their biographies or affiliations should be explored. You may find there are three main arguments the author hinges upon and each of these should be researched.

⁹ You also will complete reports for both student research committees, targeting the "World Situation" and "Hemispheric Situation," respectively, in addition to a Country Study paper. Paper requirements will be explained in detail in classroom sessions, and the rubric evaluation criteria are accessible on IADCmoodle.org in the Library/Biblioteca course.

¹⁰ U.S. Air Force, *Tongue and Quill*, 42-3.

¹¹ U.S. Air Force, 65-90. Students can access the assigned text at this web address: http://static.e-publishing.af.mil/production/1/saf_cio_a6/publication/afh33-337/afh33-337.pdf

¹² Inter-American Defense College, *Class 55 Course Catalog and Student Handbook* (Washington, D.C.: IADC, 2015), 61-3.

¹³ You may review the 150 pages dedicated to the subject in the 17th edition of the *Chicago Manual*. See University of Chicago Press, *Chicago Manual of Style*, 17th edition (Chicago: University of Chicago Press, 2017).

¹⁴ Go to The Chicago Manual of Style Online, "Chicago-Style Citation Quick Guide," http://www.chicagomanualofstyle.org/tools_citationguide.html or Purdue University Online Writing Laboratory, "Chicago Manual of Style 17th Edition," <http://owl.english.purdue.edu/owl/resource/717/01/>

¹⁵ University of Chicago Press, *Chicago Manual of Style*, 17th edition, 799.

¹⁶ University of Chicago Press, 828.

¹⁷ University of Chicago Press, 743.

¹⁸ University of Chicago Press, 755-7.

¹⁹ University of Chicago Press, 743.

²⁰ University of Chicago Press, 759-60.

²¹ See EndNote.com, <https://www.myendnoteweb.com/>, RefWorks.com, <http://www.refworks.com> and Zotero.org, a project of the Roy Rosenzweig Center for History and New Media at George Mason University. <http://www.zotero.org/>

²² See WorldCat.org, <http://www.worldcat.org/>

²³ Gordon Harvey, *Writing with Sources: A Guide for Students*, 2nd ed (Indianapolis: Hackett Publishing Company, Inc., 2008). A slightly modified version of this book for Harvard students is available here: http://www15.uta.fi/FAST/PK6/REF/writing_with_sources.pdf

²⁴ Acosta Silva, *Manual Para la Elaboración*, 14-15.

²⁵ Purdue University Online Writing Laboratory, "Steps for Revising Your Paper," <http://owl.english.purdue.edu/owl/resource/561/05/>

²⁶ Melinda Copp, "5 Simple Self-editing Tips to Clean Up Your Prose," *Articlesbase.com*, March 27, 2008, <http://www.articlesbase.com/writing-articles/5-simple-selfediting-tips-to-clean-up-your-prose-370961.html>

²⁷ U.S. Air Force, *Tongue and Quill*, 93-5; Purdue University Online Writing Laboratory, "Steps for Revising Your Paper," <http://owl.english.purdue.edu/owl/resource/561/05/>

²⁸ Assignment information is readily available within your academic module syllabi and specific evaluation criteria can be found in the evaluation rubrics.

²⁹ These ideas are adapted from a wide array of other writing resource tools, including Acosta Silva, *Manual Para la Elaboración*, 15.

³⁰ U.S. Air Force, *Tongue and Quill*, 54.

³¹ U.S. Air Force, 105-8.

³² U.S. Air Force, 107.