ARMY WAR COLLEGE NIGERIA

GUIDELINES FOR WRITTEN WORK AND PRESENTATIONS

AWCN COURSE 8/2024

<u>CONTENT PAGE</u>

PART 1

GENERAL GUIDELINES

INTRODUCTION

1.   The Army War College Nigeria (AWCN) course is aimed at developing the operational art and management capacities of Nigerian Army (NA) officers as well as basic strategic skills in the application of land power. To achieve this objective, participants are exposed to lectures on key thematic areas of national security, strategy, leadership, military history, operational planning/management, and peace support operations. Furthermore, the participants will be expected to write analytical papers to address various aspects of the modules and a College paper incorporating all aspects taught on the course.

2.   The analytical papers written in the College are designed to expose participants to the fundamentals of presenting an in-depth study with supporting pieces of evidence on any specialized or chosen topic. In writing a good analytical paper, participants are expected to engage in critical reading and writing. Critical reading entails applying certain processes, models, questions and theories to enhance clarity and a better understanding of the topic of discussion while in critical writing, participants will be expected to carry out analysis of all evidence available on a preferred topic to arrive at a logical conclusion.

3.   In AWCN, all written papers including the College paper are written in analytical format. The College paper is meant to expose participants to the dynamics of the national geo-strategic environment and how to effectively protect and project the country's interest from the NA's perspective. This is with a view to proffering solutions to critical contemporary challenges bordering on key military strategies and policies guiding NA activities. Accordingly, it is imperative that specifications are provided to ensure uniformity and standards for written papers in the College.

4.   The purpose of this publication, therefore, is to outline the guidelines for written papers in the AWCN. The aspects to be covered include application of Service writing conventions, formatting style, use of English, writing styles, referencing and bibliography, supervision of papers, plagiarism test (using the Turnitin software) and penalties. These guidelines apply to the participants and the expectations from the Faculty in respect of written papers in AWCN. It is to be

noted that these guidelines are without prejudice to the key requirement for originality and style in participants' approach to writing in AWCN.

APPLICATION OF SERVICE WRITING CONVENTIONS

5.   The written papers in the AWCN will apply the rules and conventions as provided in the Joint Service Writing Manual (JSWM). In particular, Chapter 2 – Basic Rules and Conventions of Service Writing and Chapter 6 – Service papers as stipulated in the JSWM, among other relevant aspects will be applicable. This is in addition to other specifics that will be provided in the requirements contained in the exercise papers to be issued to participants for specific papers. Furthermore, the rules and conventions that amplify the JSWM and other AFCSC publications especially SW 1-10, will apply.

6.   Some notable aspects of Service writing rules are the layout of a Service paper, use of headings, paragraph and page numbering, security classification, use of capitals and abbreviations as well as the use of numerals. Attention is also drawn to essential details of the introduction, statement of the problem, relationship between aim and purpose, as well as mode of discussion, conclusion and recommendations. This is with a view to aiding the participants in presenting original and analytical thoughts in a logical manner. It does not in any way override the importance of content and analysis, which are the focus of a Service paper.

FORMATTING STYLE

7.   The character type and size to be used are:

    a.   Character type   -   Times New Roman.
    b.   Character size   -   Size 14.

8.   The page margins are as follows:

    a.   Top   -   2.54 centimetres.
    b.   Bottom   -   2.54 centimetres.
    c.   Right   -   2.54 centimetres.
    d.   Left   -   2.84 centimetres (in view of space for binding).
    e.   Header   -   1.27 centimetres.
    f.   Footer   -   1.27 centimetres.

9.   The vertical spacings are as follows:

a. Spacing within successive lines of text – single line spacing (1.5).

b. Spacing before and after headings – double line spacing (1.0).

c. Spacing between paragraphs – double line spacing (1.0).

d. Spacing between page number and security classification – double line spacing (1.0).

10. The horizontal spacings are as follows:

a. First line indent – 1.27 centimetres (also applicable for paragraphs and other sub-divisions).

b. Indent for quotation more than 3 lines – 1.27 centimetres left and right.

USE OF ENGLISH

11. The papers in the College are to be written in simple but effective English in accordance with the rules of grammar. The choice of words and expressions, sentence construction, punctuations and so on are to conform to basic rules applicable to the use of English. Note that the style of writing and choice of expression as contained in Chapter 1 of the JSWM would apply. Accordingly, the use of British spelling is preferred for all written works.

WRITING STYLE

12. A Service paper should be written in a style suited to address the subject matter and be interesting to the reader. The choice of style is a matter of judgement and individual writing style. The writing style must take cognizance of the normal practice of the Service and the level of the paper. Note that Service papers are written in the third person. The use of simple sentences, words of common usage but not slang, and concrete rather than abstract words are encouraged.

13. The writer must use a crisp, lucid style and express himself or herself unequivocally. It is the writer's opinion (deductions) and conclusions that are required, and the writer should be prepared to take responsibility for his submissions. Therefore, words should be chosen carefully to ensure that the writer's intent or thinking is exactly what is represented.

3

PRESENTATIONS

14.   PowerPoint presentations in the College are to be made in a simple and legible format supported with appropriate pictures, tables, graphs and other necessary schematics. The choice of words and expressions, sentence construction, punctuations, schematics and style among others are to conform to the JSWM. A minimum of 4 DS would constitute the assessment team during College presentations and debates. Participants are to submit presentation scripts to Faculty for assessment.

15.   Some guides to preparing power point presentations are outlined below:

    a.   Avoid typing out your entire presentation on the slide. Include only main ideas, keywords, and talking points on the slide.

    b.   To keep your audience from feeling overwhelmed, you should keep the text on each slide short and to the point.

    c.   Your text should be easy to read and pleasant to look at. Large, simple fonts and theme colours are always your best bet. The best fonts and colours can vary depending on your presentation setting.

    d.   Be consistent with style settings.

    e.   Avoid reading the slides. If you read the slides, you'll not only bore your audience, but you'll also come off as disinterested in your own presentation.

PART 2

SOURCES

INTRODUCTION

16.   The sources of data could be primary or secondary. Primary sources are those from which the participants collect unprocessed data directly. Secondary sources are data sources, other than those obtained directly by the participant, that have undergone some form of processing and interpretation. In this regard, the AWCN emphasizes the use of scholarly sources as references when writing papers. These sources primarily include books and peer-reviewed journal articles. Peer-reviewed journal articles are especially useful because of the currency of the information and ideas in them. They are a medium through which scholars and researchers share new research with each other. In the College, the use of sources not later than 5 years is the norm. However, highly seminal or classical works older than 5 years are acceptable.

17.   Participants are enjoined to screen sources carefully before using them. The decision to use a source depends on the needs of the writer, whether he or she wants facts, authoritative opinions, reasoned arguments, statistics, narratives, eyewitness accounts or descriptions. The choice of a source also depends on the purpose of your research or paper. The purpose could be to get new ideas, find support for a position, survey opinions or other reasons. A decision on the needs and purpose of the research or paper enables the writer to screen sources more efficiently.

18.   Participants are expected to use reliable sources. These are sources that are fair, objective and devoid of hidden motives. However, to locate reliable sources, participants must be fair and objective too. A major error that many researchers make is to look for sources whose ideas, findings or arguments are in tandem with their ideas or tallies with their preconceived notions. This is where the application of the critical thinking concepts taught during the course becomes useful.

CLASSIFICATION OF PUBLICATIONS

19.   It is useful for participants to understand the different kinds of publications so that they can make informed choices as to the types to use as sources. The AWCN encourages participants to depend on scholarly publications as the major

sources to be used when writing papers. A publication is considered scholarly if it is authored by academics for a target audience that is mainly academic. It is published by a recognized organization with academic goals and missions.

20. A publication must be academic in focus with the intent to report on or support research needs and advance knowledge on a topic or theory. Such a publication will likely be peer-reviewed or referenced by external reviewers. A publication is peer-reviewed if its articles undergo an official editorial process that involves review and approval by the author's peers. Most scholarly publications are peer-reviewed. Consequently, participants are expected to differentiate between scholarly journals, trade publications and popular magazines.

21. A scholarly publication is signed by the author who is normally a scholar or expert. It often provides the author's credentials as well as affiliations and could be authored by several people. Also, a scholarly publication cites sources using endnotes and footnotes as well as documenting them as a bibliography or reference list. It is often written using the specialized language of the discipline and may have an abstract. In terms of content, scholarly publications focus on narrow subjects but with detailed analysis. The articles are often about research and utilize charts, graphs or tables. Articles in scholarly publications tend to have specific organisation, including an abstract, a literature review, a discussion of methodology and results or conclusions.

22. On the other hand, trade journals are published by professional or trade associations. They tend to have a specific and limited audience. These journals use the jargon of the industry and have intellectual subject matter. They often comment on current issues and cultural or political subjects. Some trade journals may have a political leaning and could be literary or artistic. These journals, while not reporting research, may be helpful if the writer seeks informed opinions or ideas.

23. Participants are enjoined to select the sources for their papers carefully taking cognizance of the differences in the types of publications. While scholarly journals and books should serve as the mainstay of a participant's sources, trade and other publications could be used to also gather information as well as opinions on current issues. They also impart a degree of variety to the participants' reference list. It is pertinent to note that a participant is responsible for the credibility of his or her written papers. A very good step towards achieving this goal is to select credible sources. This is essential in the contemporary world of

the Internet where access to huge amounts of information and sources are taken for granted.

EVALUATING INTERNET SOURCES

24.   The Internet is replete with information with varying degrees of reliability and authenticity. Sieving through the mass and deciding on the sources to use from the Internet can be a daunting task. In recent years, there has been a proliferation of 'fan websites' that collate quotes from various scholars and historical figures but lack any scholarly foundation. Participants are enjoined to avoid these seemingly easy sources and as much as possible refer to original works of the authorities they intend to use. Where an internet source is the only option, the Credibility, Accuracy, Reasonableness and Support (CARS) Checklist is designed to assist researchers to separate the 'wheat from the chaff'. Although few sources will meet every criterion in the list, the checklist will assist a writer to separate high-quality information from those of poor quality.

25.   **Credibility.** There are several indicators that can identify credible sources on the Internet. These indicators include the author's credentials and evidence of quality control. The author of a source should show some evidence of being knowledgeable, reliable and truthful. Also, scholarly articles must have passed through a peer-review process, whereby several readers must examine and approve the content before it is published. Furthermore, meta-information can give clues as to the credibility of information in a source. There are 2 basic forms of meta-information, summary and evaluative. Summary meta-information includes all the shortened forms of information, such as abstracts, summaries or tables of content. On the other hand, evaluative meta-information includes material that provides some judgement or analysis of content. The 3 elements of an author's credentials, evidence of quality control as well as meta-information are quite useful in assessing the credibility of sources on the Internet. Some indicators of lack of credibility include anonymity of the author, lack of quality control, negative meta-information and bad grammar. Also watch out for emotional earnestness accompanied by exaggeration or absolutes as well as claims of unique, secret information.

26.   **Accuracy.** The need for an accuracy test is to ensure that the information in a source is correct. Such information should be up to date, factual, detailed, exact and comprehensive. Accuracy is judged by looking at timelines, comprehensiveness as well as the audience and purpose. Information is fluid and

dynamic in nature, implying constant changes in timeliness. Information that is a fact today may be timely now but out of date tomorrow. As a result, we must always remember to cross-check our data from time to time to update our facts. Any source that presents conclusions or that claims to give a full and rounded story, should reflect completeness and accuracy. On the other hand, a source that deliberately leaves out important facts, qualifications, consequences or alternatives may be intentionally misleading. In addition, it is essential to evaluate the purpose for which information is created. As such, ensure that the intended audience and purpose of the source of information are appropriate to your requirements or at least clearly an evidence. There are several indicators that may mean that a source is inaccurate, either in whole or part. These indicators include no date on the document and vague or sweeping generalisations. Others include an old date on information known to change rapidly and a one-sided view that does not acknowledge opposing views or respond to them.

27.   **Reasonableness.** The reasonableness of a source is assessed based on fairness, objectivity, moderateness and consistency. Fairness involves offering a balanced, reasoned argument that is not selected or slanted. Ideas or claims made by the source's opponents should also be presented in an accurate manner. Furthermore, in terms of objectivity, a good writer should be able to control his or her biases and/or emotions. Always put it at the back of your mind that some organizations are naturally not neutral and you should be on the lookout for writing that attempts to inflame feelings that are biased or politically distorted. Moderateness tests information against reality. However, do not automatically reject a claim or source simply because it is astonishing. Rather, be extra careful about checking your facts. Consistency requires that the arguments and information in a source are not contradictory. Falsehoods and distortions of the truth often tend to throw up inconsistencies or contradictions. Finally, the worldview of most writers often influences their writing profoundly. For some writers, political, religious or ideological agendas take precedence over the truth and may not be the best sources. Indicators of lack of reasonableness include intemperate language or tone, over-claims, sweeping statements or conflict of interest.

28.   **Support.**   Support is concerned with the source and corroboration of the information. Much information, especially statistics and claims of fact, comes from other sources. Citing sources strengthens the credibility of the information. Especially, it is important for statistics to be documented. As such, sources should have references and a bibliography to serve as documentation of the source of

information. Also, corroboration or confirm ability is an important test of truth. Therefore, always look out for other sources that support the source. As for arguments, there will probably be a number of people who agree with an argument if it is sound. Furthermore, most aspects of support involve external consistency, whereby you compare what is familiar in the new source with what is familiar in other sources. The reasoning behind external consistency is that if a source is faulty when discussing something you know; it is likely to be faulty in areas you do not yet know. Therefore, a writer should be sceptical about trusting such a source. Indicators of a lack of support include date presented without an identified source, absence of source documentation and a lack of other sources that present the same information or acknowledge that the same information exists.

PART 3

REFERENCING AND BIBLIOGRAPHY

INTRODUCTION

29.   A reference is an acknowledgement of ideas, facts and figures that are not original to the writer but used in the course of the work. When an idea from other authors is acknowledged in a work, it is referred to as 'citing'. There are several referencing styles in academics. However, in the AWCN, the Chicago Manual Notes and Referencing Styles are preferred. It is important to reference all authorities and materials used in the course of research. Appropriate referencing accords the work done with some level of credibility and indicates the depth of research based on the volume of materials and authorities consulted. In addition, the appropriate chronology and citing of the consulted materials provide ease with which to verify the submissions and assertions referenced. This explains the cautious attention given to referencing and bibliography in the College.

REFERENCING

30.   All papers in the College are expected to be well researched and would require the use of references. Thus, references are used to give credit to sources and to assure readers about the accuracy of facts, among others. A writer can use materials from other sources in 2 ways. These are paraphrasing of the material in the writer's own words or direct quotations of the original material word for word. Either way, the writer must provide references for all materials used from other sources.

31.   Consequently, the method of footnotes and references are to be used in the College. The footnote entails the use of bold superscripted numbers on the quoted text, while at the bottom of the page, the sources are inserted. This is to be done serially all through the paper. The numbered footnote at the bottom of the page need not be followed by a full stop. The references are numbered and listed serially at the end of the paper, which must contain the complete information of the reference materials consulted.   The reference materials are to be listed in alphabetical order based on the surnames of the authors.

32.   The exact number of references used in a paper is at the discretion of the writer. However, the papers at AWCN are focused on problem-solving through critical analysis and require some measure of originality, imagination, and

creativity, thus, the unlimited use of references is not encouraged. Accordingly, while the value of effective use of references is noted, the number of references would be limited to a maximum of 5 on any page. While the College expects that all work consulted must be acknowledged, the originality of participants' work will depend on their understanding, interpretation and use of materials that have been consulted in the course of the research work.

BIBLIOGRAPHY

33.   The use of bibliography is to be adopted in the place of references for the College paper. A bibliography is an organised list of books, materials and authorities consulted by the participants but not necessarily cited in the paper. It is organised in alphabetical order under specific categories like books, periodicals/journals, official publications, newspapers/magazines, Internet/electronic media, unpublished materials and interviews, among others. Entries in a bibliography are not to be numbered and the surnames of the authors are to be written before the initials.

34.   The samples of footnote styles and bibliography for AWCN are at Annexes A and B. Additionally, a sample reference is also at Annex C.

Annexes:

A.   Samples of Footnote Styles at Army War College Nigeria.
B.   Sample Bibliography.
C.   Sample Reference.

SAMPLES OF FOOTNOTE STYLES USED AT ARMY WAR COLLEGE NIGERIA

Ser	Source	Samples of Footnotes
(a)	(b)	(c)
1.	Material from a book titled "National Security in Africa, A Radical New Perspective" by O Nnoli	O Nnoli, **National Security in Africa, A Radical New Perspective** (Enugu: PACREP, 2006).
2.	Quotation on Page 85 of a book titled "The Necessity for Choice" by "Henry Kissinger	H Kissinger, **The Necessity for Choice** (New York: Harker and Row, 1961), p. 85.
3.	Quotation on Pages 14 and 15 of a book titled "Nigeria's Defence and National Security Linkages, A Framework of Analysis" by TA Imobighe	TA Imobighe, **Nigeria's Defence and National Security Linkages, A Framework of Analysis** (Ibadan: Heinemann Books, 2003), pp. 14-15.
4.	Quotation on Page 123 of a book titled "Peace Studies and Conflict Resolution in Nigeria, A Reader", edited by Miriam Ikejiani-Clark	M Ikejiani-Clark (ed), **Peace Studies and Conflict Resolution in Nigeria, A Reader** (Ibadan: Spectrum Books Limited, 2009), p. 123.
5.	Quotation on Page 45 of a book titled "Global Intelligence, The World's Secret Services Today" by Paul Todd and Jonathan Bloch	P Todd and J Bloch**, Global Intelligence, The World's Secret Services Today** (Dhaka: University Press, 2003), p. 45.
6.	Material from a book edited by P Collier, Soludo & Pattillo (more than 2 authors) titled "Economic Policy Options for a Prosperous Nigeria"	P Collier Et al (eds), **Economic Policy Options for a Prosperous Nigeria"** (New York: Palgrave Macmillan, 2008).
7.	Quotation on Page 10 of a book titled "On the Psychology of Military Incompetence" by Norman Dixon.	N Dixon, **On the Psychology of Military Incompetence** (New Delhi: Random House Publishers, 1976), p. 10.
8.	Material from the preceding reference (eg Reference 7)	**Ibid.**
9.	A quotation from Page 60 of the preceding reference (eg Reference 8)	**Ibid**, p. 60.
10.	A quotation on different Pages (eg pages 62 to 63) from preceding reference (eg Reference 9)	**Ibid**, pp. 62-63.
11.	Material from a source after one or more intervening references (eg Reference 1)	O Nnoli**, Op.Cit**

(a)	(b)	(c)
12.	A quotation on Page 10 from a source after one or more intervening references (eg Reference 3)	TA Imobighe, **Op.Cit**, p. 10.
13.	A quotation on Pages 200 to 201 from a source after one or more intervening references (eg Reference 4)	N Dixon, **Op.Cit.**, pp 200-201.
14.	Material sourced from a different book by H Kissinger.	H Kissinger, **Weapon and Foreign Policy** (New York: Harper and Row, 1957).
15.	An article by Bolaji Akinyemi titled "Race and Foreign Policy: The South African and Rhodesian Press and the Nigerian Civil War" in the Nigerian Journal of International Affairs.	B Akinyemi, Race and Foreign Policy: The South African and Rhodesian Press and the Nigerian Civil War", **Nigerian Journal of International Affairs**, Vol,3, No.1 (1977).
16.	Material from an author already quoted more than once after one or more intervening references (eg Reference 2).	H Kissinger, **The Necessity of Choice, Op.Cit.**
17.	Material from a chapter written by S Ochoche titled "Militarization and National Security in Africa" in a book edited by E Hutchful and A Bathily titled "The Military and Militarization in Africa"	S Ochoche, "Militarization and National Security in Africa" in E Hutchful and A Bathily (eds), **The Military and Militarization in Africa** (Dakar: Codesria, 1998).
18.	A statement by J Montgomery quoted by B Arlinghnaus on Pages 55 to 56 in a book titled "Military Development in Africa: The Political and Economic Risks of Arms Transfer"	J Montgomery, quoted in B Arlinghnaus, **Military Development in Africa: The Political and Economic Risks of Arms Transfer** (London: West view Press, 1984), pp. 55-56.
19.	Material in the 1992 edition of the "Annual Report and Statement of Account" by the CBN	Central Bank of Nigeria, **Annual Report and Statement of Account, 1992.**
20.	Quotation from page 10 of an official report by the Federal Ministry of Information.	Federal Ministry of Information, **First Report of the Anti-Inflation Task Force** (Oct 75), p.10.
21.	Unpublished work by S Ochoche titled "The Meaning of Security: An African Perspective"	S Ochoche, "The Meaning of Security: An African Perspective" (Unpublished)
22.	Material from a lecture by C Bassey titled "The Theory and Causes of War" delivered at the National Defence College to participants of Course 20 on 10 Sep 11.	C Bassey, "The Theory and Causes of War" delivered at the NDC to participants of Course 20, 10 Sep 11.

(a)	(b)	(c)
23.	Material from an unstructured interview of Mr A Adamu, Permanent Secretary of the Ministry of Defence on "The State of Infrastructure in the Armed Forces" held at NDC on 24 Sep 11.	A Adamu, Permanent Secretary, Ministry of Defence, interviewed on "The State of Infrastructure in the Armed Forces" at NDC Abuja on 24 Sep 11.
24.	Interview of Barack Obama on the CNN by Larry King Live Programme in Atlanta on 8 Sep 11	B Obama, interviewed by Larry King, Larry King Live, CNN, Atlanta, 8 Sep 11.
25.	Article by IA Manzo titled "The Power Crisis" on page 2 of the Daily Trust of 14 Sep 11.	IA Manzo, "The Power Crisis", **Daily Trust** (Kaduna), 14 Sep 11, p.2.
26.	Article by Emmy Scott titled "The Global Financial Meltdown" on Page 7 of the Financial Times magazine of E 20 Sep 11.	E Scott, "The Financial Meltdown", **Financial Times** (London), 20 Sep 11, p.7.
27.	Article by JJ Ola titled "The Ministry of Niger Delta" on Page 35 of Newswatch of 3 Oct 11.	JJ Ola, "The Ministry of Niger Delta", **Newswatch** (Lagos), 10 Oct 11, p.35.
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28.	**Personal Site**. Material uploaded to the internet on 12 May 08 but accessed on 17 Jun 11 from the homepage of the personal site of P Bako.	P Bako, "Homepage", 12 May 08, <http://www.english.eku.edu/bako/defaul.htm>accessed 17 Jun 11.
29.	**Professional Site**. Material written by P Ekwe titled "The Nigerian Civil War" on 22 Jun 08 in a professional website like the Nigerian History Society and accessed on 12 Oct 11.	P Ekwe, "The Nigerian Civil War", **The Nigerian History Society,** 22 Jun 08, <http://www.english.eku.edu/bako/defaul.htm>accessed 12 Oct 11.
30.	**Online Book**. Material titled "The Age of Mammals" by PJ Kuku being part of a book titled Biodiversity and Conservation uploaded to the internet in Apr 08 and accessed on 11 May 08.	PJ Kuku, "The Age of Mammals", in **Biodiversity and Conservation,** Apr 08 <http://www.darwin.bio.uci.edu/sustain/bio65/index.html> accessed 11 May 08.
31.	**E-Journal**. Article titled "Embedded Visuals Student Design in Web Spaces" in an e-journal called the Educator: A Journal for Teachers of Writing in Webbed Environment Vol 3, No. 1, (2007) accessed on 21 Sep 08.	"Embedded Visuals Student Design in Web Spaces", **Educator: A Journal for Teachers of Writing in Webbed Environment,** Vol 3, No. 1(2007)<http://www.english/ltu.edu/educator/2.1/features/index.html> accessed 21 Sep 08.

(a)	(b)	(c)
32.	**Online Newspaper**. Newspaper article written by C Musa titled "A Body on Mt Everest, A Mystery Half-Solved" in This Day Online of 5 Mat 08 and accessed on 13 May 08	C Musa, "A Body on Mt Everest, A Mystery Half-Solved", **This Day Online,** 5 May 08 <http://www.search.thisday.com/search/daily/bin/fastweb?getdoc+site+> accessed 13 May 08
33.	**Government Publication**. Article by D Ojo titled "Principles of Ethical Conduct for Government Officers and Employees" in a government publication Executive Order 12674, uploaded 12 Apr 07 and accessed 30 Aug 08	D Ojo, "Principles of Ethical Conduct for Government Officers and Employees", Executive Order 12674, 12 Apr 07, <http://www.aso.gov.ng/exorder/co12674.html> accessed 30 Aug 08.
34.	**From Subscription Service**. Material by DJ Gana titled "Whining, Griping and Complaining: Positivity in the Negativity" in the Journal of Clinical Psychology, accessed on 19 Sep 08 from a subscription service like the Academic Search Premier Database, EBSCO.	DJ Gana, "Whining, Griping and Complaining: Positivity in the Negativity", **Journal of Clinical Psychology**, 58, No.9 (2008), **Academic Search Premier Database, EBSCO,** accessed 19 Sep 08.
35.	**Email Message**. Email from F Okonkwo titled "Bonga Project" sent on 20 Apr 08 and accessed on 3 May 08.	F Okonkwo, "Bonga Project", 2 May 08, personal email, accessed 3 May 08.
36.	**Web Discussion Forum**. Material from D Odey in a web discussion forum called "Hyper News Instructions" carried out on 23 May 08 but accessed on 24 May 08.	D Odey, "Hyper News Instructions", 23 May 08, <http://www.union.ncsa.uiuc.edu.hypernews/instructions.html> accessed 24 May 08.
Long Quotations		
37.	Long quotations that cover more than 4 lines are to be written separately in single line spacing in the text and indented both left and right. Note also that the quotation marks (" ") are not used.	The strength of a maritime state lies in its inherent capacity to place all resources and possibilities offered by the ocean at the service of mankind and make full use of them to develop its economy which ultimately determines all facets of life of the country including its defence capability.
Use of the Word "sic" in Quotations		
38.	To show that there is an incorrect word/statement in the text quoted, the word "sic" is put in bracket immediately after the incorrect word/statement.	Nigerian (sic) Defence College is the highest military training institution in Nigeria.

Source: National Defence College, Research Project Writing Manual (Fourth Edition), September 2015, Pages 18-1 to 18-5.

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PART 4

PLAGIARISM AND PENALTIES

INTRODUCTION

35.   Plagiarism occurs when a work written by other writers is consulted, used, or adopted and or cited without adequate acknowledgement of the originator. Plagiarism is viewed as a very serious offence in the College as it is an academic fraud. Therefore, participants are advised to eschew this unhealthy practice and ensure the production of a well referenced and credible paper.

DIMENSIONS OF PLAGIARISM

36.   There are several dimensions of plagiarism. The most common forms through which acts of plagiarism manifest are outlined below:

    a.   Verbatim copying, near verbatim copying or purposeful paraphrasing of portions of another author's or group of authors' work or reports whether published or unpublished without citing the exact reference.

    b.   Paraphrasing the work of others or changing the order of presentation of another person's work. Even if one includes a reference to the original author in his work and goes ahead to mislead his reader to believe that subsequent ideas and data are original to him. Conscious efforts must be made to refrain from creating the impression that paraphrased work is one's own original idea.

    c.   Copying elements of another author's paper, such as equations or illustrations that are not common knowledge without appropriate citation and acknowledgement. Also, copying of essays from an essay bank is in contravention of the policy of academic standard and integrity.

    d.   Submitting part of or the complete work of another person (assignment or lecture handout) as personal work.

e.   Auto-plagiarism, which refers to the submission or adoption of part or all of one's personal work that was previously submitted elsewhere for another assessment, certificate or degree. It also refers to the verbatim or near verbatim reuse of a significant portion of one's own copyrighted works without citing the original source.

f.   Cutting and pasting information and data generated from the Internet without appropriate acknowledgement.

g.   Collusion, which is unauthorized collaboration to execute a research work, failure to attribute assistance received and failure to abide by the laid down regulations governing the conduct of group works. It is a scholar's responsibility to know the limits of collaborations permitted in group works at the College.

h.   Inaccurate and misleading citation also constitutes acts of plagiarism and academic dishonesty.

i.   The unacknowledged use of computer programs, mathematical/computer spread models and software in all forms.

j.   The unacknowledged use of artworks, photographs, maps, digital images, films, and musicals.

CLASSIFICATION OF PLAGIARISM

37. Various types and levels of plagiarism are recognized in the AWCN, and all are unacceptable in assessed works /publications. Plagiarism can be classified as minor, substantial or major. These are defined in subsequent paragraphs.

38.   **Minor Plagiarism**. It is defined as doing any of the following without attribution:

a.   Inserting verbatim phrases of 2-3 distinctive words.

b.   Substituting synonyms into the original sentence rather than rewriting the complete sentence.

c.   Reordering the clauses of a sentence.

d.   Imitating the sentence, paragraph, or organizational structure, or writing style of a source.

e.   Using a source's line of logic, thesis or ideas.

39. **Substantial Plagiarism**. It is defined as doing any of the following without attribution:

a.   Inserting verbatim sentences or longer passages from a source.

b.   Combining paraphrasing with verbatim sentences to create a paragraph or more of text.

c.   Repeatedly and pervasively engaging in other forms of minor plagiarism.

40. **Major Plagiarism**. It is defined as doing any of the following:

a.   Submitting or presenting someone else's published or unpublished work (paper, article, or chapter).

b.   Submitting another participant's or author's work for an assignment.

c.   Using information from old assignments done by previous participants in the College (past work) and presenting it as one's work.

d.   Buying a paper from a mail-order company or downloading it from the Internet and submitting it for assessed work.

e.   Making use of essay-generating software or programs such as Chat GPT and other similar systems.

PLAGIARISM TEST AND PENALTIES

41.   It is important that the College maintains a high standard of academic excellence and ensure the credibility of research works produced by the participants. Accordingly, all written papers in the College will be subjected to plagiarism tests and those found wanting will be sanctioned as appropriate. This will be done using credible and widely acceptable plagiarism software. In the AWCN, the use of Turnitin software

has been adopted. Participants are therefore enjoined to ensure that their written submissions are not plagiarised.

42.   Participants should note that the acceptable tolerance level for similarities of work is 20 per cent. Any work outside the plagiarism tolerance level will be investigated.   Thereafter, any paper with reasonable proof of plagiarism will be severely sanctioned.

      a.   Acceptable (1 – 20 per cent) - No penalty.

      b.   Minor (21 – 30 per cent)   - Deduction of 10 marks.

      c.   Substantial (31 – 34 per cent)- Deduction of 15 marks.

      d.   Major (35 – 40 per cent)   - DOS disciplinary interview and downgrading to F Grade (Maximum score of 39.99 percent).

      e.   Massive (above 40 per cent).

          (1)   DOS disciplinary interview and recommendation for withdrawal from the course.
          (2)   Comdt's disciplinary action (withdrawal).

PENALTIES FOR WRITTEN WORKS

43.   The participants are to be mindful of the following penalties for some violations for written papers:

      a.   **College Papers/Module Papers**.

          (1)   Late submission of papers – 0.5 mark per hour (submission after 3 days will result in outright rejection of the work).

          (2)   Violation of number of words/pages – 0.5 mark per extra page.

          (3)   Non-submission of soft copies – 0.25 mark per hour (participants are to ensure that all submitted Compact Disks are not defective).

          (4)   No title page – 1 mark.

(5)   Unauthorized amendment of approved and documented topic – deduction of 10 marks.

(6)   Unauthorized change of approved and documented topic – rejection of the paper.

(7)   Inclusion of name in the signature block – 5 marks (all participants are to use AB PARTICIPANT for their names and the rank of Col for the signature block, while the word 'SIGNED' is to be inserted to represent the signature).

(8)   Wrong font size – deduction of 2.5 marks.

(9)   Other Offences – Participants will be penalized for violating other instructions as may be stipulated in the 'Whites'.

b.   **Written Papers for Presentations/Presentation Script/Loading of PowerPoint**.

(1)   Same as Paragraph 41a above, but the deduction will be after every 30 mins. Please note that any submission, 3 hrs 30 mins after the deadline would result in outright rejection of the work.

(2)   The above penalties apply for the loading of PowerPoint in the control room.

44.   It is important to stress that in addition to the penalties stipulated above, infractions that border on academic dishonesty could attract additional administrative sanctions including withdrawal from the College.

PART 5

SUPERVISION OF PAPERS

45. The written papers in the College will be supervised by members of the DS. The members of the DS assigned to each syndicate are to supervise the papers for the participants in their syndicates. However, for the College paper, which extends across the 3 terms, each participant will be assigned a supervising DS. Accordingly, for the avoidance of doubt, the guiding principles for supervising all participants' individual papers are as follows:

   a. Supervising DS are to peruse, make corrections and approve the paper framework for participants. The framework includes a complete introduction, aim and list of scope items only. Please note that this support will focus on idea generation and logic as against grammar and staff duties.

   b. Upon approval of the framework of the paper by the supervising DS, participants are expected to progress with the development of their papers accordingly.

   c. Supervising DS are not to read the draft of the papers after approval of the framework. However, supervising DS could progressively discuss each scope item and provide the necessary guidance, as well as verbal feedback to the participants without reading the drafts of the paper.

   d. The participants are not to ask/request any other member of the Faculty to read the drafts of their papers at any stage for inputs or corrections.

46. The participants may consult widely but are advised to discuss any changes to the framework of their papers with the supervising DS. It is important to emphasize that participants are responsible for their work and the support provided by the supervising DS is advisory and one possible way to approach the paper.

PART 6

ASSESSMENT CRITERIA – THE RUBRICS

INTRODUCTION

47.   Writing in the AWCN is usually analytical, qualitative and addresses the intended issues.   These writings are guided by the specified guidelines in this document while the work is assessed using a marking guide known as a 'rubric'.   The rubric is very flexible and allows a participant to express his thoughts freely but logically and with credible substance.

48.   Rubric is a guide listing specific criteria for assessing a submission leading to grading or scoring academic works.   It could better be explained as a coherent set of criteria for assessing participants' works which include the description of the level of performance quality on the criteria.

49.   It is important to note that rubrics are evaluation/assessment tools that can also be used by participants to guide their submission to meet the College required standards in addition to the scope given by sponsor DS.   Note that rubrics are primarily meant for assessing performance. Rubrics are designed for both written works, oral presentations and exercises.

RUBRIC FOR WRITTEN WORKS

50.   The rubric for written works is generic and is a basis to evaluate the submitted written work for papers in the AWCN. There are 4 primary quality indicators (responsiveness, content knowledge, quality of writing as well as research and scholarship) for written papers. There are also 4 quality degrees (exceeds standard, meets standard, barely meets standard and below standard). The quality indicators are briefly summarized as follows:

a.   **Responsiveness**. Responsiveness forms 25 per cent of the total marks in any written submission in the College. It assesses the adequacy or otherwise of participants' response to the requirements in the 'white' in terms of contents.

b. **Content**. Learning and knowledge in the AWCN centres principally on content rather than minor staff duties. Therefore, the marks allocated to content in written works in the College is 40 per cent of the total score. The content of a written submission should clearly include understanding and application of concepts and issues taught on the course. It should further make inferences about the concepts/issues or connect them to other ideas. This is expected to enhance the quality of participants' written submissions.

c. **Quality of Writing**. The quality of writing in the College assesses participants' ability to fulfil the requirements for an analytical paper in terms of content premised on thorough research and scholarship. It should demonstrate participants' adherence to the writing style that clearly communicates the content. The quality of writing carries 20 per cent of the allotted marks for written assessment in AWCN.

d. **Research and Scholarship**. Emphasis on research and scholarship in AWCN is aimed at achieving systematic and logical presentation of facts with empirical evidence, where possible. It is also aimed at updating and increasing the participants' knowledge towards improving their skills and experience. Research and scholarship show how the content of a written submission contributes to the knowledge in the field and the support by empirical research/evidence from a reliable source. The proportion of marks allocated to research and scholarship in written works in the College is 15 per cent of the total possible score.

Participants are to note that the rubric is only a guide to the elements that should be included in written papers in the College. Details of the rubrics adopted for written works in the AWCN are at Annex A. For clarity, a rubric specific to Service Papers is contained at Annex B.

RUBRIC FOR ORAL PRESENTATION

51. The rubric for oral presentation is generic and will be used as a basis to evaluate oral presentations in the AWCN. There are 4 primary quality indicators (responsiveness, content, delivery and organization) and 4 quality degrees (exceeds standard, meets standard, barely meets standard and below standard). The quality indicators for oral presentation varies slightly from those of written work and are summarized as follows:

a.   **Responsiveness**. Responsiveness in oral presentation in AWCN examines how the presentation responds to the requirements using the performance indices of response to requirement, evidence base and topic connectedness. Participants are encouraged to provide additional useful information beyond what is required. Responsiveness is   allotted 15 per cent of the scores for assessment in an oral presentation.

b.   **Content**.   Similar to what is applicable in written works, assessment of oral presentations in AWCN revolves mainly around content and is allocated 50 per cent of the total marks available. It should demonstrate a succinct understanding of the knowledge the presentation is intended to convey. Contents, in the context of oral presentations should entail the application of concepts, relevant examples and critical thinking as well as the application of knowledge.

c.   **Delivery**.   Delivery indicates participants' ability to adhere to a style that adequately communicates the content in an unambiguous manner. It entails the use of performance indices of language, communication, clarity, logic, articulateness as well as confidence and synchronization to aid assessment. Delivery is allotted 20 per cent of the available scores for assessment.

d.   **Organization**. Participants should be able to present their works in a sequential, logical and orderly manner devoid of confusion. Organization entails the ability of participants to set up with good stage management, presenting their submissions within a stipulated period with relevant and clear visual aids. In the oral presentation in AWCN, organization is allotted 15 per cent of the total score available.

The rubric for oral presentation is only a guide to the elements that should be included in oral presentations in the College. The details of rubrics for oral presentation in AWCN are at Annex C.

RUBRIC FOR EXERCISES

52.   The rubric for exercises is generic and will be used as a basis to assess exercises in the AWCN. The rubric is divided into 2 parts, viz,

written works and exercise play. The rubric for written works during exercises is the same as the generic rubric for written works as contained in Paragraph 48. For exercise play, the rubric has 3 primary quality indicators (preparation, conduct and stage management)and 4 quality degrees (exceeds standard, meets standard, barely meets standard and below standard). The quality indicators for exercise play varies from those of written work and presentations and are summarized as follows:

    a.   **Preparation**.   Preparation during exercises in AWCN examines how participants organize themselves for the conduct of the exercise. The performance indices are setting up, understanding of the exercise setting/roles and timeliness. Participants are expected to set up their cells while having a good understanding of the exercise setting and their individual roles. They are encouraged to be creative and complete setting up in good time before the conduct phase. Preparation is allotted 30 per cent of the scores for assessment in exercise play.

    b.   **Conduct**. Learning and knowledge in the AWCN focus principally on content. Accordingly, during exercises, emphasisis placed on the conduct/execution phase. The performance indices during the conduct of exercise are implementation of the plan, briefing and response to changing situations. Participants are expected to apply themselves and implement the plan derived from the estimate process while reacting to changing scenarios. They should be able to effectively brief on all aspects of the exercise. The mark allocated to the conduct phase during exercises is 50 per cent of the total score.

    c.   **Stage Management**. Stage management entails the ability of participants to be ingenuous while playing their roles. The performance indices under stage management are realism, visual aids and coordination. Participants are encouraged to bring realism to bear throughout all exercises in the College. In addition, the exercise should be conducted in a sequential, logical and orderly manner. In the rubric for exercises in AWCN, stage management is allotted 20 per cent of the total score available.

The rubric for exercises is only a guide for evaluation during exercises in the College. Other quality indicators peculiar to individual exercises may

be considered. The details of rubrics for exercises in AWCN are at Annex D.

Annexes:

A.   AWCN Rubric for Written Works.
B.   AWCN Rubric for Service Papers.
C.   AWCN Rubric for Oral Presentations.
D.   AWCN Rubric for Exercises.

ARMY WAR COLLEGE NIGERIA RUBRIC FOR WRITTEN WORKS

This rubric is generic and will be used as a basis to evaluate written works in the Army War College Nigeria. There are 4 primary quality indicators (responsiveness, content knowledge, quality of writing and research and scholarship) and 4 quality degrees (exceeds standard, meets standard, barely meets standard and below standard). The rubric is a guide to the elements that should be considered during written works in the College.

GRADES

A   85 – 100   Outstanding

B+   75 – 84.99   Excellent

B   70 – 74.99   Very Good

C+   65 – 69.99   Good

HC   60 – 64.99   Above Average

C   55 – 59.99   Average

LC   50 – 54.99   Low Average.

C-   40 – 49.99   Below Average

F   0 – 39.99   Fail

Performance Index	Responsiveness – 25 marks (Did the participant respond adequately to the requirement?)			
	Descriptions/Score			
	Exceeds Standard 18.75-25 marks	Meets Standard 15-18.75 marks	Barely Meets Standard 10-15 marks	Below Standard 0-10 marks
a. Response to topic b. Beyond requirement c. Evidence base d. Topic connectedness	Paper is responsive to and exceeds the requirements given in the white. It: a. Responds to the assigned or selected topic and addresses the practical issues (if any) the topic is meant to address in an ingenious manner; b. Goes beyond what is required in some meaningful way; c. Is substantive and evidence based; and d. Demonstrates that the paper topic connects in a meaningful way with the course content.	Paper is responsive to and meets the requirements given in the white. It: a. Responds to the assigned or selected topic and addresses the practical issues (if any) the topic is meant to address; b. Addresses the main points of the assigned topic; c. Is substantive and evidence based; and d. Demonstrates that the paper topic connects in a meaningful way with the course content.	Paper is somewhat responsive to the requirements given in the white. It: a. Barely responds to the assigned or selected topic and barely addresses the practical issues (if any) the topic is meant to address; b. Somewhat misses the point of the assigned or selected topic; c. Lacks in substance, relying more on anecdotal than scholarly evidence; and d. Contains little evidence that the paper topic connects in a meaningful way to the course content.	Paper is unresponsive to the requirements given in the white. It: a. Does not respond to the assigned or selected topic and does not address the practical issues (if any) the topic is meant to address; b. Misses the point of the assigned or selected topic; c. Relies primarily on anecdotal evidence; and d. Contains little evidence that the paper connects in a meaningful way to the course content.

Performance Index	Content Knowledge – 40 marks (Does the content of the paper demonstrate an understanding of the important knowledge the paper is intended to demonstrate?)			
	Description/Score			
	Exceeds Standard 30-40 marks	**Meets Standard 24-30 marks**	**Barely Meets Standard 16-24 marks**	**Below Standard 0-16 marks**
a. Application of concepts b. Relevant examples c. Critical thinking d. Application of knowledge	Paper demonstrates/provides: a. In-depth understanding and application of concepts and issues presented in the course, and makes inferences about the concepts/issues or connects them to other ideas (7.5-10 marks); b. Rich and relevant examples (7.5-10 marks); c. Thought–provoking ideas and interpretations, original thinking, new perspectives, original and critical thinking (7.5-10 marks); and d. Mastery and thoughtful/accurate application of the knowledge and skills or strategies presented in the course (7.5-10 marks).	Paper demonstrates/provides: a. Understanding and application of the concepts and issues presented in the course (6-7.5 marks); b. Relevant examples (6-7.5 marks); c. Thought–provoking ideas and interpretations, some original thinking, and critical thinking (6-7.5 marks); and d. Mastery and application of knowledge and skills or strategies presented in the course (6-7.5 marks).	Paper demonstrates/provides: a. Minimal understanding of concepts and issues presented in the course, and, although generally accurate, displays some omissions and/or errors (4-6 marks); and/or b. Few and/or irrelevant examples (4-6 marks); and/or c. Few, if any, thought-provoking ideas, little original thinking (4-6 marks); and/or d. Little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course (4-6 marks).	Paper demonstrates/provides: a. A lack of understanding of the concepts and issues presented in the course, and/or application is inaccurate and contains many omissions and/or errors (0-4 marks); and /or b. No examples or irrelevant examples (0-4 marks); and/or c. No thought-provoking ideas or original thinking and/or no critical thinking (0-4 marks); and/or d. Many critical errors when applying knowledge, skills, or strategies presented in the course (0-4 marks).

Performance Index	Quality of Writing – 20 marks (Does the participant adhere to the writing style that clearly communicates the content?)			
	Description/Score			
	Exceeds Standard **15-20 marks**	**Meets Standard** **12-15 marks**	**Barely Meets Standard** **8-12 marks**	**Below Standard** **0-8 marks**
a. Use of language b. Spelling, grammar and syntax c. Organisation and logic d. Originality of language e. Citations f. Conformity with JSWM	Writing is scholarly and exceeds service writing expectations. The paper: a. Uses language that is clear, concise and appropriate (2.5-3.33 marks); b. Has few if any errors in spelling, grammar and syntax (2.5-3.33 marks); c. Is extremely well organized, logical, clear, and never confuses the reader (2.5-3.33 marks); d. Uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate (2.5-3.33 marks) e. Provides information about a source when citing or paraphrasing it; and f. Consistently conforms with the JSWM with very few, or no errors (2.5-3.33 marks).	Writing is scholarly and meets service writing expectations. The paper: a. Uses language that is clear (2-2.5 marks); b. Has a few errors in spelling, grammar and syntax (2-2.5 marks); c. Is well organized, logical and clear (2-2.5 marks); d. Uses original language and uses direct quotes only when necessary and /or appropriate (2-2.5 marks); e. Provides information about a source when citing or paraphrasing it (2-2.5 marks); and f. Conforms to the JSWM with few errors (2-2.5 marks).	Writing is somewhat below service writing expectations. The paper: a. Uses language that is unclear and/or inappropriate (1.33-2 marks); and/or b. Has more than occasional errors in spelling, grammar and syntax (1.33-2 marks); c. Is poorly organized, is at times unclear and confusing, and has some problems with logical flow (1.33-2 marks); and/or d. Reflects an underuse of original language and an overuse of direct quotes and paraphrases (1.33-2 marks); e. Sometimes lacks information about a source when citing or paraphrasing (1.33-2 marks); and/or f. Barely conforms to the JSWM with several errors (1.33-2 marks).	Writing is well below service writing expectations. The paper: a. Uses unclear inappropriate language (0-1.33 marks); and/or b. Has many errors in spelling, grammar and syntax (0-1.33 marks); and/or c. Lacks organization in a way that creates confusion for the reader (0-1.33 marks); and/or d. Contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language (0-1.33 marks); and/or e. Lacks information about a source when citing or paraphrasing (0-1.33 marks); and/or f. Rarely conforms to the JSWM with many errors (0-1.33 marks).

RESTRICTED

Performance Index	Research and Scholarship – 15 marks (Does the participant demonstrate a depth of research and scholarship?)			
	Description/Score			
	Exceeds Standard 11.25-15 marks	Meets Standard 9-11.25 marks	Barely Meets Standard 6-9 marks	Below Standard 0-6 marks
	The paper represents exceptional research and scholarship. Paper content:	The paper meets College expectations for research and scholarship. Paper content:	The paper is somewhat below College expectations for research and scholarship. Paper content:	The paper is substantially below College expectations for research and scholarship. Paper content:
a. Contribution to knowledge	a. Significantly contributes to the knowledge in the field(5.63-7.5 marks);	a. Contributes to knowledge in the field (4.5-5.63 marks);	a. Does little to contribute to knowledge in the field (3-4.5 marks);	a. Does not contribute to knowledge in the field (0-3 marks);
b. Supported by current research	b. Is well supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research, where appropriate) from a variety of primary, peer reviewed sources and research papers (rather than textbooks and websites)(5.63-7.5 marks).	b. Is supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where appropriate) from a variety of peer-reviewed books and journals (rather than textbooks and websites)(4.5-5.63 marks).	b. Is often supported by research older than 5 years, secondary sources (textbooks and websites), and sources that lack variety (3-4.5 marks).	b. Is, for the most part, unsupported by current (within the past 5 years), primary and pertinent research/evidence from a variety of peer reviewed books and journals (0-3 marks).

6A - 5
RESTRICTED

AWCN RUBRIC FOR SERVICE PAPERS

Ser	Criteria	Exceptional 4 75 -100%	Good 3 65–74.9%	Fair/Adequate 2 55 – 64.9%	Limited 1 40 – 54.9%	Poor/Unacceptable 0 0- 40%	Rmks
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
1.	Thesis statement that answers the question posed.	Thesis statement is specific, significant, arguable, and easy to find.	Thesis statement is arguable and easy to find.	Thesis statement minimally acceptable but somewhat general or obvious.	Thesis statement simplistic or incomprehensible.	No thesis statement.	
2.	Development and Support/Command of historical facts and themes.	Thoroughly and insightfully explores, explains, and supports each idea.	Develops and supports key points.	Inconsistently develops and supports ideas.	Inadequately or ineffectively explains and defends ideas.	Does not make a meaningful attempt to explain or support ideas.	
3.	Original Analysis: Use of historical analogy; use theory to critique current practices; explains implications of their argument.	Demonstrates a high degree of originality, insight, and/or analytical skill using analogy or military theory. Should reference at least 3 theories relevant to the subject.	Shows more originality, insight, and/or analytical skill using analogy or military theory. Reference at least 2 theories relevant to the subject.	Shows minimally acceptable originality, insight, and/or analytical skill using analogy or military theory. Reference one theory relevant to the subject.	Demonstrates very little critical or creative thought or insight; consists mostly of second-hand ideas.	Shows no original thought; all second-hand ideas.	
4.	Critical Reasoning: Judge & reconcile arguments; applies theory to different problems; use of weak and strong evidence.	Exceeds expectations for critical reasoning; exceptional use of judgement and military theory.	Demonstrates a clear use of critical reasoning with some minor flaws in logic or use of evidence.	Shows some critical reasoning skills, but only meets minimal standards.	Demonstrates little critical reasoning in the essay.	No evidence of critical reasoning in essay.	

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
5.	Source use.	Demonstrates comprehension of all source material; integrates sources appropriately and effectively.	Most source material is appropriate, but some are not fully explained or integrated into the paper.	Source material is not consistently appropriate or integrated into the paper.	Source material is rarely appropriate and/or rarely integrated into the paper.	No use of source material.	
6.	Clarity.	Difficult material is made clear and presented in academic language.	Most ideas are presented clearly, but sometimes too simplistically	Wordy; some points require rereading to understand fully.	Unclear and difficult to understand.	Largely incomprehensible.	
7.	Structure/Organisation.	Well organised from introduction to conclusion; paragraphs and ideas flow coherently.	Easy to follow but would benefit from some restructuring and/or stronger transitions between ideas.	Readable, but order of ideas and/or transitions between ideas need work.	Paper is difficult to follow.	Ideas are presented randomly with no clear logic governing their order to transitions between them.	
8.	Citations.	Appropriate style (as laid-out in this manual) is followed with no flaws.	Punctuation or other minor errors in documentation, but citations are clearly coordinated with bibliography.	Includes both citations and bibliography, but they are inconsistent or incomplete.	Either citations or bibliography missing.	Material taken from sources not cited at all.	
9.	Formal/Professional language.	Highly articulate academic tone.	Clear and appropriate language.	Acceptable language use overall, but some informal language.	Some acceptable language use, but overall tone is informal.	Lack of respect shown to subject through use of slang and/or overly casual or colloquial language.	
10.	Grammar (sentence structure, subject/verb agreement, pronoun/antecedent agreement, etc).	No grammatical errors.	Occasional errors in grammar (one or two per page).	Several minor errors per page.	Grammatical errors make it necessary to reread sentences and/or sections to discern meaning.	Coherence of overall meaning unclear due to grammar.	
11.	Punctuation, capitalization, & spelling/word choice.	Punctuation capitalization, and spelling are all correct.	No more than one error of this type per page.	Approx. two or three errors of this type per page.	Approx. four or five errors of this type per page.	Paper requires extensive editing/ proof-reading in this area.	

6B - 2

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ANNEX C TO
PART 6 TO
AWCN GWP

ARMY WAR COLLEGE NIGERIA RUBRIC FOR ORAL PRESENTATIONS

This rubric is generic and will be used as a basis to evaluate oral presentations in the Army War College Nigeria. There are 4 primary quality indicators (responsiveness, content, delivery and organization) and 4 quality degrees (exceeds standard, meets standard, barely meets standard and below standard). The rubric is a guide to the elements that should be included in oral presentations in the College.

GRADES

A	85 – 100	Outstanding
B+	75 – 84.99	Excellent
B	70 – 74.99	Very Good
C+	65 – 69.99	Good
HC	60 – 64.99	Above Average
C	55 – 59.99	Average
LC	50 – 54.99	Low Average.
C-	40 – 49.99	Below Average
F	0 – 39.99	Fail

6C - 1
RESTRICTED

Performance Index	Responsiveness – 15 marks (Did the presentation respond adequately to the requirement?)			
	Description/Score			
	Exceeds Standard 11.25-15 marks	Meets Standard 9-11.25 marks	Barely Meets Standard 6-9 marks	Below Standard 0-6 marks
a. Response to requirements b. Evidence base c. Topic connectedness d. Beyond requirement	Presentation is responsive to and exceeds the requirements given in the white. It: a. Responds very well to the expectations of the white; b. Is substantive and evidence based; c. Demonstrates that the presentation connects in a meaningful way with the course content; and d. Goes beyond what is required in some meaningful way.	Presentation is responsive to and meets the requirements given in the white. It: a. Responds to the expectations of the white b. Is substantive and evidence based; c. Demonstrates that the presentation connects in a meaningful way with the course content.	Presentation is somewhat responsive to the requirements given in the white. It: a. Somewhat misses the point and expectations of the white; and/or b. Lacks in substance, relying more on anecdotal than scholarly evidence; and/or c. Contains little evidence that the presentation connects in a meaningful way to the course content.	Presentation is unresponsive to the requirements given in the white. It: a. Misses the point and expectations of the white- and/or b. Relies primarily on anecdotal evidence; and/or c. Contains little evidence that the presentation connects in a meaningful way to the course content.

Performance Index	Content – 50 marks (Does the presentation convey an understanding of the knowledge it is intended to demonstrate?)			
	Description/Score			
	Exceeds Standard 37.5-50 marks	Meets Standard 30-37.5 marks	Barely Meets Standard 20-30 marks	Below Standard 0-20 marks
a. Application of concepts b. Relevant examples c. Critical thinking d. Application of knowledge	Presentation demonstrates: a. In-depth understanding and application of concepts and issues and connects them to other ideas; b. Rich and relevant examples; c. Thought – provoking ideas and original thinking/application of critical thinking and analytical reasoning; d. Mastery and thoughtful/accurate application of the knowledge and skills or strategies presented on the course.	Presentation demonstrates: a. Understanding and application of concepts and issues; b. Relevant examples; c. Thought – provoking ideas and interpretations, some original thinking, critical thinking and analytical reasoning; and d. Mastery and application of knowledge and skills or strategies presented on the course.	Presentation demonstrates: a. Minimal understanding of concepts and issues, and, although generally accurate, displays some omissions and/or errors; and/or b. Few and/or irrelevant examples; and/or c. Few, if any, thought – provoking ideas, little original thinking or analytical reasoning; and/or d. Little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented on the course.	Presentation demonstrates: a. A lack of understanding of concepts and issues, and/or application is inaccurate and contains many omissions and/or errors; and /or b. No examples or irrelevant examples; and/or c. No thought – provoking ideas or original thinking and/or no critical thinking or analytical reasoning; and/or d. Many critical errors when applying knowledge, skills, or strategies presented on the course.

Performance Index	Delivery – 20 marks (Does the presenter adhere to a style of delivery that clearly communicates the content?)			
	Description/Score			
	Exceeds Standard 15-20 marks	Meets Standard 12-15 marks	Barely Meets Standard 8-12 marks	Below Standard 0-8 marks
a. Use of language b. Communication c. Clarity and logic d. Articulateness and Confidence e. Synchronization	Delivery exceeds College expectations. The presenter: a. Uses language that is clear, concise and appropriate; b. Communicates his/her message in a highly innovative and effective manner; c. Is extremely, logical, clear, and never confuses the audience; d. Is very eloquent and exudes confidence borne out of adequate preparation; e. Synchronizes extremely well with the visual aids.	Delivery meets College expectations. The presenter: a. Uses language that is clear; b. Communicates his/her message effectively; c. Is logical and clear; d. Is articulate and exhibits confidence borne out of adequate preparation; e. Synchronizes very well with the visual aids.	Delivery is somewhat below College expectations. The presenter: a. Uses language that is unclear and/or inappropriate; and/or b. Communicates his/her message somewhat effectively; and/or c. Is at times unclear and confusing, and has some problems with logical flow; and/or d. Is uninspiring and demonstrates inadequate preparation; and/or e. Somewhat synchronizes with the visual aids.	Delivery is well below College expectations. The presenter: a. Uses unclear and inappropriate language; and/or b. Barely communicates his/her message effectively; and/or c. Is unclear in a way that creates confusion for the audience; and/or d. Is uninspiring and demonstrates inarticulate speaking and a lack of preparation; and/or e. Rarely synchronizes with the visual aid.

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Performance Index	Organization – 15 marks (Does the presentation demonstrate an acceptable level of organization?)			
	Description/Score			
	Exceeds Standard 11.25-15 marks	Meets Standard 9-11.25 marks	Barely Meets Standard 6-9 marks	Below Standard 0-6 marks
a. Setting Up b. Timeliness c. Visual Aids	The presentation exceeds College expectations for organization: a. Set up was very efficiently conducted with very good stage management; b. Use of time was extremely efficient and within stipulated time limit; c. Visual aids conformed substantially with the standards of the JSWM.	The presentation meets College expectations for organization. a. Set up was efficiently conducted with good stage management; b. Use of time was efficient and within stipulated time limit; c. Visual aids largely conformed with the standards of the JSWM.	The presentation somewhat meets College expectations for organization: a. Set up was somewhat efficient with fair stage management; b. Use of time was somewhat efficient but just of the stipulated time limit; c. Visual aids somewhat conformed with the standards of the JSWM.	The presentation is substantially below College expectations for organization. a. Set up was disorganized and poor stage management; b. Use of time was inefficient and was significantly off the stipulated time limit; c. Visual aids substantially lacked conformity with the JSWM.

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ARMY WAR COLLEGE NIGERIA RUBRIC FOR EXERCISES

This rubric is generic and will be used as a basis to evaluate exercises in the Army War College Nigeria. There are 4 primary quality indicators (preparation, conduct and stage management) and 4 quality degrees (exceeds standard, meets standard, barely meets standard and below standard). The rubric is a guide to the elements that should be considered during exercises in the College.

GRADES

A   85 – 100   Outstanding

B+   75 – 84.99   Excellent

B   70 – 74.99   Very Good

C+   65 – 69.99   Good

HC   60 – 64.99   Above Average

C   55 – 59.99   Average

LC   50 – 54.99   Low Average.

C-   40 – 49.99   Below Average

F   0 – 39.99   Fail

Performance Index	Preparation – 30 Marks (Does the preparation demonstrate an acceptable understanding of the exercise scenario?)			
	Description/Score			
	Exceed Standard (25 – 30 Marks)	Meet Standard (18 – 25 Marks)	Barely Meets Standard (12 – 18 Marks)	Below Standard (0 – 12 Marks)
a. Setting Up (10 Marks) b. Understanding of Exercise Setting/Roles (15 Marks) c. Timeliness (5 Marks)	The preparation exceeds College expectations for exercises: a. The setting up was conducted efficiently and meets college standards. b. Shows in-depth understanding of the exercise setting and roles in the exercise. c. Time management was very efficient (preparation was completed well before execution phase).	The preparation meets College expectation exercises: a. The setting up was well conducted and meets college standards. b. Shows good understanding of the exercise setting and roles in the exercise. c. Time management was efficient (preparation was completed before execution phase).	The preparation somewhat meets College expectations for exercises: a. The setting up fairly meets college standards. b. Shows minimal understanding of the exercise setting and roles in the exercise. c. Time management was somewhat efficient (preparation was barely completed before the execution phase).	The preparation is below College expectations for exercises: a. The setting up was disorganized and falls below college standard. b. Shows lack of understanding of the exercise setting and roles in the exercise. c. Time management was poor (preparation was not completed before the execution phase).

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Performance Index	Conduct – 50 Marks (Does the conduct demonstrate an adequate understanding of the exercise?)			
	Description/Score			
	Exceed Standard (37.50 - 50 Marks)	Meet Standard (30 – 37.50 Marks)	Barely Meets Standard (20 – 30 Marks)	Below Standard (0 - 20 Marks)
a. Implementation of the plan (15 Marks) b. Briefing (10 Marks) c. Response to requirements (changing situations) (25 Marks)	The conduct of the exercise exceeds College standards for exercises: a. The implementation of the plan exceeds expectation and standard (derived from the estimate). Plan is highly workable and flexible. b. Briefing demonstrates a thorough understanding of exercise setting and prevailing situation. c. Efficiently responds to evolving exercise scenarios.	The conduct of the exercise meets College standard for exercises: a. The implementation of the plan meets standard (derived from the estimate). Plan is workable and flexible. b. The briefing demonstrates a good understanding of exercise setting and prevailing situation. c. Responds to evolving exercise scenarios.	The conduct of the exercise somewhat meets College standard for exercises: a. The implementation of the plan barely meets standard (plan barely derived from the estimate). Plan is barely workable and flexible. b. The briefing demonstrates a fair understanding of exercise setting and prevailing situation. c. Barely responds to evolving exercise scenarios.	The conduct of the exercise is below College standard for exercises: a. The implementation of the plan does not meet standards (plan is not derived from the estimate). Plan is not workable nor flexible. b. The briefing does not demonstrate a good understanding of exercise setting and prevailing situation. c. Fails to respond to evolving exercise scenarios.

	Stage Management - 20 Marks (Does the stage management demonstrate an acceptable level of realism in the exercise?)			
	Description/Score			
Performance Index	Exceed Standard (15 – 20 Marks)	Meet Standard (12 – 15 Marks)	Barely Meets Standard (8 – 12 Marks)	Below Standard (0 – 8 Marks)
a. Realism (5 Marks) b. Visual Aids (5 Marks) C. Coordination (10 Marks)	Stage management exceeds the requirement of the College: a. Demonstrates an accurate representation of real-life situations. b. Visual aids used significantly enhanced the exercise. c. Activities and actions are highly coordinated and synchronized.	Stage management meets the standards of the College: a. Demonstrates a good representation of real-life situations. b. Visual aids used enhanced the exercise. c. Activities and actions are coordinated and synchronized.	Stage management barely meets the College standards: a. Barely demonstrates a representation of real-life situations. b. Visual aids used barely enhanced the exercise. c. Activities and actions are barely coordinated and synchronized.	Stage management fails below the standard of the College: a. Fail to demonstrates a representation of real-life situations. b. Visual aids used does not enhanced the exercise. c. Activities and actions are poorly coordinated and synchronized.

REFERENCES

1.   National Defence College**, Research Project Writing Manual (Fourth Edition), September 2015, Pages 18-1 to 18-5.**

2.   National Defence College Nigeria, **Policy on Plagiarism and other Forms of Academic Dishonesty**, 2017.