

UNIT Title: DLC111: Foundations in Army Writing

Purpose: This lesson provides a foundation for learners in Army writing

Designer: Steven A. McWilliams Jr.

Seat-time: 2 Hours

Context: DLC 111 is a course unit within DLC 1. DLC I is an asynchronous, computer-based course hosted on the Army Learning Management System (ALMS). DLC I prepares soldiers to improve communication skills, message ideas and thoughts clearly, recognize the need for values and character, demonstrate competence in leading teams, and to generate initiative in developing life-long learners. In ideal settings, the DLC 111 course unit takes approximately 2 hours to complete based on the learner, however, the asynchronous nature of the course enables the user to repeat segments of the content as desired. A review of the course material reveals inconsistencies with learning outcomes based on subject matter, learner engagement, learning level and gaps in content. Additionally the unit and course contain an element of design in the assessment strategy, allowing the learner to skip course material, proceeding directly to the assessment with multiple attempts. Learners may fail to engage learning material and only navigate the assessment through trial and error.

Target Audience: Audience for the course of instruction are soldiers/learners in the rank of Specialist, inclusive of soldiers within the Army, Army National Guard, and Reserves.

Expected UNIT outcomes:

Action: Apply foundations of Army writing

Condition: 400-DLC111

Standard: Applying includes:

- Learners will **demonstrate** knowledge of Army foundational writing fundamentals, achieving 75% accuracy within check on learning assessments
- Learners will **apply** application of foundational knowledge in Army writing assessed through an interactive assessment scenario with 70% accuracy (Interactivity in writing construction)
- Learners will **produce** a 500-700 word essay centered on “A Leaders Role in Promoting A Positive SHARP Climate” applying foundational writing skills. This graded writing assignment is a required deliverable upon entry into the Basic Leader Course.

Overview: This storyboard presents the flow of activities for an asynchronous course unit, programmed as a 2 hour lesson within the larger DLC I course. DLC I encompasses 20 lessons over 45 hours. This unit leverages ALMS and material presented in an asynchronous computer based learning environment. The course uses 70 minutes to present GNI with 20 minutes dedicated to check on learning scenarios following each learning step activity. The assessment strategy uses approximately 25 minutes to complete an assessment through a scenario and associated playable character. Decisions made in the scenario lead to a series of branches and sequels, culminating in a final assessment score and feedback nested with the Army Leader Requirements Model (LRM). A brief AAR and feedback denote scoring and provide feedback to the user without revealing correct answers. Upon successful completion of DLC I and subsequent PME enrollment, the learner receives a writing assignment as a prerequisite requirement for the next level of resident PME.

UNIT Title: DLC111: Foundations in Army Writing

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Seat-time: 2 Hours

Key UNIT content: The unit begins with an opening introduction, noting the course title with narration. The next key event is a diagnostic assessment of grammar. Following feedback, the user progresses into a concrete experience video centered on the importance of effective writing. The video ends with prompting questions allowing learner reflection. Both events stimulate recall of prior knowledge while gaining attention. The content progresses on user cue/navigation to the a content overview, priming the learner for GNI. Inclusive of this overview is an overview of resources in building wiring skill. The lesson then progresses through the GNI, through video lessons. The lessons include components of the writing process, sentence and paragraph structure, punctuation, and formatting or preparing correspondence. Each lesson provides interactive activity nested in a check on learning. The check on learning serves as a progression gate, preventing a user from accessing the final assessment without exposure to the GNI.

This course revision leverages two specific advanced instructional design strategies one reflection and the other cognitive. The online reflective journal engages the learner through prompts and recorded reflection, aimed at establishing value in the content and learner's future use. The writing assignment is a cognitive generative strategy that enables the learner to integrate the learning content with existing knowledge and experience. Using the Army writing foundations, the learner produces an essay that expounds upon SHARP tenets while espousing norms of Soldier conduct presented in preceding DLC content (DLC105: Army Oath, Creeds and Norms of Soldier Conduct) and quarterly and annual SHARP training.

Content learning assessments: Assessments consist of 6 key items throughout. The diagnostic questions prompt activation of recall, attention and learning, however this initial assessment does not require a learner to pass. Four check on learning scenarios nested at the end of each block of GNI query the user's understanding and retention through interactive activity. The user must pass the check on learning to progress to the next sequential lesson. A final comprehensive assessment occurs leveraging a playable character scenario with selections that form branches and sequels in a decision tree yielding a final outcome. The assessment into the after action review and debrief providing a score. Following a score the learner receives feedback connected to the Army's Leader Requirements Model. User receives writing assignment topic, required for submission upon entry into follow on PME.

Resources required for UNIT: Resources required for DLC I and the unit are internet connectivity, and a compliant computer device (Windows 7, 8/8.1, or 10, Internet Browser IE9, IE11 or IE Edge). The user requires registration granting access based on prerequisite demographics. Use of a CAC reader is preferred, however user can gain access through their applicable username and password. ALMS compatibility check is located at: [ALMS Browser Compatibility Test \(army.mil\)](#)

Facilities required for UNIT: This asynchronous course of Instruction takes place online, hosted on the Army Learning Management System

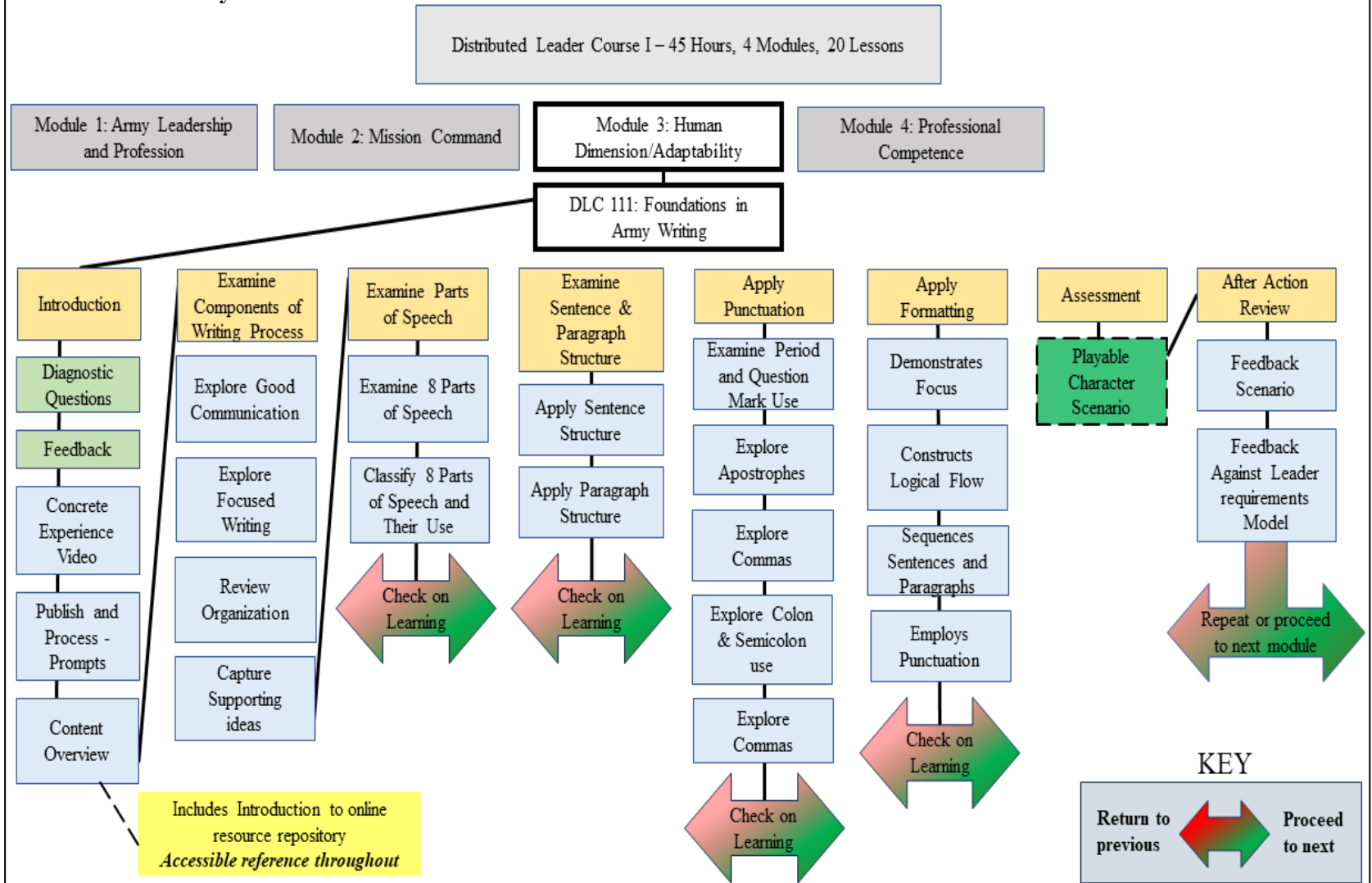
UNIT Title: DLC111: Foundations in Army Writing

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Content Hierarchy:



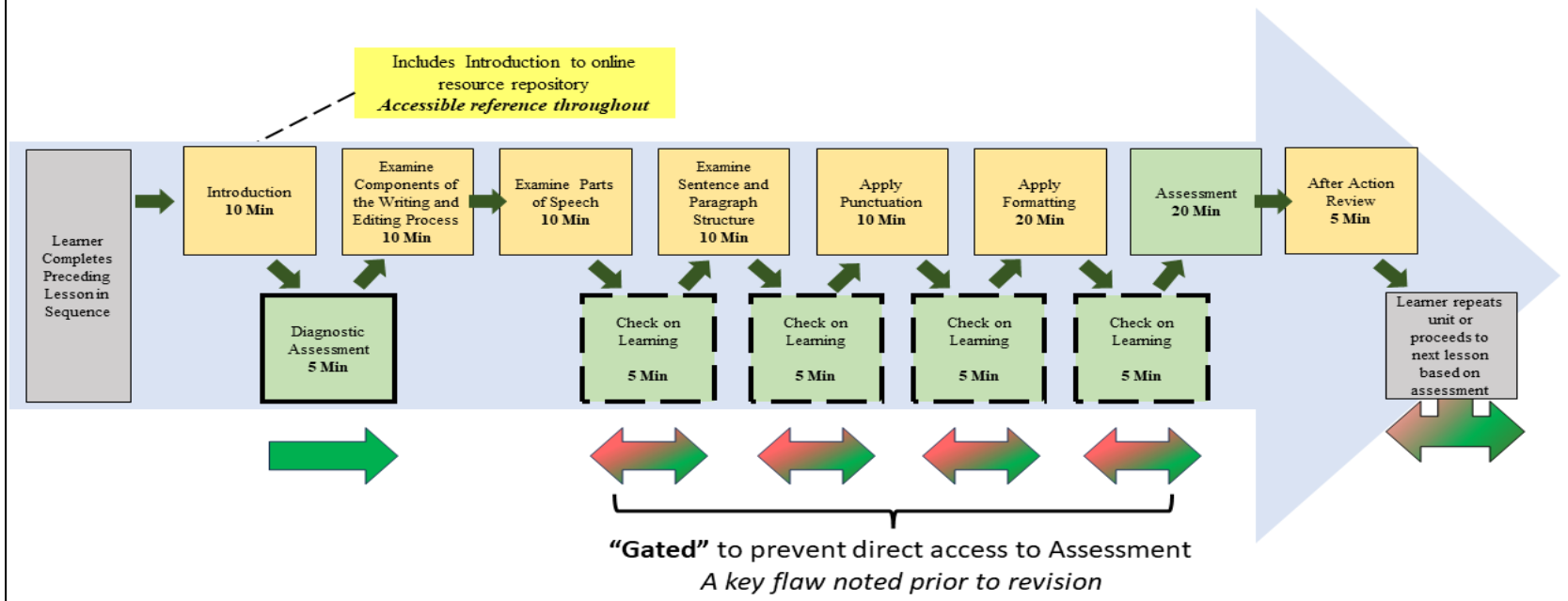
UNIT Title: DLC111: Foundations in Army Writing

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Seat-time: 2 Hours

UNIT Flow Chart of EVENTS:



Brief EVENT descriptions:

1. Introduction: Importance of Effective Writing

1. Diagnostic Activity (**Activate recall-prior knowledge**)
2. Concrete Experience (**Gain Attention**)
3. Reflection – prompted questions
4. Overview – (Inform of Objectives)

Introduce resources – (Learning guidance)

2. Examine Components of the Writing and Editing Process

1. Good Communication
2. Focus
3. Organization
4. Supporting Ideas

3. Examine Parts of Speech

1. Review eight primary parts of speech
2. Check on Learning Activity (**Elicit Performance**)

4. Apply Sentence and Paragraph Structure

1. Sentence structure
2. Paragraph Structure
3. Check on Learning Activity – (**Elicit Performance**)

5. Apply Punctuation

1. Importance of punctuation
2. Apostrophe
3. Commas
4. Colon and Semicolon use
5. Check on Learning Activity – (**Elicit Performance**)

6. Apply Formatting

1. Outlines
2. Correspondence – email
3. Reports
4. Check on Learning Activity – (**Elicit Performance**)

7. Application Assessment – (**Assess Performance**)

Interactive Activity Scenario

8. After Action Review/Conclusion

1. Decision Point Analysis – Leader Requirements Model Feedback – (**Feedback**)
2. Issuance of follow on writing assignment for follow on PME POST DLC Completion Essay “A Leaders Role in Promoting A Positive SHARP Climate (**Enhance retention/transfer**)

Formative and Summative Assessments
Follow Completion of DLC.

UNIT Title: DLC111: Foundations in Army Writing

EVENT Title: Introduction, Importance of Effective Writing

Estimated Time for EVENT: 10 Minutes

EVENT – Introduction



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EVENT Description:

Introduction provides refamiliarization of navigation

- Overview of content
- Concrete experience
- Reflection – Journaling
- Overview of GNI and brief description of upcoming assessment
- Notes regarding writing resources
- Overview of GNI and assessment

EVENT Deliverables:

Learner produces specific notes – journaling. Journaling is a requirement and checked at the start of the Basic Leader Course.

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

1. Connects the “Why” and provides resources.
2. DLC progresses on learner prompt to advance
“Click on each navigation tab to review specific Learning Activity content.” *A downloadable audio version is available as well.*
3. Introduction provides:
 1. Overview of navigation and features.
 2. Diagnostic Assessment (**Activate recall-prior knowledge**)
 3. Concrete Experience – 2 Minute Video: SMA perspective: Importance of Writing (**Gain Attention**)
 4. Opportunity for Reflection (**Pause to Journal**) - **Required**
 5. Overview of upcoming GNI and note of available writing resources (**Informing of Objectives**)

EVENT primary and sub-learning objectives:

- Learners **use** navigation features (this is ongoing theme from previous DLC content, preceding 10 lessons)
- Learners **process** the importance of writing
- Learners **acquire** writing resources

EVENT primary content points: (reviewed & assessed)

- Reflective Journaling
 - Reflection - Current level of skill
 - Reflection - Why writing is important

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Introduction, Importance of Effective Writing Diagnostic Assessment **Estimated Time for EVENT:** 3 Minutes

EVENT – Diagnostic - Gain Attention



Diagnostic Questions
Recall of prior Knowledge
Where do you stand?

Proceed to learning content
Concrete Experience/General New
Information (GNI)

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EVENT Description:

A short lead-in animated video plays for each question

Learner observes and renders answer after reviewing scenario:

A Soldier had a friend edit his paper. When he gets it back, his paper is covered with corrections. He gets frustrated with the editing process and questions its importance.

Why is editing important? (Multiple Choice response)

You are writing an email to your family back home. You type out, "I loved the care package with the cookies you sent me and my buddies seemed to enjoy it as well." A blue line appears under the sentence, telling you there is a grammar mistake.

How do you fix it? (Multiple Choice Response)

EVENT Deliverables:

Diagnostic questions answered – Feedback received following

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

The narrated video and question provides context in which the learner must examine and apply writing fundamentals gained prior to entering the Army

The questions are designed to make the learner reflect and connect the importance of effective writing to their need.

EVENT primary and sub-learning objectives:

- Learners **determine** the importance connected to effective writing
- Learners **capture** individual reflection for follow on journaling

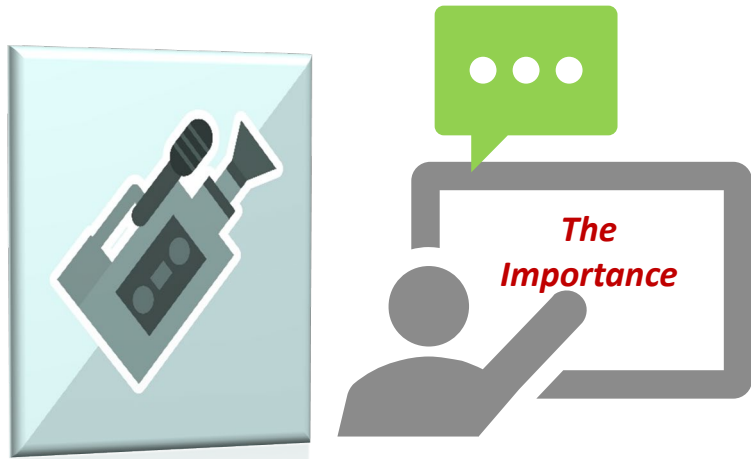
EVENT primary content points: (reviewed & assessed)

- Reflection-Current level of skill
- Reflection- Why writing is important

UNIT Title: DLC111: Foundations in Army Writing

EVENT Title: Concrete Experience Video: Importance of Writing (Gain Attention) Estimated Time for EVENT: 2 Minutes

EVENT – Introduction



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EVENT Description:

A video interview of the current Sergeant Major of the Army (SMA Grinston) answering a prompted question, Why is writing an essential skill.

The video connects key aspects and benefits to career and application as a skill both in service and the civil sector.

EVENT Deliverables:

Learner specific notes garnered from reflection – journaling.

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

This video is a primer in gaining attention and generating

- Connects the “Why” and importance of lesson content
- SMA Grinston interview provides a relatable perspective given growth and experience within the enlisted cohort; an attempt to get the learner to think in terms of life-long progression vs course completion
- Aim is to align learner interest, intrinsic and extrinsic motivation (knowledge, skill and attitude)

EVENT primary and sub-learning objectives:

- Learners **examine** the importance of Army writing with follow on reflection in journaling.
- Learners **capture** their reflection in the reflective journal

EVENT primary content points:

- Journaling
 - Reflection - Current level of skill
 - Reflection - Why writing is important

Instructor reviews journaling for content/accountability in journaling and reflection (**Did the learner complete the entry?**)

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Examine Components of the Writing Process

Estimated Time for EVENT: 10 Minutes

EVENT – Present Material - GNI



EVENT Description:

Learners review video content covering components of the writing process. Learners gain exposure to tenets of good communication, focus in writing, organization of thoughts and supporting ideas. Upon completion of this unit, the lesson advances to the next unit, *Examine Parts of Speech*.

EVENT Deliverables:

Learner specific notes – journaling.

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

This lesson learning activity provides key components in writing, relating good writing to that with focus, organization, and supporting ideas.

Examine Components of the Writing and Editing Process includes

1. Good Communication
2. Focus
3. Organization
4. Supporting Ideas

This lesson activity advances to the next lesson, Examine Parts of Speech. Content is assessed in the check on learning activity following the next lesson.

EVENT primary and sub-learning objectives:

Learners **examine** Components of the Writing Process

- Learners **explore** elements of good communication
- Learners **discover** the importance of focus
- Learners **examine** organization of writing
- Learners **examine** supporting ideas
- Learners **capture** individual reflection for follow on journaling

EVENT primary content points:

Learner assessment of content knowledge occurs in a check on learning following the Examine Parts of Speech activity.

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Examine Parts of Speech

Estimated Time for EVENT: 10 Minutes

EVENT – Present Material - GNI



Copyright:

EVENT Description:

Learners review animated video content covering eight parts of speech. In this lesson learning activity, learners gain exposure to the primary parts of speech: noun, pronoun, verb (and object), adjective, adverb, preposition, conjunction, and interjection. Upon completion of this unit, the lesson advances to a check on learning activity.

EVENT Deliverables:

Learner specific notes – journaling.

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

Material in this lesson provides the learner with the eight parts of speech, their definition and use with examples. This content builds toward increased complexity in connecting the next lesson in building sentences and paragraphs.

The eight parts of speech connected to a foundation in Army writing are:

- | | |
|--------------|-----------------|
| 1. Noun | 5. Adverb |
| 2. Pronoun | 6. Preposition |
| 3. Verb | 7. Conjunction |
| 4. Adjective | 8. Interjection |

EVENT primary and sub-learning objectives:

Learners **examine** parts of speech

- Learners will **classify** the eight parts of speech and their use

EVENT primary content points:

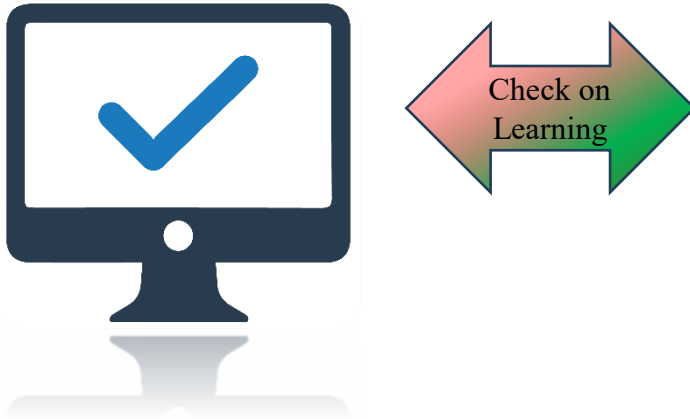
Learner assessment of content knowledge occurs in a check on learning following this module

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Check on Learning (Elicit Performance)

Estimated Time for EVENT: 5 Minutes

EVENT – Check on Learning (Elicit Performance)



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EVENT Description:

The learner is presented four randomized, multiple choice questions connected to preceding learning activities centered on components of writing and parts of speech.

The learner must successfully pass the check on learning with 75% to advance to the next learning content and activity. Failure to achieve 75% or better results in the learner being sent to the introduction.

EVENT Deliverables:

- Learner specific notes gained from check on learning feedback.
- Scoring that produces advancement or remedial activity

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

Sufficient questions exist to prevent probing the check on learning, and remembering the answers.

The check on learning will rely on a bank of questions tailored to this content.

EVENT primary and sub-learning objectives:

Assessment

- Learners **demonstrate** knowledge of fundamentals connected to components of writing and parts of speech

EVENT primary content points:

Assessment of learner's content knowledge in preceding learning activity:

- Examine Components of the Writing Process
- Examine Parts of Speech

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Examine Sentence and Paragraph Structure

Estimated Time for EVENT: 10 Minutes

EVENT – Present Material - GNI



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EVENT Description:

Learners review animated video content relating to sentence and paragraph structure. The content covers what is in a sentence, sentence structures, paragraph formation and unity of thought in relating content. Upon completion of this unit, the lesson advances to a check on learning activity.

EVENT Deliverables:

Learner specific notes – journaling.

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

Learners review content examining sentence and paragraph structures. The lesson explains elements of a sentence (noun, verb) while building in complexity.

After the learner reviews sentence content, the learner gains exposure to paragraph structure, and aspects of organizing sentences into relevant paragraphs related to an overall subject.

EVENT primary and sub-learning objectives:

Learners **examine** sentence and paragraph structure

- Learners **examine** four main sentence structures; simple, complex, compound and compound-complex
- Learners **examine** paragraph structure and purpose; grouping ideas and thought, separate units, shifting to another phase of the subjects

EVENT primary content points:

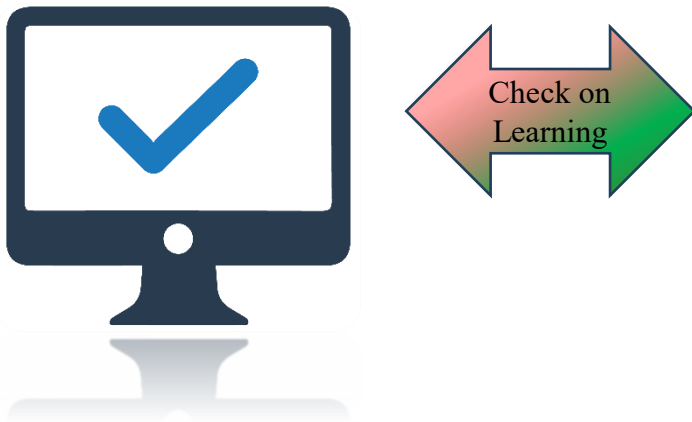
Learner assessment of content knowledge occurs in a check on learning following this module

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Check on Learning (Elicit Performance)

Estimated Time for EVENT: 5 Minutes

EVENT – Check on Learning (Elicit Performance)



Copyright: delwarbd

EVENT Description:

The learner is presented four randomized, multiple choice questions connected to preceding learning activities centered on sentence and paragraph structure.

The learner must successfully pass the check on learning with 75% to advance to the next learning content and activity. Failure to achieve 75% or better results in the learner being sent to the introduction.

EVENT Deliverables:

- Learner specific notes gained from check on learning feedback.
- Scoring that produces advancement or remedial activity

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

Sufficient questions exist to prevent probing the check on learning, and remembering the answers.

The check on learning will rely on a bank of questions tailored to this content.

EVENT primary and sub-learning objectives:

Assessment

Learners **demonstrate** knowledge of fundamentals connected to sentence and paragraph structure

EVENT primary content points:

Assessment of learner's content knowledge in preceding learning activity:

- Examine Sentence and Paragraph Structure

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Apply Punctuation

Estimated Time for EVENT: 10 Minutes

EVENT – Representative image



Copyright: robert6666

EVENT Description:

Learners review animated video content related to punctuation. The focused video content connects everyday punctuation and its importance in conveying the writers meaning. Learners examine the importance of punctuation and learn how to apply it correctly. Upon completion of this unit, the lesson advances to a check on learning activity.

EVENT Deliverables:

Learner specific notes – journaling.

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

Learners review common punctuation used in everyday writing and communication. While not an all inclusive list, the learner gains exposure to punctuation and use.

Key punctuation emphasized in this lesson includes

- | | |
|-------------------|--------------|
| 1. Periods | 4. Colon |
| 2. Question Marks | 5. Semicolon |
| 3. Apostrophes | 6. Commas |

Note: punctuation use application is complex considering the context of use, such as contractions, possessive forms, complementary phrases, coordinating conjunctions. As this course is self paced, the learner may choose to explore this material further through resources or external avenues.

EVENT primary and sub-learning objectives:

Learners **apply** punctuation

- Learners **examine** period use
- Learners **examine** question mark use
- Learners **explore** applications of apostrophe use
- Learners **explore** applications of colon use
- Learners **explore** applications of semicolon use
- Learners **explore** various applications of comma use

EVENT primary content points:

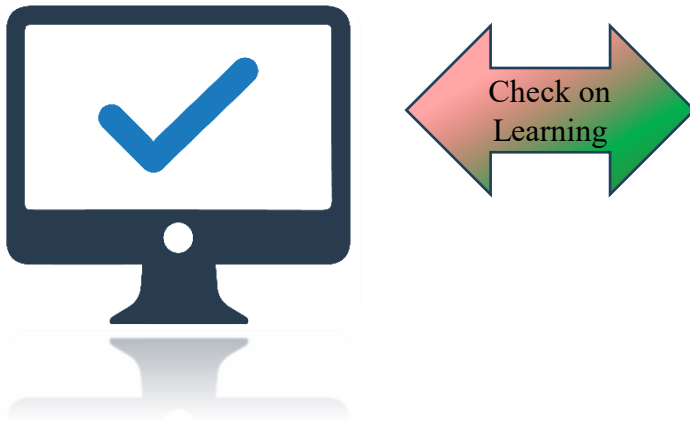
Learner assessment of content knowledge occurs in a check on learning following this module

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Check on Learning (Elicit Performance)

Estimated Time for EVENT: 5 Minutes

EVENT – Check on Learning (Elicit Performance)



Copyright: delwarbd

EVENT Description:

The learner is presented four randomized, multiple choice questions connected to preceding learning activities centered on the application of punctuation.

The learner must successfully pass the check on learning with 75% to advance to the next learning content and activity. Failure to achieve 75% or better results in the learner being sent to the introduction.

EVENT Deliverables:

- Learner specific notes gained from check on learning feedback.
- Scoring that produces advancement or remedial activity

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

Sufficient questions exist to prevent probing the check on learning, and remembering the answers.

The check on learning will rely on a bank of questions tailored to this content.

EVENT primary and sub-learning objectives:

Assessment

- Learners **demonstrate** knowledge of fundamentals connected to the application of punctuation

EVENT primary content points:

Assessment of learner's content knowledge in preceding learning activity:

- Apply Punctuation

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Apply Formatting

Estimated Time for EVENT: 20 Minutes

EVENT – Representative image



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EVENT Description:

The learner views a five minute animated summary video covering the content within this lesson (DLC 111). The video helps the learner in making the connection of proper sentence and paragraph structure while promoting a logical structure and flow in writing. This lesson applies a series of interactive writing samples aimed at providing an adaptive and practical application of learning. Upon completion of this unit, the lesson advances to a check on learning activity.

EVENT Deliverables:

Learner specific notes – journaling.

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

The five minute video provides a summary of learning while priming the learner to relate the previous content to formatting a paper. The video helps the learner reflect on the learning related to this content. Elements of formatting have been introduced in areas of focus, organization, sentence and paragraph structure.

This lesson activity promotes the organization and general formatting of a paper and provides an opportunity for practical application of learning using a writing sample that the learner is prompted to correct.

EVENT primary and sub-learning objectives:

Learner **applies** formatting

- Learners **demonstrate** focus in writing
- Learners **construct** a logical flow of ideas or concepts
- Learners **sequence** sentence and paragraph into applicable structure to improve writing sample
- Learner **employ** punctuation to correct common errors

EVENT primary content points:

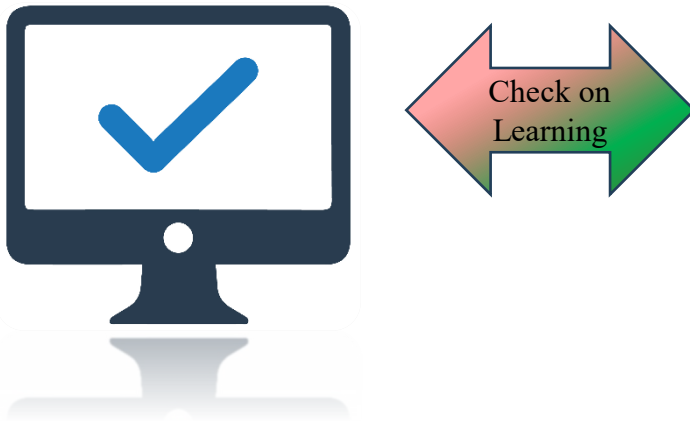
- Learner demonstrates knowledge in applying foundations in Army writing through interactive practical activity.
- Learner assessment of content knowledge occurs in a check on learning following this module

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Check on Learning (Elicit Performance)

Estimated Time for EVENT: 5 Minutes

EVENT – Check on Learning (Elicit Performance)



Copyright: delwarbd

EVENT Description:

The learner is presented four randomized, multiple choice questions connected to preceding learning activities centered on the application of formatting.

The learner must successfully pass the check on learning with 75% to advance to the next learning content and activity. Failure to achieve 75% or better results in the learner being sent to the introduction.

EVENT Deliverables:

- Learner specific notes gained from check on learning feedback.
- Scoring that produces advancement or remedial activity

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

Sufficient questions exist to prevent probing the check on learning, and remembering the answers.

The check on learning will rely on a bank of questions tailored to this content.

EVENT primary and sub-learning objectives:

Assessment

- Learners **demonstrate** knowledge of fundamentals connected to the application of formatting

EVENT primary content points: (reviewed & assessed)

Assessment of learner's content knowledge in preceding learning activity:

- Apply Formatting

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Interactive Assessment – Episode 11 : *Write or Wrong*

Estimated Time for EVENT: 20 Minutes

EVENT – Assessment (Assess Performance)



Fail = Return to module start



Pass = Proceed to next module (DLC 112)

Copyright: kebox

EVENT Description:

In this episode, the learner plays through a scenario that will present several situations that a Soldier in the Army may face related to writing.

The learner plays SPC Ahad, as she reviews a peer's paper in editing and writing.

EVENT Deliverables:

Scoring, decision point analysis, and LRM assessment generate inputs connected to learner feedback in the next storyboard

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

Learning is assessed during an interactive branched activity. Programmed within the interactive scenario are branches and sequels that tailor the scenario as the learner advances through the assessment. The scenario provides the learner opportunities to course correct if leading down a terminal path or sequence leading to a fail state.

The playable character, SPC Ahad reviews the work of a peer in preparing a reflective essay. The essay appears after the scenario begins, allowing the learner to manipulate components of the essay in a phased process, moving through five paragraphs. Each paragraph presents errors requiring correction connected to the foundations in Army writing

The design of the content enables interactivity with the scenario and essay. The learner receives no indication of failure until the entirety of the scenario plays out based on learner interaction and choice.

EVENT primary and sub-learning objectives:

Assessment:

Learners **Apply** foundations of Army Writing

EVENT primary content points:

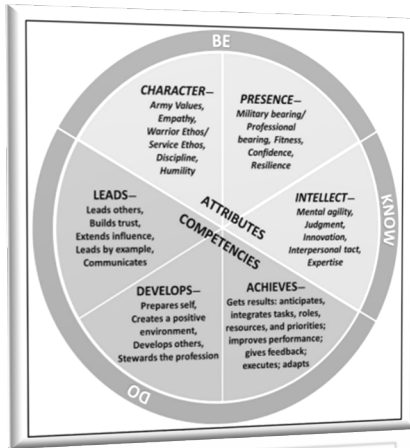
Assessment in applying the foundations of Army writing through an interactive playable character scenario.

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: After Action Review – Debrief - Feedback

Estimated Time for EVENT: 5 Minutes

EVENT –



Did you meet the mark?

Did we?

Table 3-1 Leader Requirements Model
U.S. Army. (2019). *Army leadership and the profession* (ADP 6-22). Headquarters, Department of the Army. https://armypubs.army.mil/epubs/DR_pubs/DR_a/ARN20039-ADP_6-22-001-WEB-5.pdf

EVENT Description:

The learner reviews the decision points they made in the player-driven scenario. Feedback is provided for each decision point and highlights how their choices contributed to their understanding of the learning objectives.

The Leadership Requirements Model (LRM) is introduced to the learner at this point to display progress on attributes and competencies.

EVENT Deliverables:

- Scenario feedback
- LRM Scoring, spider graph and Summary
- Evaluation (learner assesses efficacy of content)

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

The learner receives feedback based on scenario and decision points that led the learner down a series of branches and sequels connected to the interactive playable character scenario.

Learner does not receive feedback revealing the correct answers.

Following feedback, scoring and choices display in spider graph format, denoting performance aligned with the LRM. The LRM is a continual theme with all DLC I lesson content.

Integrated Formative and Summative Evaluation following feedback, provides the Instructional Design team an opportunity to refine and correct content. **(ADDIE)**

EVENT primary and sub-learning objectives:

- Learners **examine** performance connected to scenario and LRM
- Learners **use** feedback in journaling
- Learners **employ** course resources as needed

EVENT primary content points:

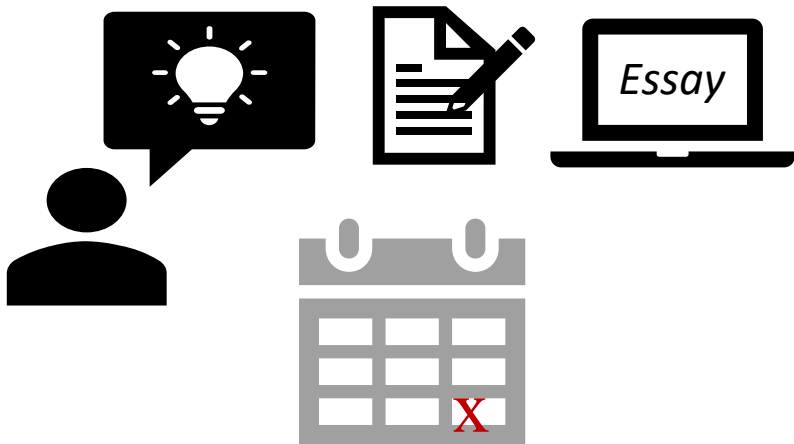
- Assessment performance reviewed
 - Decision points
 - LRM
- Course Evaluation
- Advancement to next writing assignment cue to continue, or return to Introduction to DLC 111 based in a failure to achieve 70% scoring.

UNIT title: DLC111: Foundations in Army Writing

EVENT Title: Issuance of Writing Assignment (Enhance Retention/Transfer)

Estimated Time for EVENT: 1 Minute

EVENT – Develop (Use it) (Enhance Retention/Transfer)



EVENT Description:

Issued at the end of DLC I, learners will receive a writing assignment with associated rubric.

learners will produce a 500-700 word essay centered on “A Leaders Role in Promoting A Positive SHARP Climate” applying foundational writing skills. This graded writing assignment is a required deliverable upon entry into the Basic Leader Course.

EVENT Deliverables:

- Learner specific notes – journaling
- Essay “A Leaders Role in Promoting A Positive SHARP Climate”

EVENT-required resources:

ALMS compliant laptop, connectivity and access to the LMS

Clarifying Notes on EVENT:

This component leverages Advanced Instructional Design element in a Cognitive Generative Strategy with the writing assignment.

The continued online journaling demonstrates the integration of and Advanced Instructional Design Reflective Strategy.

Rubric provided in student resources and instructor materials

Journaling Checklist (Accountability) provided in student resources

Writing resources provided in journal

This graded writing assignment is a required deliverable upon entry into the resident phase of PME, Basic Leader Course.

EVENT primary and sub-learning objectives:

- Learners will **apply** Army foundational writing skills in producing an essay.
- Learners will **produce** a themed essay (**Generative Strategy**)
- Learners will **examine** their essay and provide a self-assessment of their performance using the essay rubric

EVENT primary content points:

These items are required for BLC, submitted on day two of the course.

- Journaling – electronic journal submission upon in-processing BLC
- Writing requirement – Essay
- Completion of self-assessment using the essay rubric