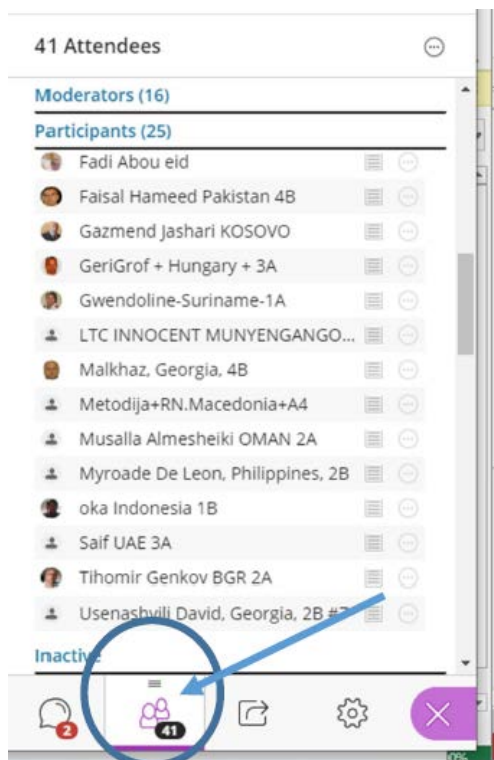


Welcome back, Fellows! ~~ The briefing will begin at 0900
Here's a new Blackboard skill to try while you wait!

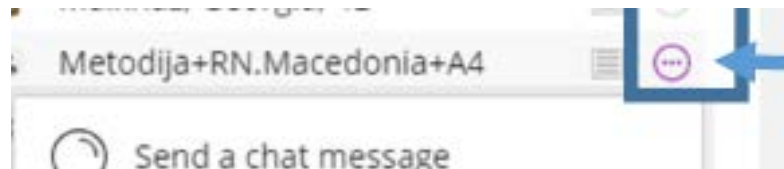
Blackboard Skill: Private Messaging

If you'd like to send a message to just one person during a Blackboard session, you can use private message. You can use this to ask a question just to your team leader or to connect with another student.

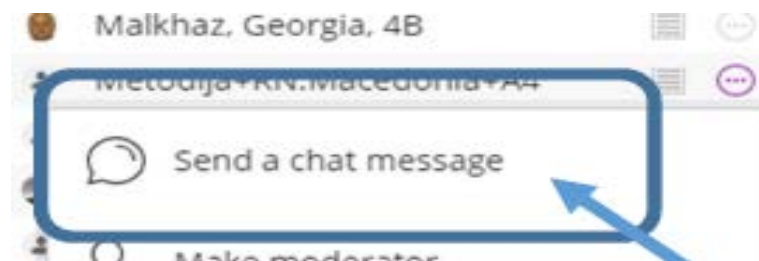
1. Navigate to Participant List (bottom right of screen)



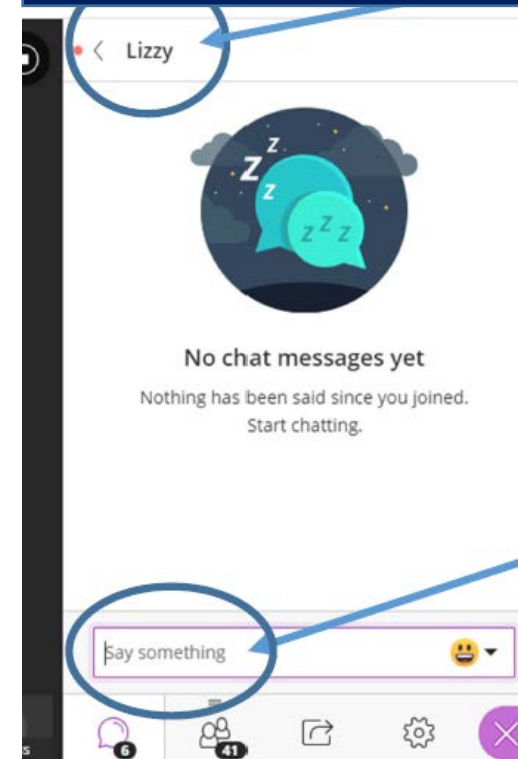
2. Find the participant you want to message. Click the three dots next to their name.



3. In the drop down menu, click "Send a chat message"



4. Confirm it's the right person; start chatting!



Try it out by sending a private message to another fellow and introduce yourself!

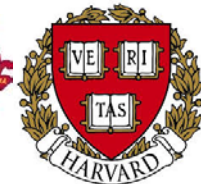
Introduction to Academic Programs and Expectations



- Mr. Michael Shrout, Colonel US Army (Ret) – Rm M174C
- Ms. May Chung – Rm CIC143

Introductions:

Mr. Michael Shrout



THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON, DC

ISMO Academic Programs

NDU 6100: Introduction to Graduate Writing and Research (Summer Term)

NDU 6049: American Studies Foundations (Summer Term)

NDU 6047: American Studies – American Identity (Fall Term)*

NDU 6048: American Studies – American Institutions and Systems (Spring Term)*



Introductions: Ms. May Chung

AKA Mother of Dragons



Academic Writing Program

NDU 6100 course – Introduction to Graduate Research & Writing

- 2-credit course during Summer– pass/fail
- Teaches U.S. academic writing standards, reading comprehension, documentation, & academic integrity

Year-round writing support to IFs

- Dedicated writing support available in NDU Library (Writing Center)

NDU 6100

“Writing: It is no golf course” -
Former IF

Fast-paced intensive course geared
toward preparing students for the
rigors of academic writing

Revision and drafting are necessary

Objective: students will feel
prepared to enter into their colleges
with the tools necessary to read
strategically, write effectively, and
excel academically.



Learning a language at school



Learning a language by moving abroad

NDU 6100

Learning of technologies



zotero



Blackboard



Academic Expectations: Plagiarism

From *NDU Academic Integrity Standards* (Revised 2011)

Plagiarism is the theft of the intellectual work of another person and passing it off as one's own, or the use of the intellectual work of another person without providing proper credit to that person. While most commonly associated with writing, all types of scholarly or academic work, including but not limited to computer code, speeches, slides, music, scientific data and analysis, government publications, and electronic publications are intellectual work, the use of which **requires proper credit to the original source.**

Examples include: Using another person's exact words without quotation marks and a footnote/endnote, Paraphrasing another person's words without a footnote/endnote, Using another person's ideas without giving credit by means of a footnote/endnote, Using information from the internet, a web page, or a government publication without giving credit by means of a footnote/endnote, etc.

American Studies Program Overall Objectives AY 2019-20

- Evaluate how enduring philosophical, historical, and contemporary American principles contribute to U.S. strategic thinking.
- Promote an understanding of U.S. society, institutions, and ideals in a way in which these elements reflect U.S. commitment to basic principles of internationally recognized human rights:
 - o Human rights
 - o Law of war
 - o International peace and security
 - o U.S. Government institutions
 - o Political processes
 - o The judicial system
 - o Free Market system
 - o Media
 - o Education
 - o Health and Human Services
 - o Diversity and American Life



American Studies Program Overview AY 2020-21

NDU 6049 – “Foundations”

Topic 1 – American Studies Overview – 13 JUL
- Directed Reading #1 Founding Experiences – 14 JUL
- Directed Reading #2 Founding Experiences – 15 JUL
Topic 2 – Just Cause for Revolution – 16 JUL
Topic 3 – Constitution Making and War -17 JUL
Topic 4 – The Yorktown Campaign – 20 JUL
- Directed Reading #3 Republicanism – 21 JUL
Topic 5 – The Aftermath of the War – 22 JUL
- Directed Reading #4 The Critical Period – 23 JUL
Topic 6 – The Run up to the Constitutional Convention -24 JUL
Topic 7- Constitutional Convention Simulation Day 1 - 27 JUL
Topic 8- Constitutional Convention Simulation Day 2- 28 JUL
Topic 9- Constitutional Convention Simulation Day 3 – 29 JUL
Topic 10- Constitutional Convention Simulation Day 4- 30 JUL
Topic 11 – Why a Federal City? Why Here?- 31 JUL
Local FSP – Washington DC Tour – 31 JUL

Summer 2020

* All IFs

“NDU 6047 – Identity”

Topic 1 – American Identity -15 SEP
Topic 2 – The Role of Media Oversight in America Today -22 SEP
Local FSP – Mount Vernon -28 SEP
Topic 3 – Challenges with Class and Socio-economic Status in America – 29 SEP
Topic 4 – Civil Rights in American Today – 6 OCT
Topic 5 – Women in America Today – 13 OCT
Local FSP – DC School Visit -19 OCT
Topic 6 – Education in America – 20 OCT
RCS – Yankeeedom & Left Coast -24-27 OCT
Topic 7 Religion in America Today – 2 NOV
Local FSP – Immigration Policy Visit – 9 NOV
Topic 8 – Immigration in America – 10 NOV
RCS – Deep South – 13- 17 NOV
No Class Thanksgiving Week– 24 NOV
Local FSP – Arlington National Cemetery – 30 NOV
Topic 9 – Civil-Military Relations in America: Who Fights? – 1 DEC
Topic 10 – Regionalism in America -8 DEC

Fall 2020

* NWC/ES/CIC Only

“NDU 6049 – Systems & Institutions”

Topic 1 – Federalism and the Rule of Law – 5 JAN
Topic 2 - The Electoral College & General Election – 12 JAN
Topic 3 – Crime & Punishment in America Today– 19 JAN
FSP – 22-27 JAN *
Local FSP – Pentagon – 1 FEB
Topic 4 - The American Way of War – 2 FEB
Local FSP – Department of State – 8 FEB
Topic 5 – The Evolution of American Diplomacy and Foreign Policy Panel – 9 FEB
Topic 6 – Free Markets and the American Way – 16 FEB
FSP – 19-24 FEB *
Topic 7 – Homelessness in America Today – 2 MAR
Local FSP: Health Care System in America Today – 8 March
Topic 8 – The Economics of Healthcare – 9 MAR
Topic 9 – Defense Security Cooperation – 16 MAR
Chicago FSP – 19-24 MAR *
Hawaii FSP – 21-28 APR

Spring 2021

* NWC/ES/CIC Only

Academic Helpful Hints:

- Place to study – home office, library, committee rooms...make a plan
- Read the syllabus!
- Read strategically, that takes a plan for attacking your readings
- When writing papers, follow the rubric. Don't try to be smarter than the rubric!
- When done drafting a paper, take inventory of it using the rubric.
- Develop a system for taking notes both electronically and by hand early
- Take advantage of the lunchtime research sessions at the library
- Take advantage of the Writing Center help
- Take advantage of OSD Regional Centers on Fort McNair (NESA, Perry, Africa)
- Take advantage of regional experts you will meet at United States Institute of Peace visit

Example portion of a syllabus.....

Objectives:

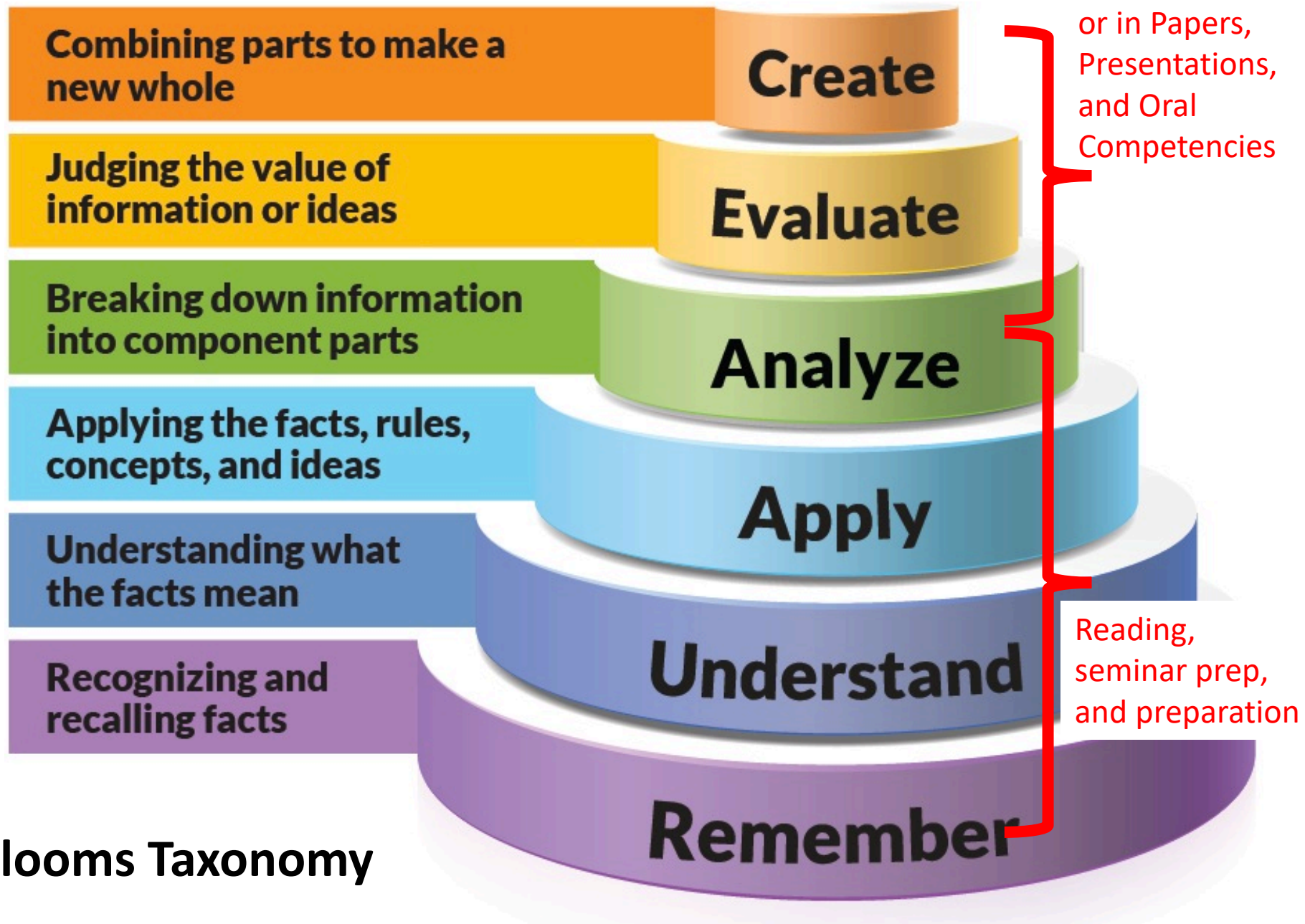
- Understand the role of politics in the U.S. national security process.
- Understand the structure and themes of the course.

Questions for Discussion:

- What is your conceptualization/definition of politics?
- What is the U.S. “National Mood” in 2019? Can we agree (even generally) on characteristics of the national mood, and how it affects foreign policy?
- Do you agree or disagree with Tim Marshall’s assessment that the United States is still poised to be the greatest world power far into the future?
- What is your opinion of Zelizer’s “Four Central Questions” about U.S. national security since World War II? Why have they never been answered satisfactorily?
- Do you agree that U.S. political challenges today stem from an inability (or lack of desire) to compromise? If so, how does the U.S. political system encourage or incentivize more compromise?

Today’s Tip: In Course 6000 you discussed the differences in strategic worldviews, assessments of national interest, and judgments about strategic approaches. Part of today’s readings examines the *politics* of those debates from a domestic context and demonstrates how domestic conditions can shape judgments on strategic approaches.

Blooms Taxonomy



Example portion of a rubric.....

NATIONAL DEFENSE UNIVERSITY DIAGNOSTIC WRITING EVALUATION RUBRIC

	Exceptional	Superior	High Quality	Acceptable	Below Expected Quality	Unsatisfactory
Thesis/ Focus	--Thesis is not only exceptionally clear, concise and supportable, but also establishes an original point of view that is directly related to the assignment. --The central idea uniformly drives the entire paper and provides the highest degree of clarity and coherence for it.	--Thesis is clear, concise, and supportable. --Thesis establishes a clear, insightful point of view that is directly linked to the assignment. --The central idea and clarity of purpose are consistently clear throughout the entire paper.	--Thesis is clear, concise, and supportable. --Thesis establishes a point of view that is linked to the assignment. --The central idea and clarity of purpose are maintained throughout the paper.	--Thesis is clear and generally supportable. --Thesis is linked to the assignment. --Paper occasionally strays from the central idea or purpose as stated in the thesis.	--Thesis is present, but may be unclear, too broad or difficult to argue or only indirectly linked to the assignment. Paper routinely strays from the central idea or purpose as stated in the thesis.	--Thesis is non-existent, incomplete expressed, or irrelevant to the paper. --No central idea or purpose guides the paper.

NEEDS IMPROVEMENT/DEFICIENCIES:

- ☐ Clarity of Thesis

- ☐ Thesis link to the assignment.
☐ Clarity of and/or fidelity to central idea.

COMMENTS:

Support of Thesis/ Evidence	--Masterful support for thesis provided throughout; evidence and arguments are clear, insightful and compelling. --Support reflects exceptional analysis and interpretation of evidence, and, if appropriate/required, exhaustive research. --Potential counterarguments are comprehensively addressed. --Conclusion powerfully reinforces the thesis.	--Thesis is strongly supported by arguments and evidence that are consistently accurate, thorough and relevant. --Support reflects sophisticated analysis of evidence, and, if appropriate/required, comprehensive research. --Potential counterarguments are acknowledged. --Conclusion logically and effectively reinforces the thesis.	--Thesis is well-supported by arguments and evidence which are accurate, thorough, and relevant. --Support consistently reflects sound analysis of evidence, and, if required, solid research. --Potential counterarguments are partially acknowledged. --Conclusion logically reinforces the thesis.	--Thesis is sufficiently supported by arguments and evidence which are usually accurate and relevant. --Support generally reflects sound analysis of evidence, and, if appropriate/required, adequate research. --Conclusion adequately reinforces the thesis.	--Thesis is generally supported by evidence, though not sufficient for all points. --Paper reflects some careful thought and analysis, but it's inconsistent, and the quality and quantity of research—if appropriate/required—is sometimes superficial --Conclusion is present, but does not tie to thesis well.	--Thesis is never adequately support evidence is weak, inaccurate and/or irrelevant. --Minimal analysis reflected in the paper and research, if appropriate/require is inadequate --No real conclusion or, if present, it fail relate to the thesis.
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NEEDS IMPROVEMENT/DEFICIENCIES:

- ☐ Thesis supported by arguments.
☐ Analysis reflected in the paper

- ☐ Counterarguments.
☐ Link between Conclusion and Thesis

COMMENTS:

Academic Expectations: Lecture Etiquette

- Mandatory attendance at all lectures (Excusal Rules)
- Promptness to the lecture venue, be courteous of Guest Lecturer's time
- Alertness during lecture – sickness and lectures
- Questions: Be Succinct. Make sure you are asking the guest lecturer a question and not simply making a statement or offering your opinion. You will get to do that in seminar.
- Non-disclosure Rule is effect at all lectures. This is serious business.
- Police your own ranks!

Academic Expectations: Classroom (Seminar) Etiquette

- Mandatory attendance at all classes (Excusal Rules)
- Promptness to seminar (including breaks) = “Seminar in 10”
- Alertness in class, be present, not on your device, fact check when asked
- Be patient, be respectful, be professional in seminar discussions
- Seminar Contribution NOT class participation (**Exercise if time**)
 - ❖ Prepared Student
 - ❖ Critical Strategic Thinker
 - ❖ Active Listener – Type 1 and Type 2 Listening
 - ❖ Effective Communicator
- Cell phones (and other devices) silenced
- Questions: Be Succinct.
- Differences in Face to Face vs Virtual Seminars

Virtual Tips for Online Learning

- Create a separate “learning space” in your home
- Test your Microphone and Webcam before class
- Silence any other devices in the room
- In group meetings, mute by default
- Speak clearly and concisely
- For videos, have access to good lighting and look straight into the camera
- Pay attention
- Use the “raise your hand” feature or ask questions in the chat

Source: Chen, Brian X. “The Dos and Don’ts of Online Video Meetings.” *The New York Times*, March 25, 2020, sec. Technology. <https://www.nytimes.com/2020/03/25/technology/personaltech/online-video-meetings-etiquette-virus.html>.

Questions?

Good Luck and we look forward to learning with you!

Next: 1015 in your **seminar rooms** for a team huddle

6100 with your Writing Instructor begins at 1030 in the same place (seminar rooms)

Seminar Rooms

Teams 1A & 1B → Seminar 1 (CHUNG):

<https://us.bbcollab.com/guest/1ef1356605b74376815653f4610c0acb>

Teams 2A & 2B → Seminar 2 (DENMAN):

<https://us.bbcollab.com/guest/a83110db6cb04bd18e57be5509356106>

Teams 3A & 3B → Seminar 3 (ANDERSON):

<https://us.bbcollab.com/guest/04ab7dfa7d4440f6bc885fd41b8833e3>

Teams 4A & 4B → Seminar 4 (PENTON HERRERA):

<https://us.bbcollab.com/guest/b4a69e9a5b964569bd1d540721f5cf97>

Teams 5A & 5B → Seminar 5 (KIDWELL):

<https://us.bbcollab.com/guest/97080310960443bcb1359e1b1582ef46>

Teams 6A & 6B → Seminar 6 (HERNANDEZ):

<https://us.bbcollab.com/guest/07c1c85617f5436fab97c91adaeae892>

Tomorrow 0900 for students with TLA in MAIN BRIEFING ROOM (here)