



REPLY TO
ATTENTION OF:

DEPARTMENT OF THE ARMY
JUNIOR RESERVE OFFICER'S TRAINING CORPS
MUSTANG HIGH SCHOOL, BRONCO BATTALION
801 S. SNYDER DRIVE, MUSTANG, OKLAHOMA 73064



AJROTC--MHS--SAI

April 17, 2015

MEMORANDUM FOR ALCON MUSTANG HIGH SCHOOL ARMY JROTC CADETS

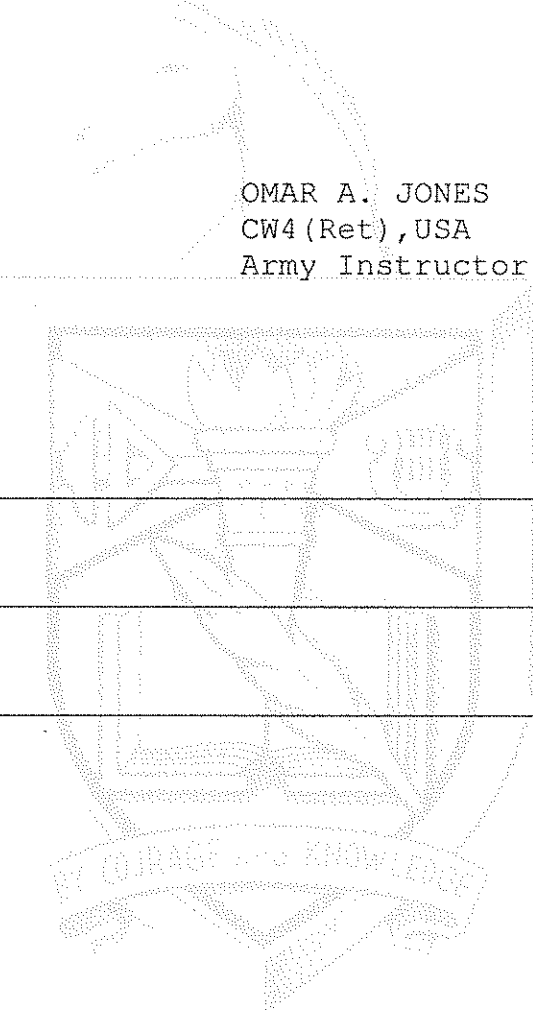
SUBJECT: Make-up assignment for missing a JROTC competition.

1. In the event of a missed competition, you may make up the "F" grade for non-participation in a varsity event.
2. Make-up Assignment: Prepare a paper that compares and contrasts two significant military leaders of the last century with an emphasis on the Seven Army Values (LDRSHIP); and how these values played an important role in their success.
3. Paper Formatting:
 - A. Length 4 - 5 pages (MLA format with 1" margins all around, MLA is the standard in the MHS English Department).
 - B. Double spaced (Left Aligned, Times New Roman, 11 pt.)
 - C. Coversheet (Not included in the page count)
 - D. Bibliography (Not included in the page count)
4. The cadet may select any two leaders from the following list:
 - A. Dwight D. Eisenhower
 - B. George C. Marshall
 - C. Douglas MacArthur
 - D. Colin Powell
 - E. George C. Clark
 - F. William Westmoreland
 - G. Chuck Yeager
 - H. H. Norman Schwarzkopf
 - I. George S. Patton
 - J. Omar Bradley
 - K. Chester Nimitz
 - L. Lloyd Austin
 - M. Ann E. Dunwoody
 - N. Harold G. Moore Jr.

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SUBJECT: <SUBJECT>

5. This assignment is due 7 days from the date acknowledged at the bottom of this memorandum. The assignment will not be accepted after 3 days past the due date.

6. Point of contact for this memorandum is the undersigned @ (405) 376-9334.



OMAR A. JONES
CW4 (Ret), USA
Army Instructor

Cadet Name: _____

Signature: _____

Date: _____

Scoring Rubric: Comparison/ Contrast Military Leaders

Name _____ Date _____

	4	3	2	1
Organization	The introduction contains a clearly stated topic sentence (in a paragraph) or clearly stated thesis sentence (in an essay); the body not only fully explores similarities and differences but reveals unexpected relationships through specific examples and details; the conclusion effectively ends the writing, without repetition, and contains a clincher statement; effective and varied transition words and phrases are used throughout.	The introduction contains a topic sentence (in a paragraph) or thesis sentence (in an essay); the body explores similarities and differences through the use of examples and details; the conclusion brings the writing to a close; transition words and phrases are used.	The introduction contains a topic sentence (in a paragraph) or thesis sentence (in an essay), but the sentence may be unclear, imprecise, or inadequate; the body explores at least one similarity or difference but does not use examples and details; a conclusion is present but it may be weak or repetitive; more transition words and phrases are needed throughout.	The introduction lacks a topic sentence (in a paragraph) or thesis sentence (in an essay); the body does not develop comparisons or contrasts; the conclusion is missing, contradictory, or repetitive; the writing lacks transitions.
Elements of Comparison/ Contrast Writing	The overall purpose of informing, persuading, evaluating, or entertaining is clear and consistent throughout; transition words and phrases that help to organize comparisons and contrasts have been used effectively throughout; the writing is tailored to the audience. Word choice is consistently careful and often particularly precise, powerful, or apt.	The overall purpose of informing, persuading, evaluating, or entertaining is fairly clear and consistent; transition words and phrases that help to organize comparisons and contrasts have been used in most places; most of the writing is tailored to the audience. Word choice is generally precise.	The overall purpose of informing, persuading, evaluating, or entertaining is not clear or consistent; the writing has few transition words and phrases that organize comparisons and contrasts; the writing often misses its intended audience. Word choice is confusing, repetitive, or imprecise.	The purpose is not clear; the writing lacks any discussion of similarities and differences; the writing is not tailored for the intended audience. Word choice is consistently confusing or unclear.
Grammar, Usage, Mechanics, and Spelling	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	There are several errors in mechanics, usage, grammar, or spelling.	Expression is blocked by numerous errors in mechanics, usage, grammar, or spelling.

Comments _____

