AFROTC DET 850  
UNIVERSITY OF UTAH  
AEROSPACE STUDIES (AS) 400  
SYLLABUS  
Fall 2018

Number/title of course:  AEROS 4010 National Security Affairs  
Department:  College of Social and Behavioral Science  
Pre-requisites:  None  
Credit Hours:  3  
Meeting time/location:  Rm 2039, 1901 E. South Campus Drive  
Tuesdays & Thursdays, 0900-1030  
Instructor Info:  
Name: Lt Col Andrew J Benson  
Office: Annex, Room 2013  
Phone: (801) 581-6236  
E-mail: andrew.benson@afrotc.utah.edu  
Office hours: M/W/F 0900 – 1500  
Tu 1300 – 1500  
(No Appts on Th unless coordinated with me)  
Please make an appointment with Ms Lauren Peterson.

Course Description: National Security Affairs and Preparation for Active Duty is designed to examine the national security process, combatant commands, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. We will be reviewing and practicing communications skills (briefing, writing, and listening) and putting on the final touches in preparation for active duty, to include accomplishing the AFROTC Form 53, Assignment Worksheet. A mandatory Leadership Laboratory compliments this course by providing advanced leadership experiences, giving you the opportunity to apply the leadership and management principles of this course as well as what you learned last year.

Course Objectives: Comprehend the basic elements of national security policy and process; air and space power functions and competencies; the responsibility, authority, and functions of an Air Force commander; selected roles of military in society, the current issues affecting the military profession, selected provisions of the military justice system, and the factors which facilitate a smooth transition from civilian to military life. In addition, each of you should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.

Texts/Reading Assignments: As readings will provide a framework for class discussion, I strongly recommend you read the assigned selections before the relevant lecture. All reading assignments can be found on the Holm Center website (http://holmcenter.com). A Yahoo or Google email address is required to access the site material.
Course Requirements:

A. To pass this class both cadets and academic only students must attend at least 80% of scheduled classes. Excused absences must be coordinated through me, prior to class.

B. All assignments are due at the beginning of each class on the assigned date. Any missed assignments or tests must be submitted prior to the next scheduled AS 400 class meeting or a “0” grade will be assigned. Late work, unless excused by me prior to due date, will be docked a minimum of 10%. Assignments for directed study students will be due prior to the beginning of each regularly scheduled AS class on the assigned due date.

C. Be thoroughly prepared to actively participate in each class. This means do your assigned reading prior to class and participate in classroom discussions.

D. You are required to wear your cadet uniform 0800-1730 each Tuesday & Thursday while academic classes are in session. Ensure your uniform is in compliance with AFI 36-2903 at all times. Take pride in your appearance in and out of the Air Force uniform.

E. Present proper military courtesies at all times. Call the room to attention upon my entry/exit of the classroom. While the class is in progress, do not call the room to attention for a senior officer unless briefed otherwise.

F. Arrive to the classroom on time. Circumstances will sometimes prevent you from being on time; in such cases, ensure that you enter the classroom in a non-disruptive manner.

G. Cadet term counseling is required each semester. You will need to bring me a properly completed (in pencil) AF Form 48, Academic Plan, SIGNED BY YOUR ACADEMIC ADVISOR, to your scheduled term counselling appointment. All term counseling must be completed NLT 1 Oct 18.

H. Eating and drinking (water, soft drinks) are permitted in class as long as you are not disruptive. Please clean up your mess before leaving class and discard food containers in a trash can OUTSIDE the classroom.

I. Cheating or plagiarism of ANY kind will not be tolerated.

Faculty
Responsibilities:
- Convene classes unless valid reason and notice given
- Return evaluations in a timely manner
- Inform students of course content and activities, evaluation methods, grading scale and course schedule
- Ensure environment conducive to learning
- Enforce the honor code

Teaching &
Learning Methods:
Informal Lecture Guided Discussion
Student Presentations In-class Exercises
Assignments:
1. Advocacy Briefing Assignment: You will be required to present a formal briefing on a topic that advocates a specific side of the issue, lasting 6-7 minutes. We will discuss in class some options to choose from and each cadet will not brief on the same topic.
2. Submit a two-page background paper on your subject that will be due on the day of your briefing. Use the Tongue and Quill pp. 228-229 for Background paper format. Cite references in your work using the Tongue and Quill pp. 169-170. Wikipedia is NOT a reference.

Evaluations:
1. Group Project (Bullet Statement Writing Practicum) 25 Points
2. Advocacy Assignment
   - Advocacy Brief 25 Points
   - Advocacy Background Paper 25 Points
3. Final Exam 25 Points

Grade scale:
A: 90-100
B: 80-89.9
C: 70-79.9
D: 60-69.9
F: <60

NOTES:
**ALL WRITTEN AND ORAL ASSIGNMENTS MUST BE FORMATTED IN ACCORDANCE WITH AFH 33-337, The Tongue and Quill, 27 May 2015.**

Accommodations Policy:
Some of the films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

This syllabus is a general guide for the semester. Stay alert for possible changes. **FLEXIBILITY IS THE KEY TO AIRPOWER!**

Attachments:
AS 4010 Course Schedule
HOLMCENTER FORM 6, Briefing Grade Sheet
# BRIEFING GRADE SHEET

**COMPLETED BY STUDENT**

NAME OF STUDENT:  
DATE:  
☐ Advocacy Briefing  ☐ Informative Briefing

CLASS:  
SQUADRON:  
FLIGHT:  
☐ Practice Briefing  ☐ Remake Assignment

SOURCES:  
1  
2

**COMPLETED BY EVALUATING OFFICER**

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<tr>
<th>CONTENT</th>
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<tr>
<td>INTRODUCTION</td>
<td>No goodwill; failed to introduce self, didn't state topical question and main points</td>
<td>Stated topical question and main points; may have introduced self or greeted audience</td>
<td>Stated topical question and main points; introduced self, stated topical question and overview of main points</td>
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<tr>
<td>BODY</td>
<td>Little or no information; poor support of main points; inaccurate information; anecdotes used; inadequate sources (less than 2 sources)</td>
<td>Adequate development; basic information supports main points; adequate sources (introduce)</td>
<td>Comprehensive development; extensive information; strong support for main points; adequately incorporated sources</td>
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<tr>
<td>ADVOCACY (If Required)</td>
<td>Argument resistant to examination, essential task credibility of validity, conclusion doesn't follow</td>
<td>Credible and valid reasons, conclusion follows directly from reasons, argument clear and easy to follow</td>
<td>Compelling and convincing reasons, argument examined by examiner and directly opposing arguments anticipated and refuted</td>
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<tr>
<td>CONCLUSION</td>
<td>Failed to state topical question and main points; introduced new information or antibrief; didn't ask if he/she understood my briefing, are there any questions?</td>
<td>Stated topical question and main points; may have asked for questions or concluded briefing</td>
<td>Stated topical question and main points; did not ask if he/she understood my briefing, are there any questions?</td>
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**DELIVERY**

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<th>VERBAL EXPRESSION</th>
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<td>Introduction or pronunciation problems; several localized pauses; grammar errors; too soft/p Austere; monotone; lacked emphasis; too quickly; too slowly; disorganized, incorrect intonation</td>
<td>Some pronunciation or pronunciation problems; some localized pauses; grammatical errors; too soft/p Austere; monotone; incorrect intonation</td>
<td>Good articulation and pronunciation; no localized pauses; appropriate volume; spontaneity pitch; varied rate; dynamic emphasis; adequately confident</td>
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**MOVEMENT/OBSTEREO/ANIMATION**

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<td>Inappropriate movement; rocking; shaking; nervous; consistently gobbled or looked on lips; mechanical, inappropriate gestures; planned or mechanical gestures; or lack of gestures; &quot;head out&quot; or overly coordinated expression; boarded presentation</td>
<td>Movement coordinated with dialogue; natural gestures; appropriate gestures; added presentation; appropriate facial expression</td>
<td>Used movement to aid presentation; captured attention or added emphasis; appeared natural and comfortable; gestures appeared natural and spontaneous; consistently supported verbal message with hand and arm gestures and good facial expression</td>
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**EYE CONTACT**

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<td>Missing, looked over heads, glanced downward, ignored listeners, dead, stared, focused on watch, aids or notes</td>
<td>Inclusion of most listeners; few retentions; notes entirely eliminated</td>
<td>Direct and impartial throughout; indication of all listeners' understanding of subject; well delivered and enhanced credibility</td>
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**CLARITY**

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<td>Main points not related to purpose and each other; organization not clear; lacking or weak transitions; less than 2 main points</td>
<td>Main points related to purpose and each other; organization clear, adequate use of mechanical transitions; adequate number of main points</td>
<td>Skillfully related the main points to the purpose and each other; organization aided listener understanding and retention; used good transitions throughout which added flow and helped listener</td>
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**ORGANIZATION**

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<td>Inappropriate color; font; pictures; graphics: multiple or major slide errors; distracted listeners</td>
<td>Some appropriate color; font; pictures; graphics; graphics contributed to listener's understanding of subject; no slide errors including spelling and grammar</td>
<td>Kept audience focused; color; font; pictures; graphics contributed to the listener's understanding of subject; no slide errors including spelling and grammar</td>
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**HOLMCENTER FORM 6, 20100222**  
PREVIOUS EDITIONS ARE OBSOLETE.