

WRITING EFFECTIVELY:
Hints and Helpful Guidance for the Army Writer
Writing Guide #1

The Army is effective only if information and directions are clearly communicated. In carrying out your military duties, you will write various types of correspondence. This student guide will help you become an effective Army writer.

ARMY WRITING STYLE

General Summary

Following the components of the Army writing style will lead you to write to Army standard. The Army standard is stated as "transmits a clear message in a single rapid reading and is generally free of errors in grammar, mechanics, and usage." A general summary of the Army writing style is below:

1. Put the recommendation, conclusion or reason for writing -- the bottom line" -- in the first or second paragraph, not at the end.
2. Use the active voice.
3. Use short sentences (an average of 15 or fewer words).
4. Use short words (three syllables or fewer).
5. Write paragraphs that average 6 to 7 sentences in length.
6. Use correct spelling, grammar, and punctuation.
7. Use "I," "you," and "we" as subjects of sentences instead of "this office," "this headquarters," "all individuals," and so forth for most kinds of writing.
8. Retype correspondence only when pen and ink changes are not allowed, when the changes make the final product look sloppy, or when the correspondence is going outside DA or to the general public. In general, do not retype correspondence to make minor corrections.

Learning to accurately use the various components of the Army writing style correctly will help you learn to write using the Army writing standard

STEPS IN THE WRITING PROCESS

Writing Guide #2

All writing follows the same basic steps regardless of whether you are writing for the Army or writing a research paper. The following steps will help you develop a well-thought out and well-written product.

- Step 1. RESEARCH
- Step 2. PLAN
- Step 3. PREPARE A DRAFT
- Step 4. REVISE YOUR DRAFT
- Step 5. PROOF

1. **STEP 1: RESEARCH** Research is the gathering of ideas and information. This is the step where you answer the "who, when, where, what, and how of the issue". Since we gather information in different ways, you must find the system which best suits you and your task. This means that as you gather ideas, you must keep in mind both your purpose and your audience. Gather as many ideas as you can. Use all possible sources. It is easier to throw out ideas that you don't need than it is to go back and do more research. Once you have the ideas you need, you will continue to the planning stage.

Suggested Actions

- a. Collect as much information as possible about the subject.
 - (1) Record the information you collect about the subject.

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Army Writing Guide:

The Army Writer David Klein, 1951 *Army Writing Guide* MSG Parker, 2010-08 Drawing from over 24 years of experience in units around the world the author provides information on and examples of Army writing requirements that can be found anywhere else This book is packed with clear guidance on the best strategy for advancement through the ranks including how to write exceptional NCO Evaluation Reports and Awards that will increase your chances for recognition and promotion MSG Parker ret the webmaster of ArmyWriter com has over 24 years active duty experience and is the foremost authority on information sharing In this book he has written and collected the best of products contributed by Soldiers from around the world and from a variety of occupational specialties There are dozens of official publications that describe official Army writing requirements but none that describe them as completely or as clearly as this book *US Army Field Artillery School Guide for Writers of Military History* ,1983 **The Guide to Effective Army Writing** Field Artillery School (Fort Sill, Okla.), 1994* **Guide to Effective Military Writing** William A. McIntosh, 1986 *Military Writing* Robert Cyril Wolferstan Thomas, 1956 *Army* ,1966 *NCO Call* ,1990-05 *Writing Guide for Army Efficiency Reports* Douglas L. Drewry, 1987 **Catechism on the Manual of instruction in army signalling, by L. Edye and E. Rhodes** Lourenço Edye, 1894 **Catechism on the Manual of Instruction in Army Signalling** Lourenço Edye, Elmthirst Rhodes, 1889

Drilled to Write J. Michael Rifenburg, 2022-10-14 Drilled to Write offers a rich account of US Army cadets navigating the unique demands of Army writing at a senior military college In this longitudinal case study J Michael Rifenburg follows one cadet Logan Blackwell for four years and traces how he conceptualizes Army writing and Army genres through immersion in military science classes tactical exercises in the Appalachian Mountains and specialized programs like Airborne School Drawing from research on rhetorical genre studies writing transfer and materiality Drilled to Write speaks to scholars in writing studies committed to capturing how students understand their own writing development Collectively these chapters articulate four ways Blackwell leveraged resources through ROTC to become a cadet writer at this military college Each chapter is dedicated to one year of his undergraduate experience with focus on curricular writing for his business management major and military science classes as well as his extracurricular writing like his Ballroom Dance Club bylaws and a three thousand word short story In Drilled to Write Rifenburg invites readers to see how cadets are positioned between civilian and military life a curiously liminal space where they develop as writers Using Army ROTC as an entry into genre theory and larger conversations about the role higher education plays in developing Army officers he shows how writing students develop genre awareness and flexibility while forging a personal identity **Guide to official letter writing, orders, &c. by an army schoolmaster** Guide, 1886 *Military Review* ,2015 **The first class Army school certificate made easy, by an army schoolmaster [G. L. Dunnett]. Group 1, 2** George Lund Dunnett, 1898 Effective Army Writing United States. Adjutant General Center, 1957 *Nicknames & traditions in the army* Army, 1891 **The**

Army Writing Program ,1992 **Preparing Your Campus for Veterans' Success** Bruce Kelley,Ernetta Fox,Justin Smith,2023-07-03 This book is intended for everyone in higher education whether in the classroom student affairs administration admissions health services or faculty development who is or expects to be teaching advising or serving student veterans This book is the outcome of a partnership between the Center for Teaching and Learning and the office of Disabilities Services at the University of South Dakota that led to the development of the Fides program whose goal was to establish high quality evidence based development opportunities specifically designed to enable key university constituencies the faculty staff and administration to understand their role in providing extraordinary learning experiences for veterans The program was funded through a congressionally directed FIPSE grant Materials from Fides have been featured by prominent educational organizations and are being used by the National Center for PTSD colleges universities and boards of regents across the US This book provides the background and guidelines you need to leverage the strengths that student veterans bring to your institution to ease the challenges they face in transitioning into higher education to facilitate their learning and to ensure their successful graduation Student veterans bring many strengths to your campus maturity significant life experiences and cross cultural awareness They are highly motivated to serve others and value education Student veterans may however face significant challenges Student veterans have typically been out of high school for some time where they may have earned average grades Many are married with children and more than a few are single parents They are approximately 20% less likely than non veterans to attain a bachelor degree and slightly more likely to drop out of higher education without attaining a degree of any sort Deployments extend their time to degree and multiple deployments can significantly delay graduation The challenges associated with transitioning from the military into higher education are heightened when a student has a disability physical psychological or emotional Common disabilities that are emerging from Iraq and Afghanistan include amputations hearing loss traumatic brain injury and post traumatic stress disorder To enable student veterans to succeed institutions need to develop holistic initiatives to mediate student veterans transition and persistence and develop appropriate programs and services that recognize their skills family responsibilities and distinct needs This book outlines best practices for student affairs describes innovative approaches to administrative services and support suggests streamlining policies and procedures to make the campus veteran friendly proposes ideas for academic programs looks at the implications for course structure and design considers the classroom environment and explores how classroom policies impact student veterans One chapter examines the issue of student veteran success specifically from the point of view of two year institutions The authors stress the importance of collaborative approaches across divisions and functions providing all stakeholders on campus with a comprehensive view of how they can support each to ensure the success of their student veterans **Guide to Effective Military Writing** William A. McIntosh,2003-05-01 Concise easy to use guide to efficient communication What every military writer should know about the English language Newly revised

edition includes writing for the Internet With the advent of the Internet servicemembers are writing more than ever But are they writing effectively and persuasively Many are not This revised updated edition provides the basics of correct and effective military communication with emphasis on substance organization of content and style along with editing techniques and military and civilian formats

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Table of Contents Army Writing Guide

1. Understanding the eBook Army Writing Guide
 - The Rise of Digital Reading Army Writing Guide
 - Advantages of eBooks Over Traditional Books
2. Identifying Army Writing Guide
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Army Writing Guide
 - User-Friendly Interface
4. Exploring eBook Recommendations from Army Writing Guide
 - Personalized Recommendations
 - Army Writing Guide User Reviews and Ratings
 - Army Writing Guide and Bestseller Lists
5. Accessing Army Writing Guide Free and Paid eBooks
 - Army Writing Guide Public Domain eBooks
 - Army Writing Guide eBook Subscription Services
 - Army Writing Guide Budget-Friendly Options
6. Navigating Army Writing Guide eBook Formats

- ePub, PDF, MOBI, and More
- Army Writing Guide Compatibility with Devices
- Army Writing Guide Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Army Writing Guide
 - Highlighting and Note-Taking Army Writing Guide
 - Interactive Elements Army Writing Guide
- 8. Staying Engaged with Army Writing Guide
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Army Writing Guide
- 9. Balancing eBooks and Physical Books Army Writing Guide
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Army Writing Guide
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Army Writing Guide
 - Setting Reading Goals Army Writing Guide
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Army Writing Guide
 - Fact-Checking eBook Content of Army Writing Guide
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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