MILITARY SCIENCE
DEPARTMENT OF EDUCATION
COURSE SYLLABUS
MSCI 4303: ADAPTIVE LEADERSHIP

Instructor

Meeting Days/ Time:       Professor: LTC Gerald Avila
M-W-F 10:00-10:50 am     Office: Classroom West, Room 220B
Place:  CW 225          Phone: 825-5845
Office Hours: MON 1300-1400,
TUES/THRS 1000-1100, WED 0830-0930
E - M a i l :  gerald.avila@tamucc.edu

Course Description

MSL 401/MSCI 4303 is a practical application of adaptive leadership. Students are assigned the
duties and responsibilities of an Army battalion staff officer. Students are considered MSL IV
Cadets and will apply Army applications in the daily operations of the cadet battalion through
weekly training meetings and other ROTC events. During these weekly training meetings, the
student will plan, execute and assess ROTC training and recruiting events. MSL IV Cadets will
study the special trust proposed to Army Officers by the US Constitution and the President of the
United States--a special trust given to no other civilian professions. They will study how Army
values and leader ethics are applied in the Full Spectrum Operating Environment and how these
values and ethics are relevant to everyday life. The cadet will study the Army officer’s role in
the Uniform Code of Military Justice, the counseling of subordinates, administrative actions and
the management of an Army Officer’s career. MSL IV Cadets will train their underclassmen by
applying the principles of training through the utilization of the training management cycle and
employing composite risk management. MSL IV Cadets will mentor and evaluate ROTC Basic
Course students by using the Leadership Development Program, OER Process, and evaluation
support forms; while being mentored and evaluated by experienced ROTC cadre. The MSL 401
course is designed to include multiple opportunities for student-centered learning to include, but
not limited to student reading assignments; homework assignments; participation in small group
assignments, practical exercises, case study simulations; student-delivered briefings and
operations orders; and a variety of student assessments such as quizzes, a mid-term and a final
exam.

Learning Objectives

The overall objective of this course is to prepare the student for success at the Basic Officer
Leader Course (BOLC) B, (which the student will attend upon graduation and commissioning)
and to develop the student into a leader imbued with the Warrior Ethos, who can think critically
and will be capable of leading Soldiers in the Full Spectrum Operating Environment (OE) at
their first unit of assignment. This course has specific learning objectives for the five tracks
listed below.
Leadership

• Apply Army leader attributes and core leader competencies as Cadet battalion leaders
• Critically think and adapt during challenging moments
• Evaluate underclass Cadets using the Leadership Development Program (LDP)

Values and Ethics

• Apply military professional ethics in decision making
• Relate the Law of Warfare and rules of engagement to Army operations
• Explain your obligations as a US service member under the Code of Conduct
• Understand your role in the UCMJ process

Personal Development

• Improve and sustain mental and physical resiliency
• Write a leadership evaluation effectively using the Army writing standards

Officership

• Explain the Profession of Arms and Officership as it relates to civilian professions
• Perform the duties as a member of a battalion staff
• Coach, teach and mentor subordinates
• Write an Officer Evaluation Report Developmental Support Form
• Explain the importance of actively managing your career as an Army Officer
• Maintain professional development and

Tactics and Techniques

• Mentor and evaluate underclass cadets during tactical operations
• Apply the military decision making process (MDMP) to battalion training meetings

Course Design

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

MSL 401 Course Requirements

Class participation
You are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussion, sharing personal perspectives and experiences related to principles discussed in class, blogging on blackboard, reading, working with fellow students during practical exercises, and leading lab exercises.

Mid-Term Exam
A mid-term exam will be given to assess your knowledge achieved during the first half of the semester.

Term Paper
Students will write an Army five paragraph operations order IAW FM 5.0 on selected training events; evaluated on format, spelling, grammar and content.

Professional Development Paper
Each MSIV Cadet will be required to read War by Sebastian Junger. There will be a group discussion during each class. Cadets will incorporate the Army Values and Warrior ethos as it is related to the book. Cadets are also required to attend, at a minimum, two cadet forums (three held each semester) or community outreach (two a semester). Cadets will do a two page (double spaced) paper on either the reading assignment or on a forum. The cadet will make an analysis using the Army Values and Warrior ethos as it relates to the topic in the book or forum. See Enclosure 1 for grading details on the paper.

Blogging
Each MSIV Cadet is required to blog throughout the semester. Cadets will get assigned into groups and have online interaction with their group members on various topics discussed in class or from the required reading.

Final Exam
A cumulative final exam will be given to assess your knowledge achieved throughout the course of the semester.

APFT (TC 3-22.20, Army Physical Readiness Training, 1 Mar. 2010)
As a future officer, you are expected to set the example for physical fitness according to Army regulations. You will be required to take a diagnostic APFT at the beginning of the fall semester and a for-record APFT at the end of the semester. The higher of the two APFTs will be used for 10% of your final grade.

Physical Fitness Training - Contracted Cadets are required to participate in collective Physical Fitness (PT) sessions. MS IV Cadets will provide oversight of the PT sessions. You are expected to be physically fit and maintain height and weight standards according to Army regulations. PT sessions are held Tuesday, Wednesday, and Thursday from 0600-0700; Friday's
Combat Water Survival Test

The CWST is a requirement to commission. Failure to pass will result in you being enrolled in an ROTC-funded swimming improvement class until you can successfully complete the CWST.

Professional Development

MSL IV Cadets will attend, at a minimum, two professional development events. Professional development events consist of three Cadet Forums and two Community outreaches throughout the semester. The student can either do two of the forums, or two of the outreaches, or one of each.

Grading

A. Course Requirements are: Army Physical Fitness Training (APFT) – 0600-0700 Tue, Wed, Thur, and 0700-0800 Fri. You must receive first time go on the final APFT in order to receive maximum percentage points. You must pass APFT prior to the last day of class. Failure will result in your receiving a 0. Second time go on the final APFT will receive 70% of allowable points.

*(Contracted Cadets WILL participate in all SROTC activities in and outside the classroom.)*

B. Grading Standard - Solid performance in each area of evaluation will be necessary to earn a grade of “B”. (All late assignments will receive a 10% reduction in grade.) The following grading scale will be used based on 100 points possible:

- 90-100=A
- 80-89=B
- 70-79=C

2 Major Examinations (Mid-Term and Final) 40 Points
Professional Development Paper 15 Points
Term Paper (Operations Order) 15 Points
Blogging 10 Points
Army Physical Fitness Test 10 Points*
Participation 10 Points**

*APFT 300 = 10 points, 299-290 = 9 points, 289-280 = 8 points, 279-270 = 7 points, 269-260 = 6 points, 259-250 = 5 points, 249-240 = 4 points, 239-230 = 3 points, 229-220 = 2 points, 219-180 = 1 point

**Participation defined as class, lab, physical training attendance and Professional Development activities; 1 point loss per unexcused absence
Uniforms and Appearance

When wearing the ACUs, APFU, ASUs, or Service Greens, all cadets must ensure they are in compliance with AR 670-1. As MS IVs, you are expected to lead by example and ensure your subordinate cadets are following this model as well. There will be no mixing of uniforms, with the exception of the Battalion t-shirt. In addition, no cadets are authorized to wear the black beret unless as directed by the Senior Military Instructor.

Collaboration

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

Special Needs

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

Instructor Accessibility

I have an open door policy if you need to meet with me to discuss assignments, issues, or concerns. I am willing to schedule a specific time to meet with you beyond office hours.

Sequence of Lessons

1a Course Overview and LDAC AAR Review
1b Staff Organizations, Roles, and Responsibilities
1c Conduct of a Training Meeting
2a Leadership Development Program (LDP) II
2b Counseling I
2c Applied Leadership – Training Meeting
3a Effective Writing for Officers
3b Train for Full Spectrum Operations I (Training Management)
3c Applied Leadership – Training Meeting
4a Train for Full Spectrum Operations II (METL Development)
4b Military Decision Making Process (MDMP)
4c Applied Leadership – Training Meeting
5a Company and Battalion OPORDs
5b Mission Rehearsals and Rock Drills
5c Applied Leadership – Training Meeting
6a Composite Risk Management Process
6b Mid-Term Exam
6c Applied Leadership – Training Meeting
7a Counseling II
Required Reading:


Field Manuals (FM)


Army Regulations (AR)
AR 25-50, Preparing and Managing Correspondence. 3 June 2002.
AR 600-8, Military Personnel Management. 1 October 1989.
AR 600-8-10, Leaves and Passes. 15 February 2006.
AR 600-8-29, Officer Promotions. 25 February 2005.
AR 600-9, The Army Weight Control Program. 27 November 2006.
AR 600-85, Army Substance Abuse Program (ASAP). 2 February 2009.
AR 600-100, Army Leadership. 8 March 2007.
AR 635-200, Active Duty Enlisted Administrative Separations. 8 February 2005.

Department of the Army Pamphlets (DA PAM)

DA Pam 600-2, The Armed Forces Officer. 1 February 1988
DA Pam 600-8, Management and Administrative Procedures. 1 August 1986.
DA Pam 600-15, Extremist Activities. 1 June 2000.
DA Pam 600-65, Leadership—Statements and Quotes. 1 November 1985.
DA Pam 600-67, Effective Writing for Army Leaders. 2 June 1986.

Department of the Army Training Circulars (TC)

SH 21-76, Ranger Handbook, July 2006

Other Resources
Classroom Behavior:
The College of Education encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse, ridicule, or intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Copyright Restrictions - The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000; criminal penalties include a fine up to $250,000 and imprisonment. 3.) Plagiarism and Cheating - Plagiarism is the presentation of someone else’s work as one’s own. Getting something from the Internet and presenting it as one’s own is still plagiarism. Copying another student’s paper or a portion of the paper - is usually called “copying”. Neither plagiarism nor copying will be tolerated. Should a faculty member discover that a student has committed plagiarism, the students will receive a grade of ‘F’ in that course and the matter will be referred to the Executive Director of Student Life for possible disciplinary action.

Extracurricular Activities - Contracted cadets are required to participate in ROTC-related extracurricular activities. MS IV Cadets will coordinate and lead the activities. Students not yet contracted are encouraged but not required to participate.
Professional Development Paper
Enclosure 1

Thesis clearly stated in introduction (15%): points ______

Analysis using Army Values and/or Warrior ethos (50%): points ______

Specific examples from book/forum (20%): points ______

Summary/Conclusion (15%): points ______

Name _________________________________________ Total points ______