ACCESSING SKILLS:

ASSISTING MILITARY VETERAN STUDENTS IN THE TRADITIONAL WRITING CLASSROOM

PRESENTED BY: MEREDITH SINGLETON
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THE DEBRIEF

- CURRENT LANDSCAPE
- CONTEMPORARY PEDAGOGY
- MILITARY DISCOURSE
- VETERAN STRENGTHS
- PEDAGOGICAL IMPACTS
CURRENT LANDSCAPE

REGIONALLY:

- **2011 - 46,000 STUDENTS IN, OH, AND KY USING BENEFITS TO ATTEND COLLEGE**¹
- **UC - ~1,200 ENROLLED MILITARY VETERANS**²
- **OSU ~ 1,600 ENROLLED VETERANS, ACTIVE DUTY, AND DEPENDENTS**³
- **NKU - ~500 VETERAN STUDENTS**⁴

CONTEMPORARY PEDIAGOGY

- “WINDS OF CHANGE”
- A SHIFT TOWARD PROCESS OVER PRODUCT
  - PERL’S SELF-EXPLORATION
  - ELBOW’S FREEWriting
  - SKINNER–LINNENBERG’S VOICE EXERCISES
- NO ONE “RIGHT” WAY TO WRITE
- AVOIDANCE OF PRESCRIPTIVE WRITING
“ARMY TRAINING MUST PRESENT COMPLEX DILEMNAS FORCING LEADERS TO MATCH TACTICAL ACTIONS TO OPERATIONAL AND STRATEGIC OBJECTIVES”

“ADDRESS THE SPECIFIC TACTICS AND PROCEDURES ASSOCIATED WITH PLANNING, PREPARING, EXECUTING, AND ASSESSING OPERATIONS”
**MILITARY DISCOURSE: ETHOS**

- **NAVY:** “YOUR BODY AND MIND WILL HAVE TO ADJUST QUICKLY TO NEW RIGORS. YOU MUST MEMORIZE YOUR CHAIN OF COMMAND, THE GENERAL ORDERS AND RANK RECOGNITION... TEAMWORK, SELF-DISCIPLINE AND ATTENTION TO DETAIL ARE THE KEYS TO SUCCESSFULLY COMPLETING... YOUR TRAINING”

- **ARMY:** “YOU’LL LEARN HOW TO MOTIVATE AND PROBLEM SOLVE — TO PURSUE GOALS WITH PASSION, TO STAND UP TO CHALLENGES, AND LEAD AND LIVE WITH YOUR STRENGTHS. YOU WILL LEARN TO LEAD BY EXAMPLE”
Army Publication Directorate website product map contains:

- Six categories of publications, including administrative, medical, and doctrine and training to name a few

- Within the doctrine and training section:
  - 17 subcategories of manuals and guides

- Under the “Active Field Manual” subcategory:
  - Over 400 training manuals covering topics from food service specialists to aircraft powertrain repair to preventative dentistry
150 different voicemail and report templates for soldier to follow to report information from weather reports to nuclear detonations to general administrative messages.

“Soldiers or their units will not modify these formats unless authorized by the unit commander to allow for expanded critical information requirements” (XIII)
“TRAINING IS THE CONDUCT OF INSTRUCTION, DISCIPLINE, OR DRILL; THE BUILDING IN OF INFORMATION AND PROCEDURES; AND THE PROGRESSIVE REPETITION OF TASKS—THE PRODUCT OF WHICH IS SKILL DEVELOPMENT AND PROFICIENCY”
MILITARY DISCOURSE: TRAINING

• OP-ORD
  • “EXPEDITE UNDERSTANDING, COMMUNICATION, PREVENT OMISSIONS AND FACILITATE READY REFERENCE”
  • “COORDINATE YOUR RESOURCES INTO A PLAN ON HOW YOU WILL REACH THE GOAL OF THE MISSION”

• ADRP: COMMON FRAME OF REFERENCE AND LANGUAGE
  • ADDRESSES SPECIFIC TACTICS AND PROCEDURES TO PLAN, PREPARE, EXECUTE, ASSESS

• MARINES: “ALL FIVE PARAGRAPHS WORK TOGETHER TO COORDINATE YOUR RESOURCES INTO A PLAN ON HOW YOU WILL REACH THE GOAL OF MISSION”
PEDAGOGICAL IMPACT

- RETURN TO PROCESS THEORY OF FLOWER & HAYES
- PROBLEM-SOLVING, TACTICAL APPROACH
- TIMELINES
- POST-PROCESS THEORY – CONSIDERING CONTEXT TO PROMOTE ADAPTIVE PROCESS-ORIENTED STRATEGIES
CONCLUSION

- CONSIDER MILITARY TRAINING AND DISCOURSE
- BE OPEN TO ADAPTIVE STRATEGIES
- CREATE AN OPEN ENVIRONMENT
- SEEK UNDERSTANDING OF EXISTING KNOWLEDGE
QUESTIONS

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