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Information Management: Publishing and Printing

Publishing Program Procedures for Army Doctrinal and Training Publications

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History. This is a new U.S. Army Training and Doctrine Command pamphlet.

Summary. This new pamphlet cites doctrinal and training procedural guidance and guides Army doctrinal and training publishing previously found in TRADOC Regulation 25-30. It establishes procedures for researching, designing, writing, editing, and producing Army doctrinal and training publications and developing Department of the Army forms. For doctrine, it includes techniques and procedures for publication development tasks performed primarily within phase 3 of the Army doctrine process established by TRADOC Regulation 25-36.

Applicability. This pamphlet applies to U.S. Army Training and Doctrine Command and other organizations that prepare and produce Department of the Army doctrine and training publications included in the U.S. Army Training and Doctrine Command portion of the Army Doctrinal and Training Publishing Program. These publications include multi-Service doctrinal and training publications prepared by U.S. Army Training and Doctrine Command proponents and non-U.S. Army Training and Doctrine Command proponents: Special Operations Center of Excellence, U.S. Army Center of Military History, The Judge Advocate General's Legal Center and School, the United States Army Public Affairs Center, and U.S. Army Space and Missile Defense Center of Excellence.

Proponent and exception authority. The proponent for this pamphlet is the Commanding General, Combined Arms Center, Fort Leavenworth, Kansas and the preparing agency is the

Commander, United States Army Training Support Center. The proponent has the authority to approve exceptions or waivers to this pamphlet that are consistent with doctrine and training publishing regulations.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, U.S. Army Training Support Center (ATSC), (ATIC-SAA-R), Replication and Distribution, 1900 Jackson Avenue, Fort Eustis, VA 23606-5166 or via email at usarmy.jble.cac.mbx.atsc-adtlp@army.mil.

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Summary of Change

TRADOC Pamphlet 25-40

Publishing Program Procedures for Army Doctrinal and Training Publications

This publication, dated 02 January 2023—

- o Changes the term Army Doctrinal and Training Literature Program to Army Doctrinal and Training Publishing Program and replaces the word “literature” with “publications” throughout the publication.
- o Incorporates material on planning development of a doctrinal or training publication and explains how to incorporate planning information into the project program directive (chap 5).
- o Describes the duties of military technical editors and distinguishes them from the duties of editors (chap 6).
- o Adds guidance on preparing classified and controlled unclassified information publications (chaps 3 and 4, and app D).
- o Adds guidance on preparing training publications (chap 11).
- o Adds a chapter addressing forms management (chap 12) and on publication actions other than developing and publishing doctrinal and training publications (chap 13).
- o Adds guidance on a change to a publication (app M), adding a preface and introduction (app N) and records management requirements (app O).
- o Adds checklists that establish format and content specifications for doctrinal and training publications throughout.

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Chapter 1 Administration

1-1. Purpose

a. The purpose of this pamphlet is to:

(1) Prescribe policy for publishing Army doctrinal and training publications.

(2) Define duties for individuals and organizations who develop and manage doctrinal and training publications.

b. This pamphlet does not address development of the content of doctrinal and training publications. TRADOC Regulation (TR) 25-36 addresses doctrine development in terms of the Army doctrine process. TR 350-70 addresses development of training products using the analysis, design, development, implementation, and evaluation (ADDIE) process.

1-2. References

See [app A](#).

1-3. Explanation of abbreviations and terms

See the [glossary](#).

1-4. Records management requirements

a. The records management requirement for all record numbers, associated forms, and reports required by this publication are addressed in the Records Retention Schedule–Army (RRS–A). Detailed information for all related record numbers, forms, and reports are located in Army Records Information Management System (ARIMS)/RRS–A at <https://www.arims.army.mil>. If any record numbers, forms, and reports are not current, addressed, and/or published correctly in ARIMS/RRS–A, see DA PAM 25-403 for guidance.

b. Any retention and disposition schedules indicated in this publication are to be verified against the most current RRS-A. See app O for specific records management requirements on the Army Doctrinal and Training Publishing Program.

Part One—Publication Development

Chapter 2 Assessment and Planning

2-1. Assessment requirements and tools

a. Within the Army doctrine process, assessment has two functions: to determine if existing doctrine is adequate (retain as is, revise, or rescind) and to determine if a new publication is needed to address an operational void or gap in an area that has no doctrine. Proponents formally review their doctrinal publications at least every 18 months to assess the adequacy of the

information they contain. Proponents formally review their training publications every three years per TR 350-70 unless an event warrants a sooner review. In addition, proponents continuously assess factors that affect their function or branch. (See AR 5-22 for proponents' designated areas.) Based on these assessments and analyses, proponents identify requirements to develop new or revised existing doctrine and training products. In addition, Department of the Army (DA) and TRADOC can task proponents to develop or revise doctrine and training products. (TR 25-36 provides guidance for assessing doctrinal publications, and TR 350-70 provides guidance for training products.)

b. Assessment includes determining whether an existing or projected publication pertains to a subject for which the United States has ratified an interoperability agreement. When the U.S. ratifies an interoperability agreement, it incurs an obligation to implement the agreement. Existing publications that do not align with the intent of the interoperability agreement must be changed. Normally, the interoperability agreement is incorporated into a revised publication during the normal publication cycle. Interoperability agreements include North Atlantic Treaty Organization (NATO) standardization agreements (also called STANAGs) and American, British, Canadian, Australian, and New Zealand (ABCANZ) standards. (See AR 34-1 for interoperability agreements.)

c. Proponents provide input to the Doctrine Publications Master Plan based on their assessments. (See TR 25-36 for assessments.)

2-2. Publication development actions.

Assessment may identify the need for a new publication. Alternatively, it may determine that an existing publication should be retained as is, revised, rescinded, or consolidated with another publication. The requirements for each type of action follow.

a. New publication.

(1) Developing a new publication is appropriate when existing publications do not adequately address an operational requirement. Examples of circumstances that may merit developing a new product include, but are not limited to, the following:

(a) Development of a new capability that requires new or modified employment techniques.

(b) Development of a new Army organization or changes in an existing Army organization that requires new tactics describing how to fight as part of the joint force.

(c) Development of new employment techniques, tactics for new equipment, or both.

(2) Identifying a requirement for a new publication includes identifying the appropriate publishing medium (as well as the publication media) for conveying the information.

(a) Doctrinal publications are grouped based on the type of information they contain. Army doctrine publications contain fundamental principles, sometimes called fundamentals. Field manuals contain tactics based on the fundamental principles in Army doctrine publications.

The appendixes of field manuals can contain Army procedures. Army techniques publications contain techniques for executing the tactics contained in field manuals within the framework established by the fundamentals established in Army doctrine publications (ADPs).

(b) Training publications consist of Soldier training publications and training circulars. (See chap 11 for training publications.)

(3) Assessment may also identify the need for a technical manual (general subject) or other type of training publication. In those cases, proponents develop the product using the process they determine most efficient and effective: the Army doctrine process, ADDIE process, or local procedures.

b. Revisions and changes. Revisions and changes update publications. Proponents determine when an update is needed and whether to completely revise a publication or publish a formal change to it. Proponents revise a publication or issue a change to it to accomplish one or more of the following:

- (1) Add or update fundamentals, tactics, techniques, procedures, terms, or symbols.
- (2) Update doctrine or training tasks.
- (3) Update a publication to reflect changes in relevant source documents.
- (4) Incorporate a recently approved interoperability agreement.

(5) Correct a serious error in either the publication or a change to it. (A serious error is a factual error, an error that alters the meaning, or an error that might cause Soldiers to execute the doctrine incorrectly.)

(a) Revisions. A revision is a rewritten version of an existing publication. When issued, it supersedes the previous edition. Issuing a complete revision may be appropriate when proposed content changes would alter 25 percent of a product's printed pages or half of its main paragraphs. ("Main paragraph" refers to all numbered paragraphs that follow a main heading.)

(b) Changes. A change is an official alteration of a publication. A change may delete portions of, add to, modify, or correct the publication. Proponents prepare changes in numbered sequence (change 1, change 2, and so on). (See app M and TR 25-36 for instructions on preparing changes. See para 4-28 on the design of changes. See para 8-14 for guidance on publishing changes. See DA Pamphlet (DA Pam) 25-40 for instructions on posting changes.) Proponents issue changes to:

- o Update or add new doctrine to selected portions of an existing publication that does not create cascading effects.
- o Correct a serious error.
- o Eliminate superseded and obsolete information.
- o Remove information superseded by another publication.

(c) Proponents avoid submitting changes only to make simple editorial or typographic corrections, update references, or change terminology unless an error alters meaning.

(d) Proponents may supersede portions of a publication with another publication or with a change to another publication. When a proponent does this, the proponent must also publish a change removing the superseded information from the affected publication. For example, if revised publication A or a change to publication A supersedes chap 4 of publication B, the proponent must also publish a change to publication B removing chapter 4.

c. Consolidation. Proponents consolidate publications as much as practicable to reduce duplication of content among publications. When publications prepared by different proponents cover the same content and target the same audience, the publications should be consolidated by the proponent responsible for the material. (See AR 5-22 for proponents' designated areas.) That publication supersedes the publications prepared by other proponents. Alternatively, proponents not responsible for the content may rescind their publication or issue a change removing that content from their publication. The proponent for the content must obtain concurrences from the other proponents involved to accomplish either of these tasks. The proponent developing the consolidated publication will—

(1) Incorporate current and relevant doctrine into the consolidated publication.

(2) Include the supersession notice on the DA Form 260-1 (Request for Publishing - DA Training, Doctrinal, Technical, and Equipment Publications) and the final electronic file of the consolidated publication.

(3) Annotate coordination with the affected proponents in block 14 of DA Form 260-1.

d. Use or adaptation of commercial texts. Proponents may consider the possibility of using or adapting commercial texts if the costs and procurement time are more beneficial to the Government than in-house or contractor development. (See AR 25-30 for guidance on using or adapting commercial publications.)

2-3. Plan

a. Planning occurs during both phase 2 and phase 3 of the Army doctrine process. The rest of this chapter addresses phase 2 planning. See chap 5 for address phase 3 development planning.

b. Proponents make a writing team—usually a writer, editor, and graphic artist—when their assessment identifies the requirement for a new doctrinal or training publication or determines an existing publication requires a revision or change. This initiates phase 2 planning. Phase 2 planning is the conceive task of the writing function. This task frames the project and establishes how the writing team will accomplish the required tasks.

c. During phase 2 planning the project leader—

(1) Determines precisely the product to be developed and reason for developing it.

- (2) Determines specific tasks the writing team must accomplish to develop that product.
- (3) Identifies the human and material resources necessary to complete each task.
- (4) Establishes the time available to accomplish each task and to complete overall project.

d. The project leader captures this information in the program directive and in other planning documents as necessary. The program directive includes a proposed outline for the publication and projected schedule. It is essentially the operation order for the project. These products provide the foundation for continued focus research (see paras 3-1 and 3-2 for research) and the detailed planning that occurs during the writing function. (See paras 5-3 and 5-4 for planning and development.)

2-4. Program directive

a. During planning, the doctrine writing team prepares, staffs, and obtains approval of a program directive. A program directive includes appendixes that contain initial milestones and a proposed outline.

b. The program directive is the doctrine writing team's recommendation for developing the publication and the concept of approach during the planning stage. A well-researched program directive identifies major issues the proposed doctrine publication must address and helps the writing team adequately cover the necessary topics. The approved program directive constitutes the authority to develop that publication. (See TR 25-36 for the instructions on developing a program directive, including the format.) Proponents normally establish local procedures for developing program directives, including the approvals required and how to obtain them.

c. The program directive is not an end in itself; it is the starting point for the project. Portions of it will evolve as the project progresses, the milestones possibly and the proposed outline almost certainly. These changes do not require making formal changes to the program directive. However, the writing team documents them and advises the approving authority as local procedures require. In addition, the writing team creates any other products needed to manage the project or required by local procedures.

d. During planning, the writing team may consist only of a project leader or an author working under a project leader. However, the project leader or author should have access to an editor to assist in developing the proposed outline, especially if the requirement is to develop a new publication. Other team members are appointed as needed or once the program directive is approved.

e. For doctrine, a formal change does not require a program directive. (See TR 25-36 for an overview of formal changes). However, if a proposed change would affect other publications, the project leader advises those proponents of the pending action and solicits their input. Normally a change is not formally staffed, but if the change has significant effects on other publications, staffing the draft change with those proponents might be the simplest way to effect the necessary coordination.

2-5. Initial planning tasks

As with an operation, planning for development of a publication begins with a mission analysis. Reflecting on the following questions may help writing teams assemble information needed to begin phase 2 planning:

- What is the purpose of this publication?
- What is the best way to achieve the purpose?
- Who is the target audience, and what are its characteristics and needs?
- What problems does the audience have that need doctrinal or training solutions?
- What makes this project important?
- Considering existing doctrinal and training publications, what original solutions should this publication provide?
- What exactly is the main topic, and what needs to be demonstrated about it?
- What subtopics should be included, and what is the most effective way to arrange them?
- What else might project leaders need to read or learn about so they are well-informed about the topic?
- Is there an operational void or gap in current doctrine or training?
- Is there a conflict in existing doctrine or training?
- What is the leadership guidance on the issues?

2-6. Program directive tasks

Phase 2 planning addresses more than tasks related to researching and writing the publication; the writing team also assembles the information needed to complete the staff actions associated with developing a DA authentication. (See TR 25-36 for details to planning.) Chapters 3 and 5 cover tasks associated with researching and writing the publication. Completing these tasks constitutes the conceive task of the writing function. TR 25-36 addresses the program directive tasks by paragraph. This discussion clarifies details for preparing a program directive.

a. Requirement and title.

(1) Confirm the exact requirement (new publication, revision, or change. If it is a change, no program directive is required). This becomes paragraph 2 of the program directive. The requirement determines the length and complexity of the project. This task includes determining the publication title, type, and designator and number.

(2) For new publications, the writing team recommends a publication title. Revisions usually keep the same title as the publication being revised. A title may be changed any time prior to the publication being submitted to Army Publishing Directorate (APD) for authentication and publication. (See para 5-4b(1) for guidance on developing a publication title.)

(3) The writing team recommends the publishing medium based on the information it contains. The publishing medium determines its designator, for example, Army techniques publication. (See TR 25-36 for details on types of doctrinal publications.)

(4) For new publications, the writing team recommends a number based on local procedure and guidance in DA Pam 25-40 or TR 25-36. Revisions take the number of the publication being revised unless the approving authority directs otherwise.

b. Justification. Write a justification statement for requirement. This becomes paragraph 3 of the program directive. It should refer to supporting documents listed in paragraph 4 of the program directive. If the project is initiated by a verbal order, the project leader should prepare a memorandum for record summarizing the guidance received, who issued it, and the time and place it was issued. This memorandum serves a purpose similar to the commander's intent during operations. Paragraph 4 of the program directive should refer to the memorandum.

c. Scope. Determine the scope of the proposed publication or revision. This becomes paragraph 6 of the program directive and affects the proposed outline. The writing team may recommend expanding or reducing the publication's scope based on a review of publications related to it.

(1) The writing team should consider the following categories of publications pertaining to the topic of the project when performing the review:

- (a) Other Army publications.
- (b) Joint publications.
- (c) Multi-Service and other Service publications.
- (d) Multinational publications.
- (e) Training and technical products.

(2) Publications that address aspects of the project may already exist. If those publications are readily available to the target audience, the writing team may determine that it is not necessary to include their content in the publication being developed. The proposed publication could refer to them instead. If these publications contain information readers will require to use the publication being developed, the publications should be listed as Required Publications in the references division of the final product. (See para 4-11d for references.)

(3) Another Service's publication may address the topic of the project well enough to meet Army requirements. If that is the case, it might be appropriate to obtain consent to designate the existing publication as an Army publication.

(4) Multinational publications do not normally affect the scope of an Army publication because they are not readily available to most Army users. However, the writing team needs to be aware of multinational publications that address the topic of the proposed publication and determine whether those publications are based on interoperability agreements to which the United States is a party. If that is the case, the proposed publication must be consistent with those interoperability agreements.

(5) Some doctrinal topics are affected by national or military policy documents. The review for publications addressing those topics must include those publications. The content of the proposed publication must be consistent with applicable policy.

(6) A comprehensive review identifies publications the proposed publication might affect. The writing team must identify these in paragraph 10 of the program directive and also address it in that paragraph the staff actions require to align or synchronize those publications with the proposed publication.

d. Publication media.

(1) Determining the media.

(a) The writing team determines the appropriate media for a publication and recommends it to the approving authority. All classified and most unclassified doctrinal and training publications are disseminated as electronic media only (also called EMO). Unclassified publications are printed at DA-level as determined by the proponent and identified in the program directive.

(b) For the purposes of this pamphlet, publishing in electronic media only refers to posting a portable document format (PDF) of an authenticated publication to the APD and Central Army Registry (CAR) repositories (or to a website on an appropriate network for classified publications as discussed in app D) unless stated otherwise. Guidance contained in this pamphlet, especially guidance concerning design, should be understood in that context.

(c) Publications may be disseminated in media other than print or PDF (for example, for use with a publication viewer such as the one used for joint publications, or as an ePub). In those cases, the project leader determines whether any design conventions this pamphlet establishes are inappropriate and issues guidance concerning how to apply them to the project. The media in which readers view a publication may affect the layout of graphics and text and the acceptability of white space. The project leader should consult with the graphic artist and editor during this assessment. (See chap 4 for guidance on design.)

(2) Administrative requirements.

(a) If the publication is new or if the writing team recommends changing the media of an existing publication, paragraph 6 of the program directive addresses the recommendation.

(b) If the writing team recommends hard copy distribution of a publication other than an ADP or field manual, paragraph 11 of the program directive must contain a justification for the recommendation and address the initial print requirements. (See TR 25-36 for print requirements.) Approval of the program directive constitutes approval to publish the product in print. Publishing in print generates several phase 3 requirements. These are addressed in chap 7 and in TR 25-36. The proponent also must include the printing requirement in their input to the fiscal year print schedule prepared by ATSC. The writing team considers the target audience, internet access, publication use, and topic of the publication when determining this recommendation.

(c) If the publication is to be published hard copy in a reduced size, the writing team should monitor the length of the publication throughout its development to ensure the dimensions of the final product will be suitable for the product's intended use. (See app B for publication size.)

(d) If a printed publication requires color graphics, paragraph 11 must provide justification for the requirement. Including color graphics increases the cost of a printed publication. Addressing the requirement for color graphics advises the approving authority of the additional cost. The signed program directive authorizes the additional expenditure. An approved exception to policy from Army Material Command (AMC) Printing Management Division is required to publish a printed publication containing color graphics. However, that exception is not required with the program directive. (See chap 10 for color in publications.)

(e) See app B for specifications of printed publications.

e. Target audience. Identify the target audience for the publication. This becomes paragraph 7 of the program directive. However, the writing team should identify the target audience based on the subject of the publication, not its media. For example, Army techniques publications address an extremely wide range of topics; some address echelons above corps units, others concern operations at company and lower echelons. Training circulars can address a similar range of subjects. As one might expect, technical manuals address technical subjects and must be written at a level that conveys their information in a manner meaningful to users. Correctly identifying the target audience allows the writing team to select the appropriate approach to portraying the content of the projected publication.

f. Terms and definitions. Identify potential term changes, new terms and definitions, and rescinded or discontinued terms for which the publication is (or may become) proponent. Place them in an enclosure to the program directive. If the extended research identifies an impending need for new terms or changes to existing definitions, include these in the enclosure as well.

(1) Refer to the enclosure in paragraph 12 of the program directive. If any changes to existing terms or definitions are proposed, state that in paragraph 12 and include supporting information in the enclosure.

(2) If the need for additional terminology changes emerges later in the project, add those changes to the terms enclosure to the staffing memorandum for drafts of the publication.

(3) See TR 25-36 for policy on doctrinal terms and definitions.

g. Forms implications. Identify any forms implications.

(1) If the publication is the prescribing directive for one or more forms, state this in paragraph 12 of the program directive. See the procedure for prescribing forms in chap 12. There is no need to list in the program directive forms to which the publication refers, only those for which the publication is the prescribing directive.

(2) If the detailed research and analysis in the assessment identifies the potential need to prescribe a form, state that in paragraph 12 of the program directive. Follow the procedure in paragraph 12-3.

(3) If the publication directs any official reports or other data collection, there may be a requirement for one or more forms. DA approval is required to request official reports from other commands. Standard data elements must be used for all data collections. Consult the TRADOC Departmental Forms Management Officer for advice in this area. Address any requirements in paragraph 12 of the program directive.

h. Classification or controlled unclassified information (CUI). Determine whether the publication will be classified or contains CUI. If so, state that in paragraph 12 of the program directive.

(1) Consult Department of Defense Instruction (DODI) 5200.48, Department of Defense Manual (DODM) 5200.01, Volume 2, and local procedures for instructions on marking and handling publications containing classified or CUI.

(2) Allot time for security reviews in the project schedule. Local procedures address the number of reviews and the time in the development process to schedule them.

(3) If it is feasible to publish portions of the publication in classified and unclassified volumes, follow the procedure in para 2-6j, below.

i. Interoperability agreement implementation.

(1) If assessment determines the publication must implement one or more interoperability agreements, state that in paragraph 12 of the program directive. If the publication is being developed or revised due to changes in any interoperability agreements, state that in paragraph 3 of the program directive. (See AR 34-1 and TR 25-36 for detailed information on multinational interoperability agreements.)

(2) Implementing an interoperability agreement means incorporating provisions of the interoperability agreement into the publication. Writing teams determine the most appropriate way to do this during the writing process. (See chap 5 for implementing interoperability agreements.) Depending on the topic, it may be appropriate to identify portions of the publication that will incorporate interoperability agreement provisions in the proposed outline.

j. Volumes. Determine whether the publication requires multiple volumes. Publishing a multivolume publication requires approval of an exception to policy by Combined Arms Doctrine Directorate (CADD) for doctrinal publications. Publishing a multivolume training publication requires approval of an exception to policy by the U.S. Army Combined Arms Center–Training for training publications. (See chap 4 for guidance on designing multivolume publications.)

(1) If the publication requires multiple volumes, state that in paragraph 12 of the program directive and include a statement of justification as an enclosure. In this case, approval of the program constitutes approval to publish a multivolume publication.

(2) If the requirement for multiple volumes is identified after the program directive is approved, the proponent requests an exception to policy from the appropriate headquarters via memorandum. That headquarters approves or disapproves the request via memorandum.

(3) A copy of the approved exception to policy (the memorandum or approved program directive, as appropriate) is included with the DA Form 260-1 publication request packet.

k. Proposed outline.

(1) Research and write a proposed outline for the publication. This becomes enclosure 2 to the program directive. (See chap 5 for guidance on preparing the proposed outline.)

(2) The proposed outline states the main topics of the publication and the order in which the publication will address them. For new publications, the proposed outline includes, at a minimum, a list of proposed chapters and appendixes. The author should consult an editor for advice on organization when developing the proposed outline.

(3) The proposed outline for a revision may follow the organization of the publication being revised. However, authors should consider the reason for the revision when performing this task. Changing the organization of the publication may be necessary to better explain its contents. However, there is usually some advantage to keeping an organization with which users are familiar. Readers resent change for the sake of change, which undermines the authority of a publication.

l. Multi-Service. Determine whether the publication will be developed as a multi-Service publication. If so, state that in paragraph 12 of the program directive. If partnering with the U.S. Marine Corps, state in paragraph 13.

(1) Staffing the draft program directive for the project provides other Services with the opportunity to request development of a multi-Service product. The proponent negotiates with the concerned Services to determine any Service-specific requirements and establishes an agreement concerning the Services participation in developing the product. This information is included in the final program directive. If the information is extensive, it is added as an enclosure. Services' concurrence and leadership endorsement with the final program directive constitutes an agreement to develop the final product as a multi-Service publication.

(2) Normally, multi-Service publications developed with the Army as the lead Service are prepared to the standards established in this pamphlet and TR 25-36. However, these publications are ratified by the other participating Services and may need to satisfy certain requirements of those Services. These may include multi-Service working groups signatures, distribution restrictions, and authorizations. The writing team must make the necessary coordination with the participating Services. This coordination is normally indicated by the affected Services concurring with the draft program directive.

(3) See TR 25-36 for guidance on developing multi-Service publications.

2-7. Project schedule

a. The writing team develops the project schedule (also called milestones) by reverse-planning from the projected delivery date. The project delivery date can be determined by the average time it takes to complete a publication 18–24 months or as provided by leadership. At a minimum, the estimated time milestones include the events discussed in TR 25-36. This becomes enclosure 1 to the program directive. Proponents establish by local procedure whether to include a complete project schedule or only basic milestones with the program directive.

b. To estimate the time required for each task, the team uses TR 25-36 for the staffing guidelines and estimated time values for developing a new or revised publication. The actual tasks listed and time allocated to each depend on several factors: among them, whether an author's draft is needed, the length of the publication, the complexity of the topic, and the urgency of the project. To prepare the actual schedule, the team counts the working days off on a calendar and determines the deadline for each task. See figure 2-1 on page 24 for a sample milestone work sheet.

Steps	Days	Milestone dates	
Program Directive		Start date – Oct 20xx	
Research and analysis	30		
Define requirement, write, and edit	10		
Staff	(45)		
Adjudicate and rewrite	15		
Obtain approval	5	Days = 105	
Initial draft			
Continue research/analysis	30		
Confirm outline	10		
Write and edit draft	75		
Staff	(60)		
Adjudicate comments	50	Days = 225	
Final draft			
Incorporate comments	55		
Proofread, edit	20		
Staff	(60)		
Adjudicate comments	30	Days = 165	
Doctrine Review Approval Group			
Identify unresolved critical and major issues	15		
Develop and edit the DRAG draft	30		
Staff DRAG draft	(10)		
Make recommendations to leadership	10		
Convene the DRAG	5		
Resolve DRAG issues	20	Days = 90	
Signature Draft			
Incorporate DRAG adjudicated comments	10		
Develop a signature draft	30		
Obtain leadership approval	20	Days = 60	
Final Electronic File			
Conduct final review	15		
Complete TF 25-36-1	3		
Prepare DA Form 260-1 and DD Form 67	1		
Prepare final electronic file in PDF	1	Days = 20	
Publication			
Obtain DA Form 260-1 approval	15		
Forward through ATSC Publications Control Officer and Forms Management Officer	5		
APD authenticate and publish	10	Days = 30	
Determine estimated availability for user		Sep 20xx	
APD	Army Publishing Directorate	DRAG	doctrine review and approval group
ATSC	United States Army Training Support Center	TF	TRADOC form
DA	Department of the Army	TRADOC	United States Army Training and Doctrine Command

Figure 2-1. Sample milestone work sheet for doctrinal publications

c. A well-planned project allows adequate time for each phase: research, writing, staffing and adjudication, editing and design, approval, and production. The actual steps required and time allocated to each vary from project to project. Some may occur concurrently while others may require additional personnel. The project schedule needs to account for time spent on requirements outside the immediate activity. These can include temporary duty for research, field review, staff actions like requests for exceptions to policy and forms approval, and status briefings to the proponent leaders and approving authority. The proponent leaders must also consider other projects underway when establishing deadlines and allocating resources. Time for editing and design varies with each project, depending on the condition and length of the draft. The author, editor, and graphic artist should all develop the project schedule. Participation by these team members allows the project leader to consider the concerns of each member.

d. A project schedule identifies all external reviews required by regulation and local procedures and allocates enough time to complete them at the appropriate points. These reviews may include any of the following: Office of the Staff Judge Advocate, security manager, agency threat manager, and public affairs office. Local procedures designate the points in the process when these reviews occur. Some may be performed concurrently with other development tasks.

2-8. Funding

Determine any projected research requirements that might require funding, such as on-site observations of units at one of the combat training centers. Address any requirements in paragraph 12 of the program directive. The writing team needs to project funding requirements for visits in the program directive. They gather information on new and modified employment tactics and procedures for units and equipment; review courses of instruction, tests, and evaluations; and visit field exercises and unit operations to observe new or changes in techniques.

2-9. Project log and file

a. During planning, the project leader (or author, if the project leader has not been appointed) starts a project log and file of information. Files may be paper or electronic, as established in local procedures. The leader maintains the project log and file throughout the project.

b. At a minimum, the file includes:

- (1) The approved program directive.
- (2) Verification of the requirement for the new publication, change, revision, or consolidation.
- (3) All drafts.
- (4) All approvals, coordination (staffing), and adjudications.
- (5) A list of references and complete sources in digital or hard copies.
- (6) A list of points of contact.

- (7) Data relating to the target audience.
 - (8) Significant correspondence related to the project, including email messages.
 - (9) A digital copy of releases from the copyright holders for any copyrighted material included in the publication.
- c. At a minimum, the approvals, coordination, and adjudications file includes a consolidated comment matrix for each staffing that shows the adjudication of all critical and major comments. The consolidated comment matrix is for U.S. Combined Arms Center (CAC) or CADD use only and not forwarded to APD as a part of the request for publishing packet.
 - d. The list of references and sources includes a list of sources researched and a list of sources used. It is advisable to keep an electronic copy of all sources used. See chap 3 for research.
 - e. When a publication contains controlled information, the file must include a copy of the final product that identifies the passages containing CUI. This information may need to be redacted to respond to foreign disclosure or Freedom of Information Act (FOIA) requests. See chap 13 for foreign disclosure.
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Chapter 3

Research

3-1. Research scope

- a. Research for the project is framed by the program directive and builds on the review performed during planning. (See para 2-4 for program directive.) The program directive:
 - (1) Establishes the exact requirement and its purpose (in paragraph 3).
 - (2) Lists interoperability agreements that concern the topic (in paragraphs 4 and 12).
 - (3) Establishes the research boundaries (through the scope of the project in paragraph 6).
 - (4) States the target audience (in paragraph 7).
 - (5) Lists doctrinal publications that the publication may affect (in paragraph 10).
 - (6) Projects research-related travel, if applicable (in paragraph 12).
 - (7) States the time available for research (in enclosure 1, milestones).
 - (8) Includes a proposed outline (in enclosure 2).
- b. In addition to determining affected doctrinal and training publications and interoperability agreements that concern the topic, the review identifies other products, other military and

Government policy, and other publications that address the topic. This task is the first step in doctrinal integration. (See para 5-8c for integration.) If planning did not identify this information, the first research step is to assemble it. Authors assemble a list of additional sources that address the entire range of the publication's topic.

c. The topic of the publication determines the scope of the research. Research for many doctrinal and training publications can be limited to military or other Government sources. However, the complexity of conducting operations in the current security environment means that some doctrinal and training topics require research of nonmilitary sources.

d. Authors should consider all force development domains that apply to the topic. The actual topic and purpose of the publication determines the scope of research required in other domains. Doctrinal publications normally do not address topics in other domains in detail. However, writing teams should be aware of the effects of other domains on doctrine and vice versa. This knowledge contributes to developing relevant doctrine. The force development domains are doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policies also called DOTMLPF-P.

e. Authors should read TRADOC operating and functional concepts related to their subject. The TRADOC Pamphlet 525 series addresses operating and functional concepts. Concepts address future capabilities. Selective information in approved and validated concepts may become a basis for new or changes in doctrine. See TR 71-20 for details to develop concepts.

f. Authors also review drafts of publications under development. These sources can provide information about the direction of thought on a topic. That said, doctrinal and training publications can incorporate information from these sources but may not cite drafts as references. Since this information could change, authors continue coordinating with the draft's author for continued validation of information used.

3-2. Controlled unclassified information

Research includes identifying any CUI that might be used in the publication determining the handling statement or protective marking the information requires. Refer to DODI 5200.48 and app D for guidance on the content, placement, and format of these statements and markings.

3-3. Classification authority block and declassification instructions

Classified publications require declassification instructions per DODM 5200.01, Volume 2. Research includes recording the declassification instructions for classified sources used to prepare the publication. These are used to determine the declassification instructions for the final product. See chap 3 for guidance on using classified and CUI sources. See app D for placement of derivative classification authority block.

3-4. Potential sources

a. Sources are documents containing information to be incorporated into the publication under development. Authors ensure all sources they use to prepare the publication are authoritative and relevant. For military and Government publications, this starts by ensuring the publication is approved or authenticated by someone in the position of authority, contains current and relevant

content, and is prepared by an appropriate proponent. For nonmilitary sources, authors determine whether the author is qualified to write as an authority on the subject. See table 3-1 for potential sources of information. See app C for brief discussions of selected information sources. All sources must be listed with the document and include retrieval information for online sources as well as declassification instructions.

b. To determine whether a source might contain information relevant to the topic, authors begin by checking its table of contents and index for applicable material. They glance over the contents of the document, paying particular attention to headings and topic sentences. Time precludes completely reading all possible sources, and authors focus on finding information required for the project. They avoid reading every passage.

Table 3-1.
Potential information sources

After action reports	Professional periodicals
Bibliographies	Proponent lessons learned organization
Bulletins	Regulations
Center for Army Lessons Learned	Related publications
Combat developers	School libraries
Current operation plans and orders	Science and technology reports
Existing doctrine	Seminars
Experimentation	Standard operating procedures
Instructors	Studies
International agreements	Subject matter expert reports
Interviews	Subject matter expert observations
Leadership guidance	Tables of organization and equipment
Lesson plans	Technical manuals
Modeling and simulation reports	TRADOC functional and operating concepts
Observations, insights, and lessons learned	Training developers
Observer controllers	Trip reports
Pamphlets	Valuation reports
Policies	Working groups

c. If the project requires researching obsolete doctrinal or training publications, authors obtain them from the military library system or contact the proponent. Obsolete publications may be useful as sources; however, they cannot be cited as current doctrinal references. Obsolete publications can be cited only for historical reference and not as current doctrine. For example, a publication can cite “Field Manual (FM) 5-0 2005 version (obsolete)” to document the introduction of the Army design methodology.

3-5. Use of draft publications

a. As part of their research, authors identify military publications under revision and coordinate with the proponents to ensure only current references are consulted and cited. This

coordination is part of doctrine integration, and appropriate doctrine is nested in and does not conflict. Coordination among proponents enhances consistency among doctrinal publications.

b. Authors must carefully use draft publications as sources. Drafts may change drastically during the review process, and resource constraints may delay their publishing. It is not unusual for multiple proponents to develop doctrinal publications concurrently. However, published doctrine must be consistent across proponents. Achieving consistency requires writing teams who communicate with other proponents concerning doctrinal developments that may affect their project. It also means writing teams must ensure the final version of their publication is consistent with all doctrinal publications it cites.

3-6. Use of websites

a. Authors download Army, joint, NATO, or other-Service doctrinal and training publications from official websites only. Government (including military) publications posted to civilian websites may have been altered and are therefore unreliable information sources.

b. Writing team members prepare a source file for all websites containing material they may use in their developing publication (see para 3-10 for source file). The source file must include the web address and other bibliographic information needed to document the source. (See para F-11 for website reference requirements.)

3-7. Use of classified and controlled unclassified information sources

a. Authors of unclassified and unrestricted publications will avoid drawing material from classified or CUI sources. Directly incorporating this material requires classifying or restricting their publication. More importantly, authors consulting classified sources for an unclassified project may inadvertently incorporate classified information into the product, resulting in a spillage. Authors and editors should review the classification and distribution of all sources and references and coordinate for a review by the security manager familiar with all applicable security classification guides to reduce the risk of spillage.

b. When it is necessary to incorporate information from CUI sources into a publication, authors must keep track of the paragraphs in which that information appears. Portion marking is the best way to facilitate later redaction of CUI information. Doing this facilitates redacting the publication for foreign dissemination or for public release. When authors use controlled or classified information, they use portion markings to specifically mark paragraphs to their classification level. This marking will greatly aid in the eventual review for release. See AR 380-5 for paragraph marking and AR 380-10 for foreign disclosure.

Note. Unless marked “not releasable to foreign nationals” (also called NOFORN), both classified and CUI information can be shared with foreign partners when authorities exist to support this sharing. Marking information as CUI or as classified will not necessarily prevent it from being shared with foreign partners.

c. Doctrinal and training publications containing technical information must be marked in accordance with DODI 5230.24. If the information is deemed controlled technical information, it

must be banner marked to identify that it is CUI, be portion marked to identify which information is controlled, include a CUI designation indicator block, and include a distribution restriction statement for the purposes of secondary dissemination as required by the Defense Technical Information Center. Because there is no automatic or systematic process for decontrolling CUI material, before using material from a source marked as CUI, recommend authors contact the agency that published the document to verify the CUI marking is still applicable and the document or information has not been decontrolled.

3-8. Use of copyrighted material

a. Overview.

(1) Copyright law protects the intellectual property rights of copyright holders. When copyrighted material provides information that best meets the Army's needs for doctrine on a particular subject, writing teams should use that material if possible. Obtaining release to use that material protects copyright holders' rights while giving Soldiers access to the best available information on a subject. Failure to obtain the necessary releases violates AR 27-60 and the Army Values, and it exposes the Army to possible litigation for intellectual property theft.

(2) Authors may cite or quote copyrighted material. Simply referencing to copyrighted material in the body of the publication would not typically require release from the copyright holder (in the form of a copyright release). Such referencing is just mentioning or calling attention to a certain work, such as a title of a book or article, as opposed to quoting or excerpting from that work. However, quoting material (by copying its text) extracted from a copyrighted source, absent a statutory or other exception, would require a release. Authors should consult their servicing Office of the Staff Judge Advocate if they have questions or concerns in citing to copyrighted material under these circumstances.

b. Copyrighted extracts.

(1) An extract is a word-for-word reprinting of material in a doctrinal or training publication. Writing teams will limit extracts to material containing information essential to the subject of the publication and material they cannot convey adequately in any way other than the words of the original source. See chap 4 for additional guidance on using extracts.

(2) No copyright release is required for primary material extracted from uncopyrighted sources. Otherwise, documentation requirements are the same. Copyrighted material extracted from uncopyrighted documents (hence a secondary source) is treated as copyrighted. See chap 3 for administrative requirements for material used.

(3) Once the project leader has determined that including an extract of copyrighted material is essential, the team consults the installation copyright officer or staff judge advocate for advice on preparing a request to use the material. The team or the appropriate office prepares the request and sends it to the copyright holder. The team should allow at least one month to receive a reply.

(4) The Government may be required to pay a fee to reprint copyrighted material unless including it falls under the “fair use” doctrine. Only an attorney from the Office of the Staff Judge Advocate can make a determination as to whether there is a good fair use argument for the proposed use of copyright-protected material. The writing team consults the Office of the Staff Judge Advocate before including any quoted material in a publication under development, regardless of its length.

(5) The writing team should obtain a copyright release prior to circulating an extract in a staffing draft. Doing this protects the Government from litigation. It also allows the team to find out if the copyright holder will charge the Government to use the material or has required terms of use. Once the team knows the cost of using the material, it determines whether funds are available. If funds are not available, the copyrighted extract cannot be used and must be removed before circulating the draft.

c. Copyrighted information sources.

(1) Writing teams must assume copyright law protects all material published in non-government publications. Nonetheless, authors may use information from copyrighted sources, such as facts, provided they credit the source of the information and restate it in their own words. Restating information in one’s own words means exactly that. Copyrights protect the words used to express ideas, not the ideas themselves. That means authors can use the ideas contained in a copyrighted source to compose doctrine; however, they cannot take a passage, make a few minor changes, and call it original work. Such actions are plagiarism, which is both dishonest and also may be a copyright infringement. Consult the local Office of the Staff Judge Advocate.

(2) Once the author has completed a passage based on information from a copyrighted source, the author consults the installation Office of the Staff Judge Advocate for a copyright legal review. This consultation may be part of a legal review for the entire publication being developed or a separate consultation, depending on local procedures. In either case, the request must clearly identify the passage containing information from the copyrighted source. The request must also make clear that the material is not an extract. If necessary, the author rewrites the passage until consistent with the recommendations provided in the servicing Office of the Staff Judge Advocate legal review.

d. Copyrighted material in government sources.

(1) Most works prepared by employees of the U.S. Government as part of their official duties are not protected by copyright in the United States. By law, most such works are in the public domain in the United States. If they are unclassified, they may be reproduced, distributed, extracted, repeated, or displayed. However, even though the product is in the public domain in the United States, copyrighted material in these documents is not in the public domain. Each time copyrighted material is included in a product, authors must follow the procedure described in this chapter. (There is an exception for certain literary works written by civilian faculty of certain military educational institutions as part of their official duties. Qualifying works are protected by copyright and those authors can own the copyright.)

(2) Authors must treat copyrighted material contained in a government publication as copyrighted. That said, only the copyrighted passages of the government source must be treated this way, not the entire government publication. Authors follow the appropriate procedure outlined above, requesting either release to publish an extract of the copyrighted work or an opinion on whether a passage written using the copyrighted material would be plagiarism.

e. Copyrighted graphics. The use of graphics is subject to the same intellectual property rights rules as literary or textual material. The legal requirements for using copyrighted graphics are the same as for other copyrighted material. See chap 10 for graphics-specific information.

f. Copyright release requests. If writing teams use copyrighted material, the local intellectual property legal counsel reviews requests for copyright releases. The exact form and format for requesting release to publish an extract of copyrighted material are determined by local procedures. However, the following guidelines apply to most requests:

(1) Ask to use only what is actually required for the publication.

(2) Fully identify the material to be extracted.

(3) State that use of the material will be acknowledged in the acknowledgements and in source notes, unless the copyright holder does not desire acknowledgment.

(4) Request the copyright holder to specify the exact wording of the acknowledgment, if one is desired.

(5) Request that the copyright holder authorize acknowledgment in a source note rather than a footnote. (Footnotes are used in doctrinal and training publications only when copyright holders require their use to identify copyrighted material. They distract readers and should be avoided when possible.)

(6) Prepare a release statement that specifies the exact material being (desired to be) released and include a signature line. If using the U.S. Postal Service, enclose a postage-paid, self-addressed envelope as well as duplicate copies of the request so the copyright holder needs only sign and return one copy when granting release.

3-9. Administrative requirements for copyrighted material use

a. When a publication includes copyrighted material, the publication must include the following:

(1) The statement, “This publication contains copyrighted material.” in the preface. See AR 27-60 for copyright requirements.

(1) Acknowledgements listing copyrighted sources. (See para 4-9e for acknowledgement requirements.)

(1) Source notes listing the end note number and the sources of the material. (See para 4-11b for source notes.)

(1) A list of the sources used of copyrighted material in the References. (See para 4-11d for references.)

b. When a publication includes copyrighted photographs, each photograph requires a credit line in the source notes. Each source note include the end note number, the author, the title of work, (or the government publication designator and number) and the page or pages of the extracted or paraphrased material.

c. Copyrighted graphics other than photographs are credited in the source notes and may be credited with a credit line.

d. A copy of the release from the copyright holder and the staff judge advocate's legal opinions related to use of copyrighted material must kept in the source file (see para 3-10 for source file) and retained in the project file (see para 2-9 for project file).

e. A copy of the release from the copyright holder must be included in the DA Form 260-1 publication packet. (See para 8-8 for the DA Form 260-1.)

f. The copyright release may specify a particular format and location for acknowledging use of the material. Honor such requirements to comply with the terms of the release. Also, cite the material in the acknowledgements (see para 4-9e for acknowledgements), the source notes (see para 4-11b for source notes), and the references. When required, cite the material in a footnote as well.

3-10. Source file

a. Authors must keep detailed records of all sources they consulted in a source file. In most cases, the bulk of a source file is an electronic folder containing a record of each source consulted. A source file includes notes taken on the source, complete bibliographic information, and when practicable, electronic copies of the source itself. Only make copies if permitted by the copyright owner. Otherwise save just the links.

b. Saving an electronic copy of all sources to the source file makes it easier to double-check information over the course of the project and aids in assembling an accurate reference list for the final product. Only make copies if permitted by the copyright owner. Otherwise save just the links. It is not necessary to keep a copy of an entire book-length source. Authors need only keep a scanned or printed copy of the passages used to develop the publication. However, authors need an electronic copy of the title page and any other pages containing the bibliographic data needed identify the source. Editors must verify bibliographic information for all references when preparing the references division of the final product. Editors verify bibliographic information for the sources listed in the acknowledgements and source notes when copyrighted material is used.

c. Authors begin their source file during planning and add all sources they consult as the project progresses. Doing this ensures authors can access any source when they need it for tasks such as assembling the references division and identifying the precise sources of copyrighted material. Although authors normally do not use all sources consulted, they should record each one accurately and completely the first time they consult it to save time and avoid inconvenience later. Only make copies if permitted by the copyright owner. Otherwise save just the links.

d. The source file should be divided into folders: one for sources searched but not used and one for sources used. When research includes copyrighted sources, sources used should be divided into subfolders for copyrighted and uncopyrighted sources. Initially, authors normally place all source files in the sources searched folder; they move a file to sources used once they use that source. Each source should have only one source file. Only make copies if permitted by the copyright owner. Otherwise save just the links.

e. The record of a source needs to include all bibliographic data elements needed for the listing of that source in the references. (See para 4-11d for bibliographic data elements required for different types of sources.) Authors determine the format for their source files based on their preferences. However, any system used must contain complete bibliographic data for each source or a web address for that source.

f. Authors must also record where they use information from each source in the publication being developed. They can record this information with the source file, as comments in the draft publication, or as a combination of both. However, the system used must be simple enough for someone not familiar with the project to understand it. When a project transitions between authors, the new author must be able to quickly determine the sources used for each passage in the publication.

g. The source file includes graphics. This includes graphics not created by a Government graphic artist and any copyright releases associated with copyright-protected graphics. (See para 10-22.)

3-11. Use of references

a. References are sources of information about the topic being discussed that are listed in a separate division in the back matter. The writing team begins assembling a list of references during the publications review performed during planning (see para 3-4 for potential sources) and add to it throughout the course of the project. Team members share required bibliographic information for references with the editor.

b. A doctrinal publication should duplicate as little information as possible from other doctrinal publications. Instead, the writing team should cite the publication as a related reference (see para 3-12 for references) and briefly describe the relevance of the cited publication to the topic being discussed. This practice reduces the likelihood that a change to a cited reference will require updating the publication being developed. (See para 5-16 for information on textual references.)

c. Although the writing team can incorporate portions of these references into the publication being developed, per DA Pam 25-40, doctrinal and training publications cannot cite the following types of publications as references:

(1) Draft publications.

(2) Temporary DA-authenticated publications. (A temporary publication is one with an expiration date, such as a DA circular.)

(3) Army agency, command, or installation publications and forms.

d. As part of the research task, the writing team keeps track of cited references the same way they track material from sources. Cited references, including forms, are listed in the references division. For classified and CUI publications, the writing team identifies the authority for classifying or otherwise restricting distribution of the publication for listing in the references division. (See app D for restricted citations.)

e. The publication date for military and Government publications with published changes remains the date of the base publication; it is not the date of the most recent change. However, during research writing teams record in the research file whether a reference has a change posted to it. That allows the writing team to confirm the version from which information was drawn and update the product if necessary, should a publication be changed during the course of the project.

3-12. Reference categories

The writing team determines a category for each cited reference based on its relationship to the publication being developed. The team makes this determination as part of the assess task of the writing function. (See para 5-44.) References are categorized as follows:

- o Required publications.
- o Related publications.
- o Prescribed forms.
- o Referenced forms.
- o Recommended readings (optional).
- o Sources used (if applicable).
- o Obsolete for historical context (if applicable).

a. Required publications. Required publications are references readers must have on hand or understand to use the publication. Said another way, required publications contain information that the current publication would contain if it could do so without making the publication too large to be useful. The writing team determines these publications based on professional judgment and keeps their number as small as possible. Only Government publications are designated as required.

b. Related publications.

(1) Related publications are all references (other than forms and sources listed in source notes) that are most often cited in a publication and not listed under required publications. Most

related publications are cited as textual references in the body or appendixes. (See para 5-16 for textual references.) Most of these references fall into two categories:

(a) References containing information that complements or supplements the topic under discussion or the overall publication.

(b) References included for administrative purposes (such as, classification authorities).

(2) A source or authority for a regulatory or similar requirement included in a publication should also be cited in text and listed as a related publication. Since doctrine is descriptive, not prescriptive, most doctrinal publications do not contain these sorts of requirements.

(3) When necessary to cite a source of information researched and used for a quotation or graphic, list the source under “Sources Used” unless it falls into one of the categories in para 4-11d.

c. Prescribed forms. Prescribed forms are forms for which the publication being developed is the source publication. A prescribed form is not a reference in the way required and related publications are. However, authors may identify the need to prescribe a form during their research and initiate the prescribing action as part of the compose task. (See para 12-3a for prescribing a form.)

d. Referenced forms. Referenced forms are forms a publication refers to in the text. Part of research involves identifying existing forms that Soldiers might use while performing tasks discussed in the publication being developed. Authors incorporate instructions on using forms to perform tasks discussed in the publication into drafts during the compose task and determine whether using the form is appropriate based on staffing comments. (See para 12-4 for citing a form.)

e. Recommended readings.

(1) Recommended readings are sources that contain information relevant to the publication’s subject but not referred to in the body of the publication. They provide additional sources of information that users can read to increase their skills or broaden their perspectives.

(2) The writing team may elect to place recommended readings in an appendix. Limit the list. Reasons to consider this approach include:

(a) The number of readings is large and readily divided into categories.

(b) The writing team wants to include annotations to many or all the readings.

(c) The writing team wants to include explanatory or introductory material to the readings.

f. Sources used.

(1) Sources used are sources of information (usually quotations or paraphrases) and graphics listed in the source notes. These sources may include published books, articles, or photographs. The following sources normally belong under sources used:

(a) Sources of photographs or other graphics not created by the writing team.

(b) Sources of quotations, vignettes, and similar material that illustrate portions of the text but do not supplement or complement it the way a related reference does. These include sources named in numbered source notes, footnotes, or textual notes.

(c) Extracts of other government publications used as epigraphs.

(2) The sources used listing is not a comprehensive bibliography of sources used to compile a publication in the references division. The writing team includes this bibliography in the project file. (See para 2-9 for project file.)

(3) If citing a photograph, include the following information:

(a) A working web address for the first use of the photograph.

(b) Specific details of the photograph such as the photographer, the location, the date and time taken, and the subject matter or context.

g. Obsolete doctrine for historical context. When discussing the evolution of a doctrinal concept, term, or idea, authors may need to reference obsolete doctrine publications. When doing so, authors will clearly notate the cited publication as obsolete in text, in the source notes if applicable, and in the references. Authors will not cite obsolete doctrine in a way that readers can construe it as current and applicable.

3-13. Analysis

Once authors complete the detailed research and compile the raw data and information, they then analyze and decipher what they can use. The results from analyzing this data and information enable authors to determine any doctrinal or training gaps. If gaps exist, this analysis validates the requirement to develop a change, revision, or new publication by providing the bulk of the current and relevant information to develop the products. The results of detailed analyses may also reveal that the publication is so obsolete that it has no value and requires rescission. Conducting the analysis of the researched data and information is an important yet time-consuming task that authors must consider when developing the project schedule.

Chapter 4

Design

This chapter establishes design policies, defines publication elements, and describes the design standards for doctrinal publications provided by the Doctrinal Publication Template. See para 11-8 for training publication standards. These standards apply to the final electronic file. However, writing teams adhere to as many standards as possible when preparing staffing drafts.

4-1. Format

a. The Doctrinal Publication Template formats components of the publication. Design format concerns the arrangement of material on the page. It consists of page design, page layout, and cover design. It also includes binding and size and the use of color (see para 10-3b).

b. Text format is the order of a publication. It specifies a publication's essential components, such as the title page, preface, and glossary. A publication's divisions are grouped into three categories: front matter, body, and back matter. Text format identifies where components appear in the publication and, in certain instances, what they contain.

c. Typography concerns the appearance of text on the page. It includes the styles used for headings, body text, special segments, graphics, and boxed material.

d. The result of design is the layout of the publication. "Laying out" refers to electronically arranging text, graphics, and other boxed material on the pages using the Doctrinal Publication Template.

e. The design of changes to publications follows the design of their corresponding base publications.

4-2. Templates

Writers and editors select and manually apply preset styles in the required Doctrinal Publication Templates. See the CADD milBook website for the Doctrinal Publication Templates and the Template Guide in the categories under the content tab. See the Training and Education Developer Toolbox (TED-T) website for the Soldier training publication template. These templates contain styles, font, spacing, and indentation for the look of a publication.

4-3. Design duties

a. Effective design requires collaboration among the author, editor, and graphic artist. Normally some overlap occurs among the tasks performed by writing team members. However, in general, the author will write the text, the artist will prepare figures to support it, and the editor will ensure the layout, text, and graphics clearly convey the meaning of a passage. Thus, most good design decisions are based on input from all team members, with the project leader giving final approval. This chapter uses "writing team" when referring to design tasks, even though most tasks are executed by a team member who actually prepares the final electronic file.

b. Word processing programs have automated many layout tasks. Writing teams can experiment with different arrangements of text and graphics and to rearrange material between drafts when necessary.

c. The writer composes the text using a word processing program or using the template within the word processing program. Once editors receive the content from the writer, the editor adjusts layout as needed throughout editing. This allows editors to identify when text and graphics require rearrangement to better convey meaning or to make better use of available space. The

editor makes minor layout adjustments as needed to achieve coherence, parallelism, logical hierarchy, and consistency. The editor consults the author for major structural issues.

d. Graphic artists are involved in design in either case. As the subject matter expert for design, the graphic artist advises the author and editor on topics related to graphically portraying information. The author, editor, and graphic artist work together to determine the best way to integrate text and graphics to convey the author’s ideas. This involves the creation of figures, which remains the graphic artist’s major responsibility. (See chap 9 for graphics.) Editors have the responsibility to insert graphics.

4-4. Page design

Page design is the aspect of design format that refers to the arrangement of information on a page. The elements of page design for doctrinal and training publications are the image area, running head, and running foot. (See figure 4-1.) The Doctrinal Publication Template standardizes these elements.

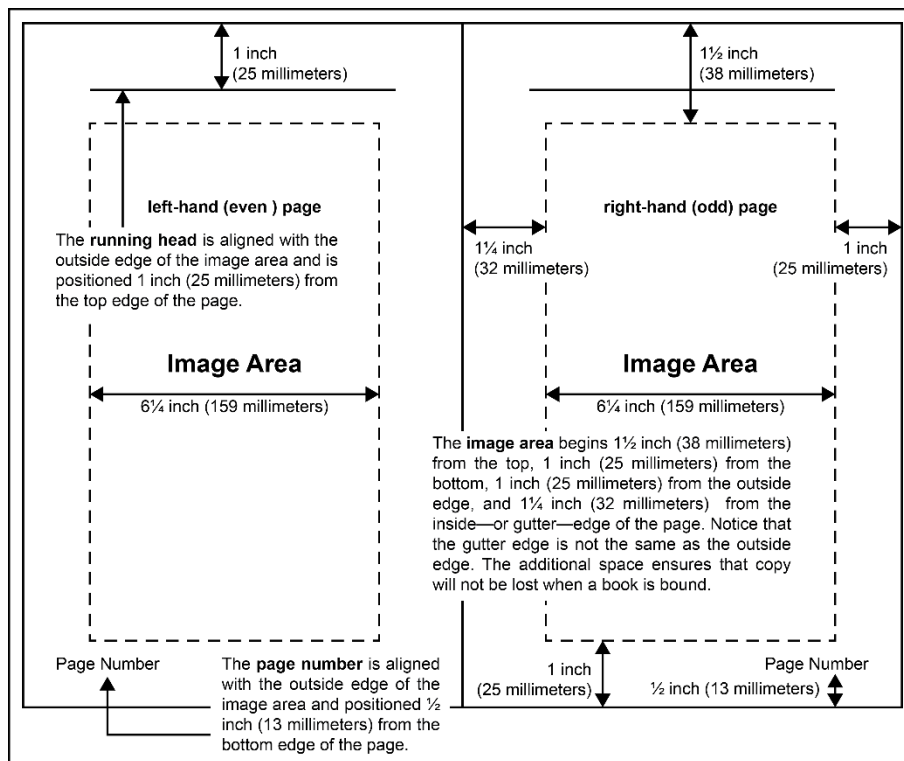


Figure 4-1. Elements of page design

4-5. Image area

a. The image area is the space within which the body text is printed. All text and graphics must fit in the image area. The blank space between the image area and the edge of the page is the margin.

b. The Doctrine Publication Template contains preset margins in mirror margin format.

4-6. Running head

- a. A running head (also called a header) appears at the top of each page to identify the division of the publication. When properly formatted, the Doctrinal Publication Template generates a different running head for the first page, odd pages, and even pages of each division.
- b. There is no content or line in the running head on the title page, acknowledgments page, authentication page, or the first page of divisions (such as preface, chapters, appendixes, glossary, references, and index) of final electronic files.

4-7. Running foot

The running foot (also called a footer) appears at the bottom of the page. As with running heads, the Doctrinal Publication Template generates the content of running foots. The running foot includes the page number, publication designator and number, and the date of the publication or draft. Running foots for pages containing graphics presented in a landscape view are in the same place as those for all other pages.

a. Page numbers.

(1) All page numbers appear at the outside margin of the page. Odd page numbers appear on right-hand pages, even numbers on left-hand pages. Page numbers for the front matter are lower case Roman numerals. Page numbers for the body and back matter are Arabic numbers and may be one-part or two-part.

(2) One-part page numbers consist only of Arabic numbers; they carry no reference to a chapter appendix, or back matter division. Body and back matter pages are numbered sequentially, beginning on the first odd page after the front matter.

(3) In a two-part page number, the first element identifies the chapter, appendix, or back matter division; the second element identifies the number of a page within that division. Each division is numbered separately. Most doctrinal and training publications use this system.

(4) See para 4-31d for guidance on number multivolume publications.

b. Publication designator and numbering.

(1) Place the publication designator and number on the same line as the page number, centered horizontally on the page. The Doctrinal Publication Template generates a generic placeholder. The author or editor types in the information.

(2) All drafts require “(DRAFT—NOT FOR IMPLEMENTATION)” on each page. This can be part of the designator and numbering in the running foot or it can be a watermark created in the Adobe PDF file.

c. Date of publication or draft.

(1) The date of the publication or staffing draft appears on the same line as the page number flush with the inside margin.

(2) Submit final electronic files to APD with the desired date. If the date passes, APD amends the publication date during authentication. All drafts require an actual date.

d. Change designators. Some publications include changed pages. See para 4-29 for guidance on preparing the running foot of pages on which a change occurs.

4-8. General divisions of a publication

Text format concerns the order of material in a publication. In addition, text format includes the layout of the front and back covers. The divisions of doctrinal and training publications and the required elements for each appear in the sequence in which they are listed in table 4-1.

Publication divisions are grouped into three categories: front matter, body, and back matter.

Table 4-1.
Doctrine and training publication components

Divisions	Components	TM	Doctrinal Publications			Training Publications			
			ADP	FM	ATP	TC	STP		
							SM	TG	OFS
Front Matter	Cover (all)								
	Pub Number, Title	R	R	R	R	R	R	R	R
	Pub Date (Mo/Yr)	R	R	R	R	R	R	R	R
	Distribution Notice	R	R	R	R	R	R	R	R
	Export Control Notice	RA	RA	RA	RA	RA	RA	RA	RA
	Classification	RA	RA	RA	RA	RA	RA	RA	RA
	Supersession	RA	RA	RA	RA	R	R	R	R
	Foreword	O	O	O	O	O	NA	NA	O
	Title Page								
	Pub Number, Title	R	R	R	R	R	R	R	R
	Pub Heading	R	R	R	R	R	R	R	R
	Table of Contents	R	R	R	R	R	R	R	R
	Distribution Notice	R	R	R	R	R	R	R	R
	Export Control Notice	RA	RA	RA	RA	RA	RA	RA	RA
Classification	RA	RA	RA	RA	RA	RA	RA	RA	

Table 4-1. Doctrine and training publication components, cont.

Divisions	Components	TM	Doctrinal Publications			Training Publications			
			ADP	FM	ATP	TC	STP		
							SM	TG	OFS
Front Matter	Supersession	RA	RA	RA	RA	RA	RA	RA	RA
	Preface								
	Purpose, Audience, Proponent	O	R	R	R	R	R	R	R
	Interoperability Agreement	O	RA	RA	RA	RA	RA	RA	RA
	Legal	O	R	R	R	R	R	R	R
	Copyright	O	RA	RA	RA	RA	RA	RA	RA
	Acknowledgement	O	O	O	O	O	O	O	O
	Introduction	O	O	O	O	O	O	O	O
Body	Body	R	R	R	R	R	R	R	R
Back Matter	Appendixes	O	NA	O	O	RA	RA	RA	RA
	Source Notes	O	RA	RA	RA	RA	RA	RA	RA
	Glossary	O	R	R	R	R	R	R	R
	References	O	R	R	R	R	R	R	R
	Index	O	R	R	R	O	O	O	O
	Authentication Page	R	R	R	R	R	R	R	R
	PIN Page	R	R	R	R	R	R	R	R
ADP	Army doctrine publication			R	required				
ATP	Army techniques publication			RA	required if applicable				
FM	field manual			SM	Soldier’s manual				
Mo	month			STP	Soldier training publication				
NA	not applicable			TC	training circular				
O	optional			TG	trainer’s guides				
OFS	officer foundation standards			TM	(general subject) technical manual				
PIN	publication identification number			Yr	year				
pub	publication								

4-9. Front matter

The Doctrinal Publication Template contains preset styles and the standard page design for front matter. Front matter always includes the cover, title page, main table of contents, and preface. Most publications include supplementary tables of contents for figures and tables. Introductions are optional for all publishing mediums, and forewords are optional for all doctrinal publications, training circulars, and Soldier training publications. Publications containing copyrighted material must include a notice of such copyright in the Acknowledgements division immediately following the preface.

a. Foreword.

(1) A foreword is a short endorsement of the publication by a general officer experienced with the material covered in the publication. Complete forewords never exceed one page,

including the signature block. When a foreword is required, the project leader is responsible for coordinating the action.

(2) If the general officer's staff prepares the Foreword, the project leader ensures the staff understands the foreword's purpose and the constraints placed on its size and content.

(3) When possible, prepare the Foreword for signature in the template (as opposed to a PDF). This allows the writing team to put the Foreword in the appropriate format and provides a better reproduction quality than a PDF does. However, if the general officer prefers a different format, insert the signed correspondence as a graphic.

(4) Place the foreword inside the front cover. The Doctrinal Publication Template automatically generates a foreword with the required styles.

(5) A foreword that uses all the space, can push the availability statement to the next page. In this instance, place the availability statement in a different location as specified in para 4-25e.

(6) When a classified publication includes a foreword on the inside front cover, include banner markings on the inside cover.

b. Title page. The title page is the first odd page in the publication. The title page includes the elements listed in table 4-2. Figure 4-2 illustrates the title page format for an authenticated unclassified publication. The main table of contents begins on the title page but is a separate element. The title and all statements and notices on the title page must mirror the corresponding elements of the front cover. (See app D for the title page format for a classified and CUI publication. See app E for the title page format for a multi-Service publication.)

(1) Publication designator and number.

The publication designator and number align right in the running head of the title page. If the publication supersedes another publication or a previous version of the same publication, place an asterisk before the publication number. Do not place a space between the asterisk and the publication designator. (See TR 25-36 for guidance on assigning the publication designator and number. See para 4-31 for guidance on numbering multivolume publications.)

(2) Publishing authority.

The publishing authority has two parts: the department and the location (aligned right).

(3) Publication date.

(a) The publication date appears as shown in figure 4-2. For multi-Service publications, place the date below the last listed publishing authority.

Table 4-2.
Required title page elements

Element	TM	Doctrinal publications			Training publications			
		ADP	FM	ATP	TC	STPs		
					SM	TG	OFS	
Publication designator and number	R	R	R	R	R	R	R	R
Publication heading	R	R	R	R	R	R	R	R
Publication date (day/month/year)	R	R	R	R	R	R	R	R
Publication title	R	R	R	R	R	R	R	R
Distribution statement ¹	R	R	R	R	R	R	R	R
Distribution restriction statement ²	RA	RA	RA	RA	RA	RA	RA	RA
Draft doctrine statement ³	RA	RA	RA	RA	RA	RA	RA	RA
Export control notice ⁴	RA	RA	RA	RA	RA	RA	RA	RA
Destruction notice ⁵	RA	RA	RA	RA	RA	RA	RA	RA
Supersession statement ⁶	RA	RA	RA	RA	RA	RA	RA	RA
Classification downgrading instructions ⁷	RA	RA	RA	RA	RA	RA	RA	NA
Security classification or controlled unclassified information banner markings ⁵	RA	RA	RA	RA	RA	RA	RA	NA
ADP	Army doctrine publication		SM	Soldier's manual				
ATP	Army techniques publication		STP	Soldier training publication				
FM	field manual		TC	training circular				
OFS	office foundation standards		TG	trainer's guide				
R	required		TM	(general subject) technical manual				
RA	required if applicable							
Notes.								
1. Applies to all unclassified publications.								
2. Applies to classified and controlled unclassified information publications that contain technical information (see app D).								
3. Applies only to staffing drafts. (See para 4-9b(5).)								
4. Applies only when the publication contains export-controlled technical data. (See DA Pam 25-40.)								
5. Applies to all classified and controlled unclassified information publications.								
6. Applies only when the publication supersedes all or part of another publication. (See para 4-9b(5) for guidance on statements and notices.)								
7. Applies only to classified publications. (See app D.)								

		*ATP 2-01
Army Techniques Publication No. 2-01		Headquarters Department of the Army Washington, DC, 19 August 2014
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DISTRIBUTION RESTRICTION: Approved for public release; distribution is unlimited.		
*This publication supersedes ATP 2-01, dated 23 April 2012.		
19 August 2014	ATP 2-01	i

Figure 4-2. Sample unclassified publication title page and table of contents

(b) For final electronic files, show the expected publishing date APD will assign and enter the publication date if it changes. Other than a final electronic file, all drafts require an actual date.

(c) For staffing drafts, use the date of staffing the draft.

(4) Publication title.

(a) The publication title appears below the publication date, centered. The editor may add or reduce white space above or below the title when laying out the table of contents.

(b) Most titles appear in title case. Brief titles may appear in all caps. The style used mirrors the front cover.

(c) The draft type (initial, final, signature, and so on) and draft doctrine statement (XXX DRAFT—NOT FOR IMPLEMENTATION) is on the line below the title.

(5) Statements and notices.

(a) Requirements. All doctrinal and training publications require a distribution statement. If the publication supersedes another publication or a previous version of the same publication, it requires a supersession statement. Staffing drafts require the draft doctrine statement (DRAFT—NOT FOR IMPLEMENTATION). Other statements and notices listed in table 4-2 may be required when a publication contains CUI. See figure 4-2, for placement of all statements and notices in the running foot of the title page. See table 4-2, for placement of all statements and notices that appear on the front cover in the running foot of the title page. The wording must be the same in both places. List statements and notices in the order they appear in table 4-2.

(b) Distribution statement. Most doctrinal and training publications have an unlimited distribution; however, publications containing classified information or CUI will have distribution limitations. See DA Pam 25-40 for distribution guidance. For doctrinal publications that contain CUI and, in particular controlled technical information, see DODI 5200.48 and DODI 5230.34 for guidance on applying distribution restriction statements. Additional marking guidance for classified information and CUI can be found in DODM 5200.01, Volume 2.

(c) Draft doctrine statement. For staffing drafts for unlimited distribution, place the following statement at the beginning of the distribution statement. The complete distribution statement for staffing drafts reads as follows: “**DISTRIBUTION RESTRICTION:** The material in this publication is under development. It is NOT approved doctrine and CANNOT be used for reference or citation. When published, this publication will be [Approved for public release; distribution is unlimited or enter the anticipated distribution restriction for the publication, if known].” See TR 25-36 for distribution draft statements. Adjust other distribution statements accordingly. See AR 25-55, DODI 5230.24, and DODM 5200.01, Volume 2 for other distribution restrictions.

(d) Supersession statement. A publication requires a supersession statement when it supersedes another publication or a previous version of the same publication. Follow these requirements:

- o Place an asterisk before the supersession statement. The asterisk corresponds to the asterisk before the publication designator and number in the running head of the title page. (See figure 4-2 for the format.)
- o Cite only the publication number and date of each superseded publication. If the publication supersedes only parts of another publication, cite the divisions, sections, paragraphs, or pages it supersedes. Do not cite not a specific topic. Use the following format: “*This publication supersedes ADP X-XX, dated DD MMMM YYYY.”
- o Do not refer to changes since they are considered part of the publication being superseded.

(e) Foreign disclosure restriction notices. Foreign disclosure restriction notices are not placed on DA-authenticated publications. (See AR 380-10 for foreign disclosure. See TR 350-70 for policy on applying these statements to command training products. See para 13-4 of this pamphlet for guidance on preparing a redacted copy of a DA-authenticated publication for foreign disclosure.)

(f) Classification and CUI markings. See DODM 5200.01, Volume 2, DODI 5200.48, and app D for guidance on statements required for classified and CUI publications and their placement, including the classification authority block.

c. Table of contents.

(1) Overview.

(a) The table of contents consists of the main table of contents and any supplementary tables of contents required. Lists of figures and lists of tables are the most common types of supplementary tables of contents. Writing teams may include other supplementary tables of contents (for example, lists of vignettes or maps). If included, the editor ensures these supplementary tables meet the standards in tables K-6 and K-7 on pages 336 and 337 respectively. (See para 4-31 for additional requirements for tables of contents of multivolume publications.)

(b) When a publication contains detailed discussions, the writing team may elect to include chapter tables of contents. (See para 4-18 for in chapter tables of contents.) These tables are not part of the front matter. When used, they appear on the first page of each chapter.

(2) Main table of contents.

(a) The main table of contents provides an outline of the information contained in the publication. It lists parts, chapters, sections, and main headings. It also shows the page numbers of the initial pages of chapters, sections, and main headings. If the publication is divided into parts, include part titles but not their page numbers. (See figure 4-2.)

(b) Together with the navigation pane, the main table of contents provides a means of rapidly locating specific information. Navigation pane refers to a word processing program feature (also called document map) that provides an on-screen outline of publications prepared with the program. (See figure 4-3.) The main table of contents shows a publication’s major

topics and how they are addressed. Together with the index, it helps users locate information in printed publications. The navigation pane shows the complete organization of the publication. It contains more detail than the main table of contents in electronic publications.

(3) Supplemental tables of contents.

(a) Overview. Supplemental tables of contents list graphic captions and the page on which each graphic occurs. See chap 10 for guidance on the format and content of captions.

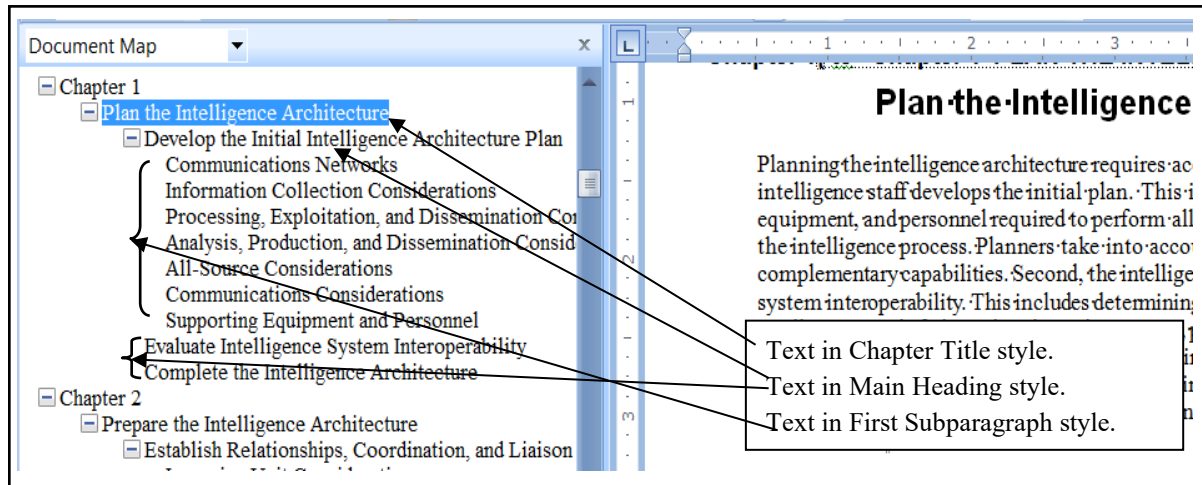


Figure 4-3. Navigation pane

(b) Lists of figures and tables. Are included when a publication contains figures or tables for each type of graphic used. Place each category in a separate table. Begin as supplemental tables immediately after the main table of contents. If the publication contains both figures and tables, the list of figures appears before the list of tables. Are titled by their contents (for example, either “Figures” or “Tables”), as appropriate.

(c) Other supplemental tables of contents. The writing team can include supplemental tables of contents for selected types of graphics (such as maps), special segment categories (such as vignettes), or information categories (such as sequentially numbered tasks that do not appear in the main table of contents) to help readers use the publication. Other supplemental tables of contents have one-word titles, for example “Maps” or “Vignettes” or are labeled differently from other graphics, for example, “map 1.”

d. Preface.

(1) The preface is an executive summary of the publication combined with administrative information required by law and regulation. The preface focuses on the overall publication and allows readers to quickly determine if the publication contains the information they need. See table 4-3 for required elements of a preface.

**Table 4-3.
Required elements of a preface**

Element	TM	Doctrinal publications			Training publications			
		ADP	FM	ATP	TC	SM	TG	OFS
Publication purpose	R	R	R	R	R	R	R	NA
Target audience	R	R	R	R	R	R	R	R
Legal statement	RA	R	R	R	RA	NA	NA	NA
Interoperability agreement statement	RA	RA	RA	RA	RA	NA	NA	NA
Copyright statement	RA	RA	RA	RA	RA	RA	RA	NA
Disclaimer statement	RA	RA	RA	RA	RA	RA	RA	RA
Terminology statement	R	R	R	R	R	NA	NA	NA
Applicability statement	R	R	R	R	R	R	R	R
Proponent statement	R	R	R	R	R	R	R	NA
ADP	Army doctrine publication		RA	required if applicable				
ATP	Army techniques publication		SM	Soldier's manual				
FM	field manual		STP	Soldier training publication				
NA	not applicable		TC	training circular				
OFS	officer foundation standard		TG	trainer's guide				
R	required		TM	(general subject) technical manual				

(2) Prepare prefaces as described in paras N-1 and N-2. Ideally prefaces are one page. Prefaces for Army techniques publications are normally the same length. The only reason for the preface of an Army techniques publication to be longer than one page is an unusually large number of administrative statements. If a preface extends beyond one page, review it to determine whether it contains information that should be addressed in the introduction.

(3) The preface contains the specific paras in a specific order as listed in table 4-4.

(a) The legal statement prescribed in para N-1 must appear word-for-word in the preface's third paragraph. Proponents may add additional instructions appropriate to the publication's subject to that paragraph; for example, Intelligence databases are subject to intelligence oversight and the Privacy Act of 1974 with regard to any U.S. person information they may contain. Commanders and intelligence leaders ensure their organizations comply with the provisions of Executive Order (EO) 12333, Department of Defense (DOD) 5240.1-R, and AR 381-10 pertaining to the collection, retention, and dissemination of information on U.S. persons.

(b) See table J-1 for the wording of administrative statements not specified in app N.

(c) The terminology statement used when a publication does not prescribe terms differs slightly from the statement use when publication prescribes terms. See app N for applicability statement.

**Table 4-4.
Required order of preface paragraphs**

Element	Sub-element	Details at
A succinct statement of the publication’s purpose and scope.		Paras 2-5 and 2-6c
The target audience.		Para 2-6e
The legal statement with additional instructions, if needed.		Para N-1
Additional administrative statements as required. These may include any or all of the following:		Para 7-20
	Interoperability agreement statement.	Paras 2-1b and 4-16
	Copyright information statement.	Para 3-9
	Legal prohibitions disclaimer statement.	Para 9-32
The terminology statement		Para N-1
The applicability statement		Para N-1
The proponent statement		Para N-1

(d) The applicability statement prescribed in para N-1 is required. It is not the same thing as the target audience statement in the preface’s second paragraph. The applicability statement is always the second-to-last statement in the preface.

(e) The proponent statement is always the last paragraph of the preface. It must follow the format prescribed in app N for unclassified publications. The statement includes instructions for submitting comments and recommendations to the proponent. See app D for the wording of instructions in classified publications.)

(4) Place the preface on the first odd page following the table of contents. Paragraphs in the preface are not numbered.

e. Acknowledgments.

(1) An acknowledgements section is required only when a publication contains copyrighted material, including any graphics taken from a copyrighted or copyright-protected source. The writing team must obtain permission to use copyrighted material (a copyright release) from the copyright holder. See chap 3 on copyright.

(2) Place the acknowledgments on the first page following the preface. (Normally, this will be an odd page.) Set the title “Acknowledgments” in the same typeface and style as division titles. Use the plural, even if there is only one acknowledgement. When there is more than one acknowledgement, list them in the order they appear in the text.

f. Introduction.

(1) Overview.

(a) The introduction sets the stage for using the publication and provides essential information readers need to understand it. While the preface focuses on administrative requirements, the introduction focuses on the topics the publication discusses. Most introductions consist of a discussion of the publication's content and a summary of the changes the publication makes to doctrine. This paragraph addresses content discussions. Para 4-9g addresses the summary of changes. (See paras 5-4c, 5-9d, and 5-12b(1) for guidance on developing the introduction during phase 3 development planning and composition.)

(b) An introduction is optional unless leadership guidance requires introductions for the type of publication being developed or the publication establishes, modifies, or rescinds a term or acronym.

(2) Topics addressed. The discussion of the publication's content may include any combination of the following topics:

- o Place an asterisk before the supersession statement. The asterisk corresponds to the An expanded but concise discussion of the publication's purpose and scope, that is, an executive summary of the publication's content.

- o An overview of the named topics the publication discusses. (Named topics are the subjects of chapters. In some cases, they are placed under section or main headings.) To be of value, this sort of discussion requires explanatory material. It should not simply repeat the table of contents.

- o Background or context for understanding named topics discussed in the publication.

- o A brief history of the publication's subject or a major named topic the publication addresses (such as the evolution of command and control doctrine).

- o The relationship of the publication's subject or a major named topic the publication addresses to the Army's operational concept or to base doctrine for a branch or warfighting function.

- o The reasons for doctrinal changes the publication makes, including terminology changes.

- o References to any required publications (see para 3-11 for references), stating why they are important: for example, Readers must understand ADP 2-0 to use this intelligence Army techniques publication.

- o The publication's relationship to other publications in a series.

- o The publication's relationship to other proponents' publications: for example, FM 2-0 (Intelligence) implements the aspects of intelligence related to information collection doctrine established in FM 3-55 (Information Collection).

- o Administrative statements that address how to use the publication, such as descriptions of style conventions or a statement concerning the use of color figures (see para 10-3b for color guidance).

(3) Format.

(a) Writing teams may use main headings to provide structure for discussions in the introduction (for example, Summary of Contents and Summary of Changes.) However, section and subparagraph headings are not appropriate.

(b) Administrative statements that address how to use the publication are placed in the preface.

(c) When used, an introduction begins on the first odd page after the acknowledgements or the first odd page after the preface, if there are no acknowledgements. The introduction always immediately precedes the first chapter.

(d) Set the title (Introduction) in the same typeface and style as division titles. Paragraphs in the introduction are not numbered.

g. Summary of changes.

(1) The summary of changes is the final discussion of the introduction. It summarizes major changes the publication makes to doctrine. (See para N-3 for examples.) The summary can briefly describe the reasons for these changes if previous discussions in the introduction have not already discussed them. In new publications, the introduction usually addresses the changes to doctrine that make the publication necessary. In those cases, the entire introduction is a summary of changes and no separate discussion is required. However, the introduction still must address any changes the publication makes to terminology as discussed in para 4-9g(5).

(2) The purpose of the summary of changes is to provide an overview that orients readers to significant doctrinal changes made by the publication, detailed discussions are not needed. If bullets are used, they should be limited to one level. The summary states the chapter in which the changes appear and lists the changes in that order.

(3) The summary of changes may be formatted as text, a table, or a series of tables. Use “Introductory table, #” followed by a number to designate tables in the introduction.

(4) The summary of changes ends with a listing of changes to terms and acronyms for which the publication is the proponent. (Publications that are not the proponent for Army terms do not require this listing.) These changes may be portrayed in tables. Changes to terms fall into one of the following categories: new, rescinded, or modified. (See para N-3c for descriptions of these categories and example of tables showing term changes.)

(5) If the publication supersedes the proponent publication for any Army terms, those terms are listed in the summary of changes with an appropriate explanation and in the glossary. This requirement applies when a publication adopts a joint or other-Service definition for Army use or establishes an Army definition for a joint term. If a definition is not changed, the term and definition are listed in the glossary with publication being developed as the source publication. If the definition is changed, it is listed in the summary of changes as rescinded, modified, or moved to another publication.

(6) If the proponent publication for a term is changed to another publication, the summary of changes needs to reflect that fact. The term does not need to appear in the glossary unless readers need to know its definition to understand the publication.

4-10. Body

a. Overview.

(1) The Doctrinal Publication Template includes preset font styles for titles and headings designed to clearly portray the organization of material the body of the publication. (See figure 4-4.) The body of most doctrinal publications is divided into chapters. Chapter content consists of numbered paragraphs and possibly graphics. Numbered paragraphs are split into at least two main headings or at least two sections (in chapters with a large number of main headings that can be grouped logically), each of which has at least two main headings. Discussions within chapters may be grouped into sections. Chapters may be grouped into parts. The use of parts and sections is optional. The writing team determines whether to use them to organize the publication's content based on the content and logic of the publication. (See paras 5-6b, 5-9d, and 5-12e organizing content.)

(2) However, all chapters need a similar appearance. This standard does not mandate a slavish adherence to form when the form does fit the content. However, all chapters do need to appear pretty much the same. A consistent organization among chapters enhances readability by providing a single pattern for readers to follow as they encounter different topics. Determining an organization that works requires the writing team to look at the publication as a whole and select a chapter organization that best frames both the publication's overall presentation and the presentation of individual topics. This should be done as part of preparing the initial draft. The decision should be reviewed when preparing for the final draft, if staffing comments suggest a different presentation approach would help readability.

(3) The writing team develops the publication's logic and establishes organization during the conceive and planning tasks of the writing function. (See paras 5-2 and 5-4 for conceive and planning tasks.) The organization evolves throughout the composing task. The writing team revises the organization as necessary based on internal and external assessments. (See paras 5-41 and 5-42 for evaluations.)

(4) Divide large amounts of information into smaller pieces, such as chapters, sections, paragraphs, or subparagraphs. When subdividing an element, at least two of the same type must be used. (See DA Pam 25-40 for subdividing information.)

b. Parts.

(1) Parts begin at the top of a new odd page. No text appears above the part number. A one-point line appears below the part title or part introduction, if used. The first chapter of the part begins on the same page. Each part contains at least two chapters.

(2) Use words to number parts: for example, Part One, Part Two. The word part preceding part numbers is set in all caps. (See para 4-31 for guidance on numbering parts of multivolume publications.) Part titles are initial capped.

(3) Parts may be introduced by a single unnumbered paragraph placed below the part title. (See para 5-6b and 5-12e for parts.) If one part has an introduction, all must have an introduction.

Limit part introductions to one paragraph. Do not repeat information contained in the preface or introduction in part introductions.

c. Chapters.

(1) Almost all doctrinal publications are divided into chapters.

(2) Chapters may be introduced by a single unnumbered paragraph. No numbered paragraphs appear between a chapter title and the first section heading or main heading. If more detail is required, format chapter introductions as numbered paragraphs under a section or main heading. Use only one of these formats for all chapters. (The format used to introduce chapters must be the same for all chapters but need not be the same as the format used for appendixes.) (See para 5-12 for guidance on composing chapter introductions.)

(3) Chapter-start pages may also contain an epigraph (see para 5-20b for chapter epigraphs) or a chapter table of contents (see para 4-18 for in chapter tables of contents). If one chapter includes any of these elements, then all chapters must include them.

(4) Chapters always start alone at the top of a new odd page. There is only one first page for each chapter. Additional pages will not be used for the purpose of enhancement or other cosmetic reasons. Figure 4-4 shows the format of a chapter-start page for a publication divided into parts and a chapter divided into sections. An introductory discussion may be substituted for the introductory paragraph as described in para 5-12.

(5) The first page of each chapter displays the chapter number and the chapter title. The chapter number is below the header or the line below the part title or introduction as applicable. The word chapter preceding chapter numbers and chapter titles are initial cased.

(6) Use Arabic numerals to number chapters: for example, Chapter 4. (See para 4-31 for guidance on numbering chapters of multivolume publications.)

d. Sections.

(1) Sections may be used in some chapters and not others. When a chapter is divided into sections, section I begins at the start of the chapter. Only a chapter introduction formatted as an unnumbered paragraph may precede the first section heading. If the chapter introduction requires more than one paragraph, format it as numbered paragraphs under section I.

(2) Second and succeeding sections begin directly after the preceding text. A section starts on a new page only when the preceding page is full.

4-11. Back matter

Back matter always includes a glossary, references, and an authentication page. The back matter of some publications may include appendixes, source notes, and an index.

a. Appendixes.

(1) Overview.

Use appendixes to further explain or supplement the material contained in the body. However, do not include information in an appendix that should appear in a chapter. Appendixes may include original or extracted information, such as lists, examples, tables, and instructions. (See para 4-31f for additional requirements for the appendixes of multivolume publications.)

(2) Design and use.

(a) When designing appendixes, writing teams use a format appropriate to the material. Appendixes consisting primarily of text usually follow the same format as chapters. However, appendixes consisting primarily of technical data may consist entirely of tables or be laid out in a format similar to that of a special segment. (See para 4-17 for special segments.)

(b) Appendixes are an appropriate place to reproduce long passages of material extracted verbatim from another source. (Shorter passages may be reproduced in special segments. See paras 4-17 and 5-22 for special segments.) However, extracted material must be credited in the source notes. Material taken from nongovernment sources requires a copyright release and listing in the acknowledgements as well.

(c) Extracts reproduced in appendixes and special segments are set in the same format as the source document. Each extract is placed in a separate appendix or special segment.

(d) See para 3-12 for guidance on placing recommended readings in an appendix.

(e) The best publishing practice is to arrange appendixes in the order they are mentioned in text. However, there are occasions when a different order is appropriate. The writing team should select the order that best organizes the material to support the publication's discussions. Avoid leaving appendixes in the order in which they were developed, unless that order best portrays the information.

(3) Format.

(a) Appendixes always start at the top of a new odd page. Appendix-start pages must follow the same format as chapters (see figure 4-4), except that appendixes are not grouped under parts. As with chapters, an introductory discussion may be substituted for the introductory paragraph as described in para 5-12.

(b) The first page of each appendix displays the appendix letter designator and the chapter title.

(c) Use letters to designate appendixes: for example, Appendix A, Appendix B. Assign designators in the order appendixes are cited in the body.

(4) Introductory material.

As with chapters, appendixes may be introduced by a single unnumbered paragraph. No numbered paragraphs appear between an appendix title and the first section heading or main heading. If more detail is required, format appendix introductions as numbered paragraphs under a main or section heading. The format used to introduce appendixes must be the same for all appendixes but need not be the same as the format used for chapters. Appendixes do not contain an epigraph or chapter table of contents.

b. Source notes.

(1) The source notes division lists endnote-type information for sources of paraphrased material, quoted material, and graphics used in the publication, including those taken from Government sources. The writing team should record bibliographic data for all sources consulted during research. (See paras 3-11 and 4-11d for references.) Copyrighted material is also listed in the acknowledgments division. (See para 3-8 for guidance on using copyrighted material. See para 4-9e and 7-15 for guidance on the acknowledgments division.)

(2) When used, the source notes division begins on the first odd page after the appendixes. If there are no appendixes, the source notes follow the last chapter.

(3) Set the title (Source Notes) in the same typeface and style as division titles.

(4) Include an unnumbered introductory paragraph describing the format used to list sources following the same format as for other divisions. Use the following statement, altered as appropriate: "Sources are listed by number in the order they appear."

(5) List sources number in the order they appear in the publication. Use a simple, consistent citation format for footnotes or end notes. Refer to a commercial style guide such as Chicago Manual of Style for format details. (See figure 4-5 for samples source notes entries.)

Source Notes	
Sources are listed by number in the order they appear.	
1	Borg, <i>Perceived Exertion</i> , 13–16.
2	Article V, Constitution of the United States, https://www.archives.gov/founding-docs/constitution .
3	CJCSI 3405.01, A-E-1.
4	www.flickr.com/photos/soldiersmediacenter/7195227238 .
5	FMI 5-0.1 (2008) (obsolete), 2-3.
Notes.	
1.	Entry for paraphrased text taken from copyrighted publication. Use an en dash for showing more than one page
2.	Entry for extract from the Constitution using link.
3.	Entry for quote taken from CCJCSI text on page A-E-1.
4.	Entry for a photograph. If more than one photograph in figure, clarify which link goes to which photo.
5.	Entry for extract from page 2-3 of an obsolete publication. Use a hyphen for this page number.

Figure 4-5. Sample source notes listings

(6) Except for obsolete doctrinal publications, list all sources cited under a subheading of Related Publications in the references division as well as the source notes. When possible, list all sources cited under a Sources Used subheading. Use the format for the last entry in figure 4-5 when listing obsolete doctrinal publications in the source notes.

c. Glossary. The glossary lists acronyms used in the publications and terms selected by the writing team. See paras 7-32 and 7-33 for guidance on determining the glossary acronym entries.

(1) Include a glossary in all staffing drafts and the final electronic file of doctrinal publications. Separate the glossary into two sections acronyms and abbreviations, and terms, following the format used in the Doctrinal Publication Template. (See figure 4-6 for sample glossary.)

(2) The glossary begins on the first odd page after the source notes. If there are no source notes, the glossary follows the last appendix. If there are no appendixes, the glossary follows the last chapter.

(3) Place instructions on using the glossary below the title formatted as a chapter introduction. (See figure 4-6 for sample glossary.) When instructions address multiple topics, the instructions may be formatted in multiple unnumbered paragraphs for clarity.

(4) Capitalize only terms and full forms of acronyms that are proper nouns. (See chap 9 for capitalization.)

Glossary

The glossary lists acronyms and terms with Army or joint definitions. Where Army and joint definitions differ, (Army) precedes the definition. Terms for which ATP 8-0 is the proponent are marked with an asterisk (*). The proponent manual for other terms is listed in parentheses after the definition.

SECTION I – ACRONYMS AND ABBREVIATIONS

AO	area of operations
ASCC	Army Service component command
DA	Department of the Army
mph	miles per hour
U.S.	United States

SECTION II – TERMS

all-source intelligence
 (Army) The integration of intelligence and information from all relevant sources in order to analyze situations or conditions that impact. (ADP 5-0)

battle rhythm
 A deliberate cycle of command, staff, and unit activities intended to synchronize current and future operations. (FM 6-0)

commander's critical information requirement
 (joint) An information requirement identified by the commander as being critical to facilitating timely decision making. (JP 3-0)

***operations process**
 The major command and control activities performed during operations: planning, preparing, executing, and continuously assessing the operation.

The full forms of AO and ASCC are both common nouns. The words *Army* and *Service* are initial cased per guidance in paragraph 9-8.
 The entry *mph* shows the format for an abbreviation.
 The full form of the acronym *U.S.* is a proper noun. The acronym includes periods as an exception to the general rule in paragraph 9-2a.
 The entry for *all-source intelligence* shows the format for a term with both an Army and a joint definition by placing Army in parentheses.
 The entry for *battle rhythm* shows the format for an Army term. The proponent publication is FM 6-0.
 The entry for *commander's critical information requirement* shows the format for a joint term. The proponent publication in JP 3-0.
 The entry for *operations process* shows the format for a proponent term. The asterisk indicates this publication is the proponent publication for the term and its definition.

Figure 4-6. Sample glossary page

(5) Follow the guidance for acronyms and abbreviations in paras 9-3 and 9-4.

(6) Identify joint and multi-Service terms and terms for which the publication is proponent as specified in TR 25-36.

(7) See TR 25-36 for guidance on the development, use, and formatting of terms, definitions, abbreviations, and acronyms.

d. References.

(1) Overview.

(a) All drafts must include a references division. The references division begins on the first odd page after the glossary.

(b) Set the title (References) in the same typeface and style as division titles.

(c) List all external references, sources, and forms (hereafter referred to as references) in the references division. (See para 5-16 for information on citing external references. See chap 3 for guidance on the types of references and the use of each. See chap 12 for guidance on listing forms. See app D for guidance on the references division of classified publications.)

(d) Organize the References division listings under the required and optional main headings. The writing team may set subheadings under main headings. Commonly used subheadings include Joint and DOD Publications, Army Publications, and Other Publications. Follow the format for headings in the Doctrine Publication Template.

(e) Follow each main heading with a short description of the reference category. Use the wording for these statements listed in para 4-11d(2).

(f) Add the standard availability statements for joint publications, Army publications, and the most commonly used forms as specified in para F-13. Set availability instructions for other references as described in para F-11.

(g) When an introduction to the references division is needed, set it below the division title. Do not place availability statements in the references division introduction.

(2) Required main headings. If a required category has no entry, set this statement below the heading: “This section contains no entries.” Do not list references under two main headings in the references. If a reference qualifies for two categories, list it as a required publication. The following main headings are mandatory: required publications, related publications, prescribed forms, and referenced forms.

(a) Required publications. Required publications are introduced with: “These documents must be available to intended users of this publication.” They list the DOD Dictionary of Military and Associated Terms and FM 1-02.1 as required publications. List the DOD Dictionary of Military and Associated Terms first, then FM 1-02.1. List FM 1-02.2 if the publication uses symbols in graphics. If another publication is required, list it in hierarchal, alphanumeric order after the DOD Dictionary of Military and Associated Terms; list FM 1-02.1 where it falls in alphanumeric sequence.

(b) Related publications. Related publications are introduced with: “These documents are cited in this publication.” They are generally listed by category under subheadings.

(c) Prescribed forms. List forms for which the publication is the proponent under prescribed forms. Do not include the version date of the form. (See para 12-3a for guidance on prescribing forms.)

(d) Referenced forms. List all forms cited in the publication under referenced forms. (See para 12-4 for guidance on citing forms.)

(3) Optional main headings. The writing team may include optional main headings to include websites, recommended readings, and sources used.

(a) Recommended readings. Recommended readings are sources not cited in the work. They are introduced with: “These sources contain relevant supplemental information not cited in the publication.”

(b) Sources used. Use sources used to list classification authorities cited in the publication and other sources listed in para 3-10. List classification authorities cited in the publication under related references. (See DODM 5200.01, Volume 2 and app D for guidance on listing authorities classified and CUI publications.)

(4) Optional subheadings. Writing teams may include headings for additional publication categories as needed. These headings normally appear as subheadings under related references. References should be listed in a format that helps readers locate them.

(a) Publication categories. Writing teams may further divide publications categories under subheadings. For example, Army publications may be divided into doctrinal publications and Army regulations. Set these subheadings in the style for second subparagraphs. List subheadings in echelon order, for example, joint publications appears above Army publications. When used, list “Other Publications” last. Each subheading requires an availability statement or statements for the publications listed under it. See para F-13 for availability statements.

(b) Websites. See para F-11 for formats for listing websites.

(5) Formats for listing references. To maintain consistency among doctrinal and training publications, use the formats in app F for listing references. For references that do not fit any of the mentioned formats, refer to a commercial style manual. (See para 5-16 for guidance on textual references to publications.)

e. Index.

(1) The index begins on the first odd page after the references.

(2) Set the title (Index) in the same typeface and style as division titles.

(3) Place instructions on using the index below the title formatted as a chapter introduction. Begin instructions with the following statement, “Entries are by paragraph number.” When instructions address multiple topics, the instructions may be formatted in multiple unnumbered paragraphs for clarity.

(4) The format for the index is three equal columns within the image area separated by 0.25 inch (6 millimeters) of white space and a one-point vertical line within the white space. The

Doctrinal Publication Template contains this format and includes preset styles for index entries and headings.

(5) See para 4-31 for additional requirements for indexes of multivolume publications.

(6) See app D for additional requirements for indexes of classified and CUI publications.

f. Reproducible forms. Most forms are available electronically, such as a website, and are authorized for local reproduction. Blank forms are not authorized within publications. Forms having “-R” in their numbering are to be submitted for revision or rescission when the prescribing publication is revised. (See chap 12 for forms.)

g. Authentication page.

(1) Content.

(a) APD completes the authentication page. This page includes the following required information:

- o Publication designator and number.
- o Publication date.
- o Authentication line: By order of the Secretary of the Army followed by colon.
- o Chief of Staff of the Army signature block.
- o Administrative Assistant to the Secretary of the Army.
- o A distribution statement for electronic or printed publications. (See para B-6 for those statements.)

(b) APD will assign the initial distribution number during the authentication process.

(c) APD sets the publication date during authentication.

(2) Format.

(a) Include an authentication page placeholder in the final electronic file. Use the authentication page in the Doctrinal Publication Template. Do not include an authentication page in drafts prepared for staffing drafts or approval.

(b) Place the authentication page on the first odd page after the index. Do not give it a page number.

(c) The authentication page cannot be the inside of the back cover. For an electronic media only publication, place an even number of blank pages (at least two) between the authentication page and the back cover.

(d) See para 4-30 for guidance on the authentication page for changes to publications.

(e) See para 4-31 for additional requirements for authentication pages of multivolume publications.

4-12. White space

Page layout is the aspect of design format that pertains to the arrangement of text, graphics, and other boxed material on the page. An important aspect of page layout is the amount and use of white space between text, graphics, and other boxed material.

a. Editors minimize the amount of blank space on pages (white space) when laying out publications. White space is often wasted space. An unnecessary amount of it presents an unprofessional appearance. However, white space can also aid understandability. The format contained in the Doctrinal Publication Template incorporates white space to preclude a crowded appearance and enhance readability. Understandability is more important than appearance. Eliminating white space is important; that said, arranging text and graphics in a manner that provides the clearest possible presentation of material takes precedence.

b. The writing team determines the amount of acceptable white space in a publication based on whether readers will view the publication primarily electronically or in print. This determination should be made during the planning phase of the doctrine process. (See para 2-4 for the program directive.)

c. Consider the following factors during layout when deciding whether and where to accept white space:

(1) For printed and PDF publications, the best practice is to move text that follows a graphic to fill white space between a graphic and its introduction if this can be done without reducing understandability.

(2) If readers need to view a graphic and the material explaining it at the same time, place the graphic and explanatory material on the same or facing pages.

(3) In most cases, tables should not be split between pages only to save space. If a table that requires a full page follows a table that requires only a portion of a page, it is usually better to allow white space between the two tables. This applies particularly when the first table is on a right-hand page.

(4) If the order in which material is presented does not matter, consider reordering the discussion or the graphics supporting it to eliminate white space.

(5) In a printed publication, authors can allow a page between a graphic and its introduction to avoid breaking up a laundry list or placing the graphic in an awkward place. (For example, a graphic may be introduced on an odd page and be placed on the next odd page, with intervening text on the even page.) However, this layout detracts readability for readers of an electronic publication if they view it through a device that portrays only a one page at a time. Readers would need to page past the intervening text to view the graphic and then back to read the text. This reduces readability. Writing teams must determine the appropriate layout based on how they think readers will view the publication.

4-13. Graphics and boxed material

A graphic is a pictorial display of information set apart from the body text. Graphics explain or clarify material or replace complex narratives with a simpler, more easily understood explanation. (See chap 10 for information on using and constructing graphics. See para 5-37 for guidance on incorporating graphics into a publication.) Other boxed material, including callouts, textual notes, various types of notices, and special segments, although set apart from the text, are not considered graphics. (See paras 4-14 through 4-17 and paras 5-21 and 5-22 for this other boxed material.)

4-14. Callouts

a. A callout consists of boxed material displayed next to body text. Callouts are generally set flush right with body text wrapping around them. (Balloon callouts serve a different purpose in graphics as discussed in para 10-3.) Common uses of callouts include:

- o Summarizing or cueing ideas discussed in the text. (These callouts may be centered horizontally on the page.)
- o Listing subtopics of a discussion.
- o Citing the definition of a term.
- o Displaying a quotation.

b. Callouts do not have captions and are not introduced or referred to in text. All callouts in a publication serving the same purpose should be prepared in the same format: for example, shaded or unshaded, with or without a border. The font used for callouts may differ among callouts serving different purposes. However, all callouts serving the same purpose (for example, listing subtopics) should use the same font and text format.

c. Callouts listing subtopics of a discussion should be formatted as a title followed by a bulleted list. (See figure 4-7 for an example.) Introductory sentences or phrases are not used in callouts. If the material requires an introductory sentence, placing the material in body text or a special segment is probably more appropriate.

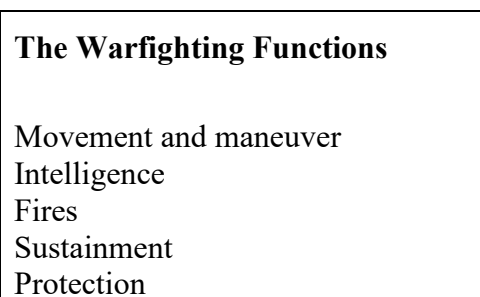


Figure 4-7. Example of a callout listing subtopics

d. Callouts may be used to cite the definition of a term when including the definition in text would disrupt the flow of the discussion. (See figure 4-8 for an example.) For example, this use is appropriate when readers need to know the definition of an unfamiliar term to understand a discussion of a topic not focused on the term itself. A term should not be set out in more than one

callout. If it is necessary to cite a term and definition, include the term and definition in the glossary. A term defined in text should not be placed in a callout elsewhere in the publication.

actions on contact – A series of combat actions, often conducted nearly simultaneously, taken on contact with the enemy to develop the situation. (ADP 3-90)

Figure 4-8. Example of a callout citing a term definition

Note. Callouts will not be used to introduce terms for which the publication is the proponent for the definition. Those definitions should be introduced in discussions that explain its use and place the term in its doctrinal context.

No man is a leader until his [or her] appointment is ratified in the minds and hearts of his [or her] [Soldiers].

Anonymous
The Infantry Journal, 1948¹

Figure 4-9. Example of a callout containing a quotation

e. The text format for quotations in text boxes is the similar to the format for epigraphs. Include a superscript end note number linked to source notes. (See figure 4-9 for an example.)

4-15. Danger, export control, and caution notices

Danger, export control, and caution notices alert readers to danger of death, personal injury, or damage to equipment, or caution them about similar possibilities. (See figure 4-10 for differences.) The export control notice begins with the word “Warning.” These notices are prepared in the formats shown in figure 4-10 and are set between numbered paragraphs. The caution notice format may be used for special segments. (See para 4-17 for special segments.)

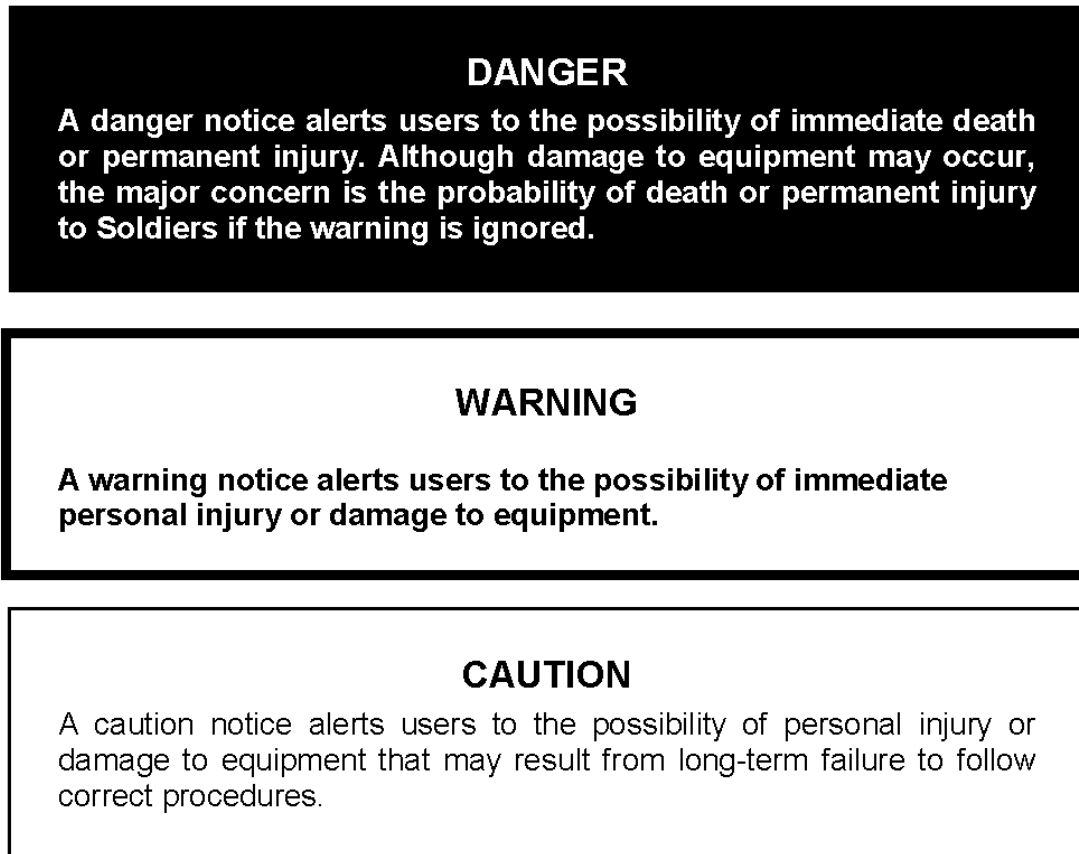


Figure 4-10. Format for danger, export control, and caution

4-16. Interoperability agreement implementation notices

Interoperability agreement implementation notices notify readers that a particular chapter, section, or passage implements an interoperability agreement. Prepare these notices in the format in figure 4-11 identifying the discussion paragraphs. Do not include the edition number of the interoperability agreement in the notice. If the entire publication implements an interoperability agreement, individual notices are not required. (See para 5-4d for guidance on implementing interoperability agreements. See AR 34-1 for policy on interoperability agreements.)

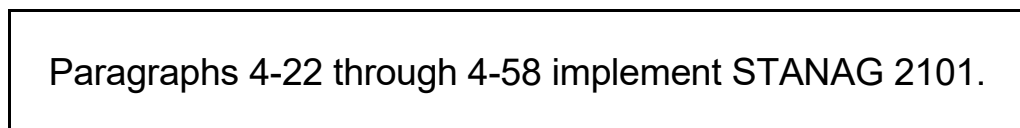


Figure 4-11. Sample interoperability agreement implementation notice

4-17. Special segments

a. A special segment is a portion of text that set in a different style and format from body text and graphics. See para 5-22 for guidance on using special segments.

b. Writing teams usually create special segments by applying the appropriate styles from the Doctrinal Publication Template. However, teams may use the styles for caution and warning statements to make certain information stand out. They may also create a distinct format appropriate to the material. (See figure 4-10 for caution and warning statements.) That said, the format or formats used for special segments should be consistent throughout the publication. When more than one format is used, it should be for a specific purpose, not for cosmetic effect.

c. Special segments may include graphics. In those cases, the writing team chooses a format that allows the graphics to be placed within the special segments without disrupting the layout of the segment or body text. (See figure 4-12 for an example.) Special segments may refer to graphics within other segments but do not refer to graphics set in the body.

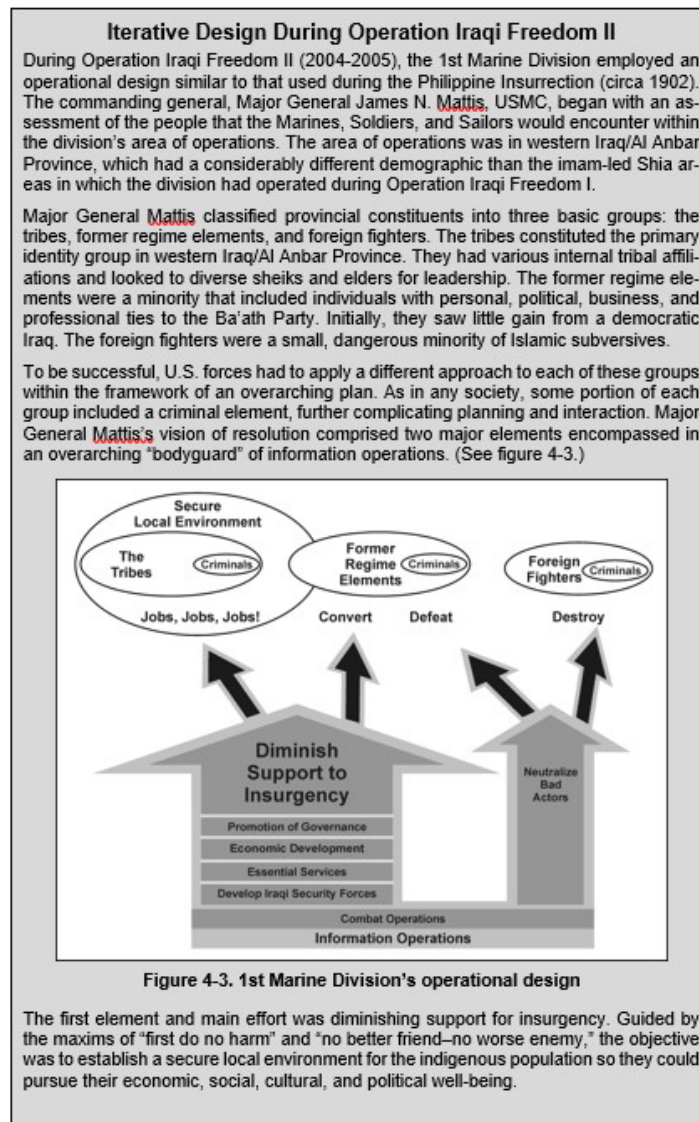


Figure 4-12. Example of nonstandard special segment

d. Selected special segment categories (such as vignettes) may be listed in supplemental tables of contents. (See paras 4-9c and 7-28 for supplemental tables of contents.)

4-18. Chapter tables of contents

a. Chapter tables of contents may be appropriate when a publication contains detailed discussions. When used, these tables appear on the first page of each chapter. They show the section headings (when sections are used), main headings, first subheadings, and second subheadings of the chapter. Chapter tables of contents do not show third subheadings.

b. Chapter tables of contents may be prepared in either a one- or two-column format. (See figures 4-13 and 4-14 for examples.) Use only one format in a publication.

c. If one chapter uses a chapter table of contents, all chapters must have one. Chapter tables of contents are not used with appendixes.

Contents	
Section I – Section Heading One.....	1-1
Main Heading One	1-3
First Subpara One	1-3
First Subpara Two	1-3
First Subpara Three.....	1-4
Main Heading Two	1-4
First Subpara Four.....	1-5
First Subpara Five	1-5
First Subpara Six	1-6
Section II – Section Heading Two.....	1-7
Main Heading Three	1-7
First Subpara Seven.....	1-8
First Subpara Eight.....	1-8
First Subpara Nine.....	1-9
Main Heading Four	1-9
First Subpara Ten.....	1-9
First Subpara Eleven.....	1-9

Figure 4-13. Format for a one-column chapter table of contents

Contents			
Section I – Section Heading One.....	1-1	Section II – Section Heading Two.....	1-7
Main Heading One.....	1-3	Main Heading Three.....	1-7
First Subpara One	1-3	First Subpara Seven	1-8
First Subpara Two	1-3	First Subpara Eight	1-8
First Subpara Three.....	1-4	First Subpara Nine	1-9
Main Heading Two.....	1-4	Main Heading Four.....	1-9
First Subpara Four.....	1-5	First Subpara Ten	1-9
First Subpara Five	1-5	First Subpara Eleven.....	1-9
First Subpara Six.....	1-6		

Figure 4-14. Format for a two-column chapter table of contents

4-19. Identifying staffing drafts

All drafts require “(DRAFT—NOT FOR IMPLEMENTATION)” on each page. See paras 4-7 and 4-9 for marking the pages of staffing drafts.

4-20. Page-marking classified and controlled unclassified information publications

See app D for guidance on page-marking classified and CUI publications.

4-21. Typography

a. Typography is arrangement or appearance of printed material. To present doctrinal and training material in a way that makes it easy to read and comprehend whether in print or on screen, writing teams use the appropriate font styles. The standard typography for doctrinal and training publications is included in the Doctrinal Publication Template, which is prescribed by CADD.

b. Design, composition, and graphics all have elements of typography associated with them. The use of word processing programs has resulted in a movement of many typography elements from design to composition. Said another way, word processing programs allow authors and editors to place text in the standard format used to convey certain types of information. The Doctrinal Publication Template includes these formats as template styles. Authors and editors apply these styles to place text in the required format.

4-22. Body text elements

The following body text elements have template styles or other typographic requirements associated with them. See discussion beginning in para 5-11 for requirements.

- a. The book title and book division titles.
- b. Paragraph and section headings.
- c. Numbered paragraphs.
- d. Bulleted lists.
- e. Definitions.
- f. Textual notes.
- g. Quotations.

4-23. Boxed material

Boxed material has format styles associated with it. Authors and editors apply these styles to create the boxed material during composition. However, since the placement of boxed material is better associated with design than composition, it is addressed in para 4-23.

4-24. Portion marking classified and controlled unclassified information publications

See app D for guidance on portion markings classified and CUI publications.

4-25. Front cover

All doctrinal and training publications must have a front and back cover. (See para 4-31 for additional requirements for covers of multivolume publications.)

a. Format. The category of a doctrinal or training publication determines the format of its cover.

(1) The front covers of ADPs and field manuals display a camouflage pattern with the Army emblem. The templates for these covers are available for download on the CADD milBook website in the Author Resources category under the content tab.

(2) Multi-Service publications display the emblems of participating Services above the title. (See app E for multi-Service publications.)

(3) All other doctrinal publications have front covers prepared with black lettering on white stock in the format shown in figure 4-15.

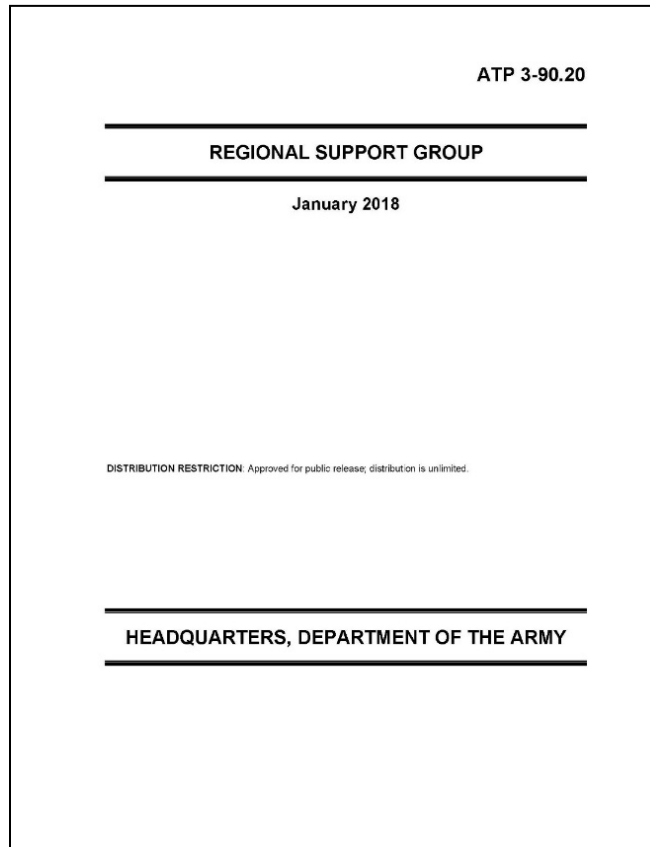


Figure 4-15. Sample unclassified publication cover

(4) No doctrinal publication covers contain logos or insignia. ADPs, field manuals, and multi-Service publications contain Service emblems granted an exception by ADP with a waiver that CADD includes to each submitted DA Form 260-1.

(5) See para 11-3 for guidance on training publication covers.

b. Source of covers.

(1) The Doctrinal Publication Template generates a plain white cover for publications. This cover is suitable for staffing drafts of all doctrinal publications. It is also required for the final electronic file of Army techniques publications.

(2) The Doctrinal Publication Template does not accommodate cover specifications for final publication of ADPs or field manuals. Proponents create camouflage covers from the cover templates available on the CADD milBook website in the Author Resources category under the content tab.

(3) Templates for multi-Service publication covers (not Air Land Sea Application publications) are available for download on the CADD milBook website in the Author Resources category under the content tab.

c. Draft publications. All draft doctrinal publications have front covers prepared with black lettering on white stock and contain no illustrations.

d. Required information. Front covers contain specific information. Do not include the name of the preparing agency on the front cover. The supersession statement follows the last restriction statement on the front cover. See table 4-5 for cover elements. The front cover contains the following information:

- o Publication designator and number.
- o Publication title (title case; all caps may be used for short titles).
- o Month and year of publication (all caps).
- o Distribution statement. (See DODI 5230.24 for distribution statement requirements.)
- o Supersession statement.
- o If applicable, an export control notice and a destruction notice.
- o If applicable, classification, classification authority, and downgrading instructions. (See AR 380-5 for classification. See app D for placement.)
- o “HEADQUARTERS, DEPARTMENT OF THE ARMY” (all caps, bold). Place a comma after “Headquarters.”

**Table 4-5.
Required publication cover elements**

Element	Doctrinal publications				Training publications			
	TM	ADP	FM	ATP	TC	SM	TG	OFS
Publication number	R	R	R	R	R	R	R	R
Publication title	R	R	R	R	R	R	R	R
Publication date (month/ year)	R	R	R	R	R	R	R	NA
Distribution statement	R	R	R	R	R	R	R	R
Draft doctrine statement ¹	RA	RA	RA	RA	RA	RA	RA	NA
Export control notice ²	RA	RA	RA	RA	RA	RA	RA	NA
Destruction notice ³	RA	RA	RA	RA	RA	RA	RA	NA
Supersession statement ⁴	RA	RA	RA	RA	RA	RA	RA	NA
Classification authority block ⁵	RA	RA	RA	RA	RA	RA	RA	NA
Security classification or sensitivity banner markings ⁶	RA	RA	RA	RA	RA	RA	RA	NA
ADP	Army doctrine publication		R	required				
ATP	Army techniques publication		RA	required if applicable				
FM	field manual		SM	Soldier’s manual				
NA	not applicable		TC	training circular				
OFS	officer foundation standard		TG	trainer’s guide				
Notes.								
1. Applies only to staffing drafts. See para 4-9b(5).								
2. Applies only when the publication contains export-controlled technical data. See DA Pam 25-40.								
3. Applies only to unclassified publications with a restricted distribution. See para 13-4.								
4. Applies only when the publication supersedes all or part of another publication. See para 4-9b.								
5. Applies only to classified publications. (See app D.)								
6. Applies only to classified and controlled unclassified information publications. See app D.								

e. Availability statement.

(1) Place the availability statement on the inside front cover of all doctrinal and training publications except when the publication includes a Foreword. This statement reads: “This publication is available at the Army Publishing Directorate site (<https://armypubs.army.mil/>) and the Central Army Registry site (<https://atiam.train.army.mil/catalog/dashboard>).” Hyperlink both web addresses to the websites.

(2) If the publication includes a foreword, place the availability statement on the next page that has enough space for it to fit without distracting the reader. Use the same font, size, and style as is used to place the statement on the inside front cover. It is appropriate to add a page to a front matter division for this statement. However, avoid placing this statement on a blank odd page. Possible locations include the following:

- o On the acknowledgements page below the last acknowledgement.
- o After the last supplemental table of contents.

o On a blank even page following the preface, the introduction, or the last supplemental table of contents.

(3) For classified publications, change the wording of the first sentence of this statement as specified in app D.

4-26. Back cover

The back cover is also called the publication inventory number (also called PIN) page. Only a blank page precedes the back cover. Do not number that page. On a final electronic file, the outside back cover shows the publication inventory number.

4-27. Text format for a change

a. A change is an official alteration of a publication. A change may delete portions of, add to, modify, or correct the publication. (See para 2-2b for reasons to create a change. See table M-1 for checks and sweeps for changes to publications.) (See DA Pam 25-40 for instructions on posting changes.)

b. The front matter of a change consists of a change transmittal page and authentication page. The body of a change consists of individual pages that replace or supplement the corresponding pages in the base publication. Pages for changed text are prepared in the same format as pages in the base publication. The change transmittal page is prepared in the format established in app M.

c. Changes do not have covers. However, a change may promulgate a new cover for a publication.

d. A change must adjust the table of contents of the publication being changed if the change affects the numbering of divisions, sections, main headings, or graphics.

e. When a change removes material from a publication, the change must update the index. A change may add entries to the index for added material at the proponent's discretion.

4-28. Page design for a change

a. Pages transmitted with a loose-leaf change must be the same size and style as the pages in base publication.

b. Changed passages must be identified with a sidebar in the outside margin. When changed material consists of one or two lines, it may be identified with a symbol, such as "+."

c. The running foot of pages on which a change occurs must include the publication date of the change and have "C#" inserted after the publication number at the center of the running foot. (The # symbol represents the number of the change: 1, 2, and so forth.) Only changed pages are identified this way. The running foot of pages without changed material included in a loose-leaf change (normally because they are printed on the back of a changed page) retain the publication date of the base publication and do not have "C#" added to the publication number.

4-29. Change transmittal page

a. The first page of a change is the change transmittal page. The format for a change transmittal page is similar to that for a title page and contains the same information except the table of contents. (See app M for preparing change transmittal pages.)

b. The first paragraph on the change transmittal page may state the reason for the change. Subsequent paragraphs include:

- (1) A statement of how changed material is marked.
- (2) Instructions stating which pages to remove, replace, or insert.
- (3) A statement to file the change transmittal sheet at the front of the changed publication.

c. The transmittal page must contain all statements shown on the cover and title page of the base publication except for the supersession statement (if applicable). The statements on the transmittal page must read exactly the same as the statement on the basic publication.

d. A change is always marked with the same classification or sensitivity as the base publication, even if no changed material is classified or CUI. The classification authority block are placed on the change transmittal page.

4-30. Authentication page for a change

a. The authentication page for a change is printed on the back of the transmittal page unless an additional page is needed to list the changed material. In that case, the authentication page is printed on a separate page and placed immediately after the change transmittal pages.

b. The authentication page for a published change is identical to the authentication page of the publication being changed except for the following:

- (1) A comma, the letter C, and the number of the change follow the publication number at the top of the page.
- (2) The date is left blank. APD will assign a date during authentication.

c. The distribution statement for a change is identical to the distribution statement for the base publication.

4-31. Volumes

An approved exception to policy from CAC is required to prepare a publication in volumes. This exception is normally obtained concurrently with approval of the program directive. (See para 2-6k.) However, if the writing team identifies the need to publish a product in volumes later in the project, it may request the exception then. Publications prepared in volumes must follow a consistent format from volume to volume and meet the following standards.

a. Publication Number. Number the publication to indicate that it consists of volumes: for example: Army Techniques Publication (ATP) 2-22.2-1. (See app D for guidance on numbering classified addendums to unclassified publications.)

b. Cover and title page.

(1) Prepare a cover and title page for each volume. If each volume has a subtitle, include the overall title on each cover and the title page. Use a format similar to the following: Counterintelligence Volume I: Investigations, Analysis and Production, and Technical Services and Support Activities. If one volume has a subtitle, all volumes must have a subtitle.

(2) On both the cover and title page, indicate the volume number with a Roman numeral: for example, Volume I, Volume II.

c. Table of contents. Prepare a separate table of contents for each volume. List the contents of the entire publication (all volumes) in the first volume. For each subsequent volume, list only the contents of that volume.

d. Numbering of elements.

(1) Number parts and chapters consecutively throughout the volumes. For example, if volume I ends with chapter 8, begin volume 2 with chapter 9.

(2) Number graphics consecutively throughout all volumes.

(3) Number pages of the body and back matter consecutively throughout all volumes. For example, the second volume of a publication using two-part page numbers may start with page 13-1; the second volume of a publication using one-part page numbers may start with page 291. Number pages of the front matter of each volume independently of the others.

e. Internal references. Include the volume number in any cross-references to chapters, paragraphs, or graphics appearing in another volume.

f. Back matter.

(1) Place all appendixes in the last volume.

(2) Include a complete, identical glossary in each volume.

(3) Place the index for the entire publication in each volume. Include both page and volume numbers in all entries. Use one of the styles shown in figure 4-16.

<i>Basic style A</i>	<i>Basic style B</i>
advance guard, I: 1-8, 1-27, 3-18	advance guard, I 1-8, 1-27, 3-18
agility, I: 1-23; III: 8-15–8-22	agility, I 1-23; III 8-15–8-22
air defense, I: 4-5; II: 5-6, 6-12	air defense, I 4-5; II 5-6, 6-12

Figure 4-16. Index formats for multivolume publications

(4) Each volume requires an authentication page.

4-32. Classified addendums to unclassified publications

See app D for guidance on classified addendums to unclassified publications.

Chapter 5

Write

Section I

Writing Overview

5-1. Writing overview

a. The author is the lead for this writing. Subject matter experts, the editor, and graphic artists also make significant contributions. Writing involves conceiving, planning, composing, assessing, and revising the contents of a publication:

(1) Conceiving involves envisioning how the publication will address its topic based on guidance from the approving authority.

(2) Planning for writing (phase 3 development planning) determines how to organize the publication and how to approach the major topics it addresses.

(3) Composing is the conversion of ideas to written words following the organization established during planning.

(4) Assessing involves determining how well a passage, division, or the publication as a whole conveys information.

(5) Revising involves making changes based on the results of assessing.

b. The writing function is substantially complete when the editor receives the adjudicated final draft for preparation of the signature draft. However, writing does not end completely until the signature draft is approved and the editor completes the final electronic file. Although the editor prepares and maintains version control of both the signature draft and final electronic file, other writing team members remain available to assist with these tasks. (See para 6-4c for version control.) The author and subject matter experts answer content-related questions that emerge during the final editing. The graphic artist changes graphics as needed.

c. All writing team members are responsible for protecting classified and CUI associated with the project. See app D for team member responsibilities related to developing classified publications.

5-2. Conceive

The conceive task (also called phase 2 planning) comprises the initial research tasks writing teams perform during development of the program directive. (See para 2-5 for initial planning tasks.) These tasks establish the parameters within which the writing team develops the publication. The requirement, scope, and proposed outline establish the parameters for research. (See chap 2 for planning.)

Section II

Plan Overview

5-3. Plan overview

a. Phase 3 development planning involves:

- o Preparing a plan for composing the publication.
- o Keeping that plan current throughout the remainder of the project.
- o Incorporating new members into the writing team.
- o Maintaining project continuity.

b. The plan for composing the publication begins with the proposed outline prepared during phase 2 planning. The writing team organizes the results of its research, including the initial research tasks, to produce the preliminary outline. Once composition starts, the preliminary outline becomes the working outline. The working outline guides the writing team throughout the compose task. Incorporating new members into the writing team and maintaining project continuity are leadership tasks performed by the project leader.

c. The project leader (or the author, if one is assigned) prepares the proposed outline during phase 2. The author is normally the lead for preparing and updating the preliminary and working outlines during phase 3. The editor advises the author on matters of organization, logic, and flow during both phases.

5-4. Preparing the plan

The program directive and other planning products prepared during phase 2 establish the framework for the project. (See chap 3 for planning research.) During phase 3 development planning, the writing team works out the details of how to complete the project within that framework. Preparing a plan for composing the publication involves organizing the topics the publication will discuss and expressing that organization in the proposed and preliminary outlines. This plan results from research that proceeded from the publication's review during phase 2 planning.

a. Organizing and outlining. Organizing is the thought process the writing team uses to determine how the publication will present the information it contains. In the writing context, organizing involves determining a logical, coherent, balanced, consistent arrangement and

presentation of information. Properly organized text is essential to reader comprehension. The writing team portrays the result of this process in a series of outlines. The editor advises other writing team members on matters of organization throughout the project, beginning during the conceive task. Organizing involves:

- o Determining the publication title.
- o Naming topics.
- o Preparing the proposed outline.
- o Preparing the preliminary outline.
- o Converting the preliminary outline into the doctrinal publication format.

b. Phase 2 planning the proposed outline. Organizing begins during phase 2 planning with determining the publication title, determining named topics, and preparing the proposed outline. Based on that plan, the writing team begins phase 3 by researching the named topics. (See chap 3 for research.) After completing its research (or as much research as possible), the writing team performs phase 3 development planning. This task involves organizing discussions of the named topics using the information acquired during research. The writing team establishes the relationships among named topics and determines or confirms the order of its presentation. The result of this effort is the preliminary outline.

(1) Determining the publication title.

(a) The writing team determines or proposes the publication title during preparation of the program directive. (See paras 2-4 and 2-6b for writing program directive.) A good title clearly specifies the publication's contents. It is broad enough to cover every major topic and tells readers whether the publication contains information they need.

(b) Titles should be as short as possible. Readers can more easily remember and refer to short titles. (See example 1 in table 5-1.) However, do not use acronyms in titles except as specified in para 9-3a. For complex or more specific topics, a subtitle may be appropriate. (See example 2 in table 5-1.) Separate subtitles are often used for volumes of multivolume publications. (See example 3 in table 5-1.)

(2) Developing named topics.

Table 5-1.
Sample publication titles

#	Example title	Expectations
1	Design and Construction of Bridges or Bridge Construction	Publication includes information on basic bridge construction or the construction of several types of bridges.
2	Bridge Construction: Techniques for Constructing a Drawbridge or Construction of a Drawbridge	Publication focuses on how a drawbridge is constructed.
3	Counterintelligence Volume I: Investigations, Analysis and Production, and Technical Services and Support Activities Counterintelligence Volume II: Operations and Collection Activities	The subtitle for each volume states the aspects of counterintelligence the volume addresses.

(a) The writing team begins developing topics as part of preparing the proposed outline. Carefully naming every topic and nesting it with other topics makes discussions easier to follow and understand. Topics for the publication emerge from the knowledge and experience of writing team members, discussions among them, guidance from the approving authority, comments from the field, and the initial publication’s review. The writing team lists named topics in the proposed outline in the order they intend to discuss them. Normally, named topics become chapters. In some cases, they become main headings. Named topics may be grouped as chapters under parts.

(b) Named topics are subjects associated with the publication’s subject that readers need to know to understand it. These often include tasks readers need to be able to perform. They may be subjects associated with the role of a function (such as planning) or a type of unit (such as an infantry company). (See ADP 1-01 for discussions on roles and functions.) Topics may also include ideas readers find interesting, informative, or helpful thinking about the publication’s subject and performing tasks associated with it. (See table 5-2 for examples of named topics.)

Table 5-2.
Examples of named topics

Example 1	Example 2
Operations process activities: o Plan o Prepare o Execute o Assess	Operations structure constructs: o Operations process o Warfighting functions o Operational framework

(c) It is essential for the writing team to develop as many named topics associated with the publication’s subject as possible during phase 2 planning. Named topics determine the research required to develop the publication. Failure to identify research requirements during phase 2

planning means the writing team will either have to perform additional research during phase 3 development planning and composition or submit an incomplete product for publication.

(d) Naming and arranging topics well makes a publication easier to read and understand. The writing team may rename topics or rearrange them throughout the project as ideas evolve. Effectively naming and arranging topics (and subtopics) involves:

- o Understanding the target audience.
- o Mastering the constructs upon which the doctrine in the draft publication is based.
- o Understanding the types of ideas topics represent (such as principles, things or categories of actions, functions, tasks, or conditions).
- o Understanding the relationships among the ideas (including which ideas depend on readers' understanding of other ideas).
- o Using joint and Army terms to express thoughts.
- o Using joint and Army constructs to describe processes and tasks.
- o Organizing discussions of topics in terms of established doctrinal constructs or establishing a clear, simple construct when one does not exist.
- o Avoiding the creation of unnecessary taxonomies and the duplication of existing constructs.
- o Choosing reasonably precise words and phrases to express ideas and using those words and phrases systematically and consistently.

(e) To help with naming topics, writing team members should ask themselves questions such as these:

- o What doctrinal constructs does the topic fit (such as the operations process or a warfighting function)?
- o When readers search the text electronically, what phrases will they probably enter?
- o What do readers really need to know about?
- o What topics do trainers and instructors need to be able to teach from this doctrine?
- o What points really need to be made about the topics to be discussed?

c. Preparing the proposed outline.

(1) As they develop named topics, writing team members record each one on a separate index card or its digital equivalent (for example, a sortable table or a database). Once the team has a collection of cards, they sort them sequentially, topically, or logically to prepare the proposed outline. They ensure all named topics are of equal importance.

(2) Material that introduces the publication is not a named topic and therefore should be placed in the introduction, not chapter 1. Introductory material includes material used to set the stage for using the publication or provide essential information needed to understand it. (See para 4-9f for topics addressed in introductions.) If the writing team has identified topics of this sort, it is appropriate to include them in the proposed outline under the introduction. (See para 7-21 for guidance on developing the introduction.)

(3) The detail of the proposed outline depends on the subject, available information, time available, and local procedure. At a minimum, the proposed outline lists the named topics the publication will address in the order it will address them. This level of detail may be appropriate for new publications. If additional information or guidance is available, the proposed outline may incorporate it to address the publication's organization in more detail. This approach may be appropriate for a major revision of an existing publication or when the publications review suggests possible structures for discussing the named topics.

(4) The writing team staffs the proposed outline internally as required by local procedure. At a minimum, the internal staffing includes editorial review for logic, coherence, balance, and consistency. The outline is staffed externally with the program directive. This allows the field to assess the outline and provide comments on the publication's proposed content. After adjudicating any comments, the team submits the proposed outline to the approving authority as an enclosure to the program directive. (See paras 2-4 and 2-6 for program directive and its tasks.) Once the program directive is approved, the team proceeds with the research required to develop information needed to discuss the named topics.

d. Implementing interoperability agreements.

(1) The writing team identifies requirements to implement interoperability agreements during assessment and phase 2 planning. (See paras 2-1b and 4-16 for interoperability requirements.) Implementing an interoperability agreement means writing doctrine that tells readers how to perform the appropriate tasks in accordance with the interoperability agreement. An interoperability agreement subject may be, but is not necessarily, a named topic. Writing teams determine how best to incorporate applicable portions of interoperability agreements into the publication during planning and composing. The team determines whether to include interoperability agreement subjects in the proposed outline based on their relative importance.

(2) When a publication implements an interoperability agreement, do the following:

(a) Place the following statement in the preface: "This publication implements the following interoperability agreements: [list by number, title, and edition]." (See para 4-16 for interoperability requirements.)

(b) Place implementation notices before passages that implement an interoperability agreement. (See para 4-16 for interoperability requirements.)

(c) List interoperability agreements in the references division under related references. (See para F-3 for related references.)

(3) Complete interoperability agreements are not reproduced in doctrinal or training publications. Extracts are kept to the minimum necessary. The requirement is to develop doctrine that complies with the appropriate interoperability agreement; it is not to tell readers what the interoperability agreement is and expect them to figure out how to comply with it. When it is necessary to include an extract of an interoperability agreement in a publication, the extract is normally placed in an appendix. Extracts less than a page long may be placed in a special segment. (See app M and AR 34-1 for detailed information on interoperability agreements.)

5-5. Development planning in phase 3, the preliminary outline

a. Overview.

(1) The preliminary outline describes the writing team's conception of the publication in detail. It shows the proposed contents, sequence of presentation, and extent of subjects covered. The writing team produces the preliminary outline by expanding the named topics identified in the proposed outline to show in more detail how the publication will address them. This task includes determining the scope of each named topic based on research and field comments on the proposed outline.

(2) Creating the preliminary outline involves naming the supporting discussions for each named topic. These names become subheadings first of the preliminary outline and then of the publication itself. When a topic or subtopic has only one supporting discussion, subheadings are not used. Each outline level requires at least two headings. Following a heading with only one subheading indicates an organizational error. A lone heading is called an orphan heading.

(3) As with the publication title, chapter titles and headings at all levels should be as short as possible. Short headings are easier for readers to scan when they search for specific topics. The rules regarding parallelism and repetition discussed in para 5-5c also apply to headings.

(4) The team may create the preliminary outline concurrently with research or after finishing the bulk of the research. This outline portrays the publication's logic and allows the team to assess the proposed organization. Said another way, preparing the preliminary outline is a means the team uses to think through how it plans to discuss the publication's subject. The preliminary outline records the results of that thought process.

(5) The writing team considers the following aspects of organizing when developing the preliminary outline:

- (a) Logic and flow.
- (b) Subordination, parallelism, and repetition.
- (c) Balance.

b. Logic and flow.

(1) The logic of the organization comes from the subject matter. An outline of the subject using headings and subheadings ideally reflects the logic. These headings become the part titles (if used), chapter titles, headings, and subheading used in the publication.

(2) The logic that links chapters, headings, and subheadings (and parts and sections, if used) guides the organization of the presentation of material. A well-organized presentation of the material allows readers to absorb information easily. If the material appears in a logical sequence and is visually aided by properly planned headings and subheadings, the thought processes of readers is not be disrupted.

(3) When readers study well-organized publications, they are exposed to a subtle method of information transfer. Correctly formatted publications help readers establish a quick association between a heading and its relationship to the rest of the chapter. Consistency in the use of headings and subheadings supports the organization.

(4) To arrange topics, writing teams aim for a linear, deductive flow of ideas. In general, flow means that ideas develop from the whole to the parts, from more important to less important, from general to specific, and in chronological order. Said another way, if the text uses a little-known or key term in chapter 2, then the term's definition should appear in chapter 2 and not later in chapter 3.

(5) As with developing named topics, writing teams may use any hands-on approach for arranging topics that suits their learning style. Possible techniques include:

- o Drawing topic maps (also called mind maps) on whiteboards.
- o Brainstorming.
- o Listing or outlining.
- o Writing topics on cards and arranging cards on a table.
- o Placing topics in a database or sortable table.

c. Subordination, parallelism, and repetition.

(1) Subordination, parallelism, and repetition are distinct aspects of grammar. However, they tend to go together when organizing and outlining material. A properly organized publication places named topics in the correct relationship to each other. This task involves determining which ideas are subordinate to others. It also involves grouping like ideas and topics together and using consistent constructions to describe that organization. Finally, a coherent organization repeats categories when needed to organize material but avoids repetition of titles within individual topics.

(2) Subordination covers the relative importance of topics to each other. It has three facets. First, little ideas are nested under the big ideas of which they are a part. Second, elements of a subordinated list do not repeat the big idea under which they are placed. That is, a topic cannot be subordinate to itself. Third, big ideas and little ideas do not go together in the same list or at the same heading level. Mixing ideas this way is a taxonomical error.

(3) A repetition of titles within the preliminary outline may indicate a subordination error. A named topic title must not duplicate the subject of the publication. Normally, this means a named topic will not duplicate the publication title. However, a named topic that duplicates the publication's subject without duplicating the entire publication title is still a subordination error. Similarly, and no heading titles in a chapter will duplicate that chapter title, and no subheadings will duplicate the heading it falls under. Each heading is a subdivision of the next higher element. That is, a subheading titles a discussion of a portion of the topic of the higher level heading.

(4) With respect to organizing, parallelism concerns the relationship of topics by type. It groups like things together and places unlike things in distinct categories. For example, names and actions are different types of ideas, just like nouns and verbs are different parts of speech.

(5) Parallelism also affects the way in which discussions are organized. Discussions that address similar topics should be organized the same way. Often this involves addressing the discussions' shared aspects in the same order. This technique establishes a pattern that makes all the discussions easier to follow. In doctrinal publications, this involves placing subheadings that address similar topics under different headings in the same order. It also includes giving the subheading parallel wording.

(6) Parallelism also concerns the way topics are worded. Outline headings at the same organizational level require the same structural units. For example, noun phrases or single words. They also require the same grammatical form, usually nouns, verbal nouns (gerunds), or noun phrases. (See table 5-3. The phrases in the left column are gerunds.) The requirement for parallel structure also applies to bulleted lists. (See para 5-14 for bulleted lists.)

d. Balance.

(1) Balance is an attribute of organization in which all topics at an organizational level are discussed to the same level of detail. For example, all chapters of a publication should be about the same length. Similarly, the length of all discussions under main headings should be about the same length. If one chapter is very long and another is very short, it may indicate that the named topics need to be sorted differently. There may be a subordination error, a parallelism error, or a gap in research.

Table 5-3.
Parallel construction of titles

o Controlling Equipment		o Equipment Control
o Maintaining Equipment		o Maintenance
o Setting Up Equipment	not	o Setting Up
o Operating Equipment		o Operations

(2) Failure to identify possible imbalances during phase 3 development planning can cause difficulties and delays during composition. Not identifying subordination and parallelism errors early can result in the writing team rearranging material at an inconvenient point later. Rearrangements require an editorial sweep to identify changes in text or other organizational changes caused by the rearrangement (“ripple changes”). Performing this review and making the necessary corrections take time and may require changes to the project schedule to ensure the product meets publication standards.

5-6. Using the doctrinal publication format

a. Overview. Once the preliminary outline is finalized (or earlier if required) the writing team converts the preliminary outline into a shell or series of shells following the doctrinal publication format. Doctrinal publications use heading levels to show the relationships of topics within

chapters. Main headings (and section headings if used) function as subordinate titles below chapter titles. First, second, and third subheadings name supporting topics of the main heading topic. Each heading level has an associated template style. (See table 5-4 for the correlation of outline headings and publication headings and their associated template styles.)

Table 5-4.
Outline headings and template styles

Outline heading	Template style		
	Publication without parts	Publication with parts	Publication with parts and sections
Roman I	chapter	part	part
A	main heading	chapter	chapter
1	first subheading	main heading	section
a	second subheading	first subheading	main heading
(a)	NA	third subheading	second subheading
1	NA	NA	third subheading

b. Parts, chapters, and sections.

(1) Overview.

(a) Titles and headings proceed logically from the title of the publication through each level of organization, from parts (if used) through chapters, sections (if used), main headings, and subheadings. See table 5-5 for examples of the logical emergence of organization from a publication's title.

Table 5-5.
Examples of logical organizations from a title

Example 1	Example 2
ATP X-XX—Construction of a Drawbridge Chapter 1—Developing Plans Chapter 2—Preparing the Site Chapter 3—Assembling Materials	ATP X-XX—Bridge Construction Part One—Truss Bridges Chapter 1—Simple Truss Bridge Chapter 2—Continuous Truss Bridge Part Two—Suspension Bridges

(b) Publications usually divide into chapters. However the doctrinal publication format allows writing teams to group chapters under parts and main headings under sections when balance or other organizational concerns merit these organizational levels. Parts and sections should not be used when organizing material under chapters and main headings gives the publication the necessary subordination, parallelism, and balance.

(c) Occasionally organizing a short publication or technical publication into chapters is not appropriate. In these cases, the writing team may elect to make the publication's main subdivisions sections or main headings. (See para 5-4 for preparing the plan.)

(2) Parts. The writing team may divide the publication into parts when the chapters should logically appear under collective headings. Each part heading must be a logical subdivision of the publication title, and each part must include at least two chapters. For example, a publication

titled “Transportation” might be divided into the following parts: Part One—Land Transportation; Part Two—Air Transportation; and Part Three—Water Transportation. Part One could include chapters with titles such as “Railroads,” “Trucks,” and “Automobiles.”

(3) Chapters. Chapters contain discussions of at least two named topics. Each of these is titled as a main heading. For example, a publication titled “Urban Transportation” might contain chapters titled “Subways,” “Buses,” and “Automobiles.”

(4) Sections.

(a) Chapters are not routinely organized into sections. There are two circumstances where dividing a chapter into sections is appropriate:

- o Groups of two or more numbered paragraphs containing detailed discussions should logically appear under collective headings.

- o One or more main heading must be divided into four subheadings to discuss the topics in the required detail.

(b) An example of the first circumstance is a publication with multiple chapters organized around a single doctrinal construct. This organization is appropriate when a doctrinal construct is used to organize information but is not the topic of the publication. For example, a publication addressing how each intelligence discipline supports the four decisive action tasks could be organized as follows:

- o One chapter for each intelligence discipline (human intelligence, signals intelligence, and so forth).

- o Four sections in each chapter, each one addressing a decisive action task (offense, defense, stability, and defense support to civil authorities).

(c) Using sections in the second circumstance is appropriate when a topic is genuinely complex. However, in most cases, a four-level discussion indicates an organizational error. The author and editor should assess the discussion in terms of the organizational aspects in para 5-5 before using sections. Using sections to compensate for a structural error confuses readers and may cause them to question the quality of the material in the publication.

(d) In a single publication, one chapter may divide into sections while others do not. Assess each chapter individually.

c. Discussions, paragraph headings, and numbered paragraphs.

(1) The basic unit of thought for written work is the paragraph. In doctrine writing, numbered paragraphs serve the function of paragraphs. Writing teams use four types of paragraphs and other composition tools to organize discussions and present material. (See para 5-12 for writing paragraphs.)

(2) Within chapters, numbered paragraphs are organized under discussions. Said another way, in doctrine writing, a discussion is a grouping of numbered paragraphs. Discussions are

both grouped together and set apart from each other by headings. The template style of the heading shows the organizational level of the discussion. This design convention is different from the convention used in administrative publications (like this one) and correspondence. In those publishing mediums, organization is indicated by the subparagraph number or letter. In doctrinal publications, the paragraph number shows the paragraph's location but not its organizational level.

(3) As discussed above, most publications are organized into chapters, with each chapter addressing a named topic. Chapters normally contain at least two main headings. Each main heading sets apart a discussion of one aspect of the named topic. Supporting discussions for each topic are set under up to three levels of subheadings.

(4) For the purposes of organization and formatting, the preliminary outline is a list of the discussions the publication contains. Each entry on the outline becomes a heading in the publication. Each heading sets apart at least two numbered paragraphs that support discussion of topic of the next discussion level.

(5) The principle rules when writing headings are as follows:

- (a) Keep headings as short as possible. Short headings are easier for readers to scan.
- (b) Do not hyphenate words between lines.
- (c) Break lines on the basis of cohesive word groupings as well as length.
- (d) Do not use a lower case letter in a heading that is otherwise entirely uppercased.
- (e) Use acronyms in headings only when needed to shorten titles. Then follow a consistent style. (See para 9-3 for acronyms.)

d. Appendixes.

(1) Appendixes contain material that does not readily fit into chapters. Examples include technical information (in either tabular or narrative form), extended vignettes or similar material illustrating a topic, and background information on named topics or the topic of the publication.

(2) The writing team should identify material for appendixes during planning. This saves time during both composition and production. Knowing which material will appear in appendixes allows authors to compose material with that in mind. Conversely, moving material from a chapter to an appendix requires both rewriting and reformatting. Some revisions of this sort are unavoidable; however, thinking through the presentation of technical and detailed topics during planning can keep revisions to a minimum.

(3) Appendixes must be referenced in the body of the publication. If there is not an obvious place to reference an appendix, the material may be suitable for a separate chapter or discussions in multiple chapters. Conversely, the material may not be appropriate to include in the publication.

e. Outlining and the Doctrinal Publication Template.

(1) Composing drafts in the Doctrinal Publication Template reduces the effort required to prepare and maintain an outline. This allows the writing team to use the navigation pane as the working outline. (See para 7-9 for a description of the navigation pane. See para 5-4 for guidance on outlining.) Preparing the preliminary outline in a word processed file allows the writing team to paste it into a basic shell created with the template and apply the appropriate styles to the outline headings. The headings then appear in the navigation pane of the templated file, which becomes the working outline. (See table 5-4 for relationship of traditional outline headings with template styles.) As the team adds headings during composing, it applies the appropriate style to them and they appear in the navigation pane. This keeps the working outline current. It also allows writing team members to see the outline as they work on the publication and allows them to navigate quickly through the draft.

(2) Throughout the project, authors ensure the outline remains current, accurate, and complete. Editors ensure topics flow naturally from one idea to the next, and that related information is grouped under the same headings. In addition, editors continuously assess the outline for logic, consistency, parallelism, and coherence.

f. Structural considerations for short publications and technical subjects. Doctrinal publications usually divide into chapters, but occasionally they will not. Writing teams make this determination as part of the conceive task. Writing teams may divide complex publications into parts, each part consisting of two or more chapters. Lengthy publications or publications addressing both classified and unclassified topics may be published in two or more volumes. (See para 2-6j for volumes.) Shorter publications or those addressing simple topics may be organized under sections or main headings.

5-7. Keeping the plan current, the working outline

a. Maintaining a coherent organization.

(1) Once composition starts, the preliminary outline becomes the working outline. Throughout composition, the writing team adjusts the working outline to reflect any changes to the publication's organization. (See para 7-9 for how to use the navigation pane as the working outline.)

(2) Composing the publication generally reveals information that changes what the team has written or planned to write. This information may include additional ideas and facts discovered during research and writing, as well as from the written discussions. The writing team updates the working outline to reflect changes made to the publication based on that information. When adjusting the outline, the team ensures it remains logical, consistent, and focused on the publication's purpose.

(3) Updating the working outline is similar to updating running estimates during operations. Thus, in a sense, phase 3 development planning proceeds throughout the course of the project. Nonetheless, the major planning effort occurs before composition begins. Any

planning after that involves revising the working outline and determining the information needed to support the changes.

b. Maintaining documentation. The plan initiated with the program directive prepared during phase 2 and refined during phase 3 development planning changes as the project progresses. For example, the writing team incorporates changes to the proposed outline for most projects. Another common change is updating the project schedule. Writing teams record any changes in the project log and maintain documentation in the project file as required by local procedure. (See para 2-9 for the project file.)

c. Implementing directed revisions. A directed revision consists of guidance to change the content or direction of the publication. Writing teams may receive this task at any point in a project, even after considerable work has been done. When this occurs, the project leader records the guidance as required by local procedure and executes the revision tasks described in para 5-46b.

(1) Incorporating new members. If additional members joined the writing team after the program directive is approved, the project leader assigns them their tasks. If the team includes additional authors or subject matter experts, the leader assigns them their focus areas and gives them deadlines. The leader also establishes exactly what is expected of the editor. Most editors and graphic artists work several projects. The leader plans when the team will need editorial and graphic services and coordinates with other project leaders to resolve any conflicts the project has with other projects. As the project progresses, the project leader refines the tasks assigned to each writing team member as necessary to respond to changes in guidance or conditions.

(2) Maintaining project continuity. Maintaining project continuity involves two main tasks: monitoring the project schedule and ensuring information and products are captured when team members depart.

(a) The project schedule developed during phase 2 planning establishes milestones for completing the project. The project leader will manage work so the writing team meets its deadlines. When the team cannot meet a deadline or changes to project require more time to complete, the project leader adjusts the project schedule, subject to approval of the approving authority or local procedure.

(b) When team members depart before project completion, the project leader makes provisions for transitioning their duties to another person. If a replacement is not available, the project lead captures as much information from the departing team member as possible and ensures the member's files are accessible. If the team includes a DA Civilian, that person may be tasked to provide continuity throughout the project. The editor may be assigned this task.

Section III

Compose Overview

5-8. Compose overview

a. Composing is the conversion of ideas to written words following the organization established during planning. It occurs throughout phase 3 (development) of the Army doctrine process. Composing is the predominant task of the writing function. However, it involves more than one author authoring a single product.

b. Composing entails integrating the results of the editing and design functions into each draft of the product. This requires a team effort by all writing team members: author, editor, and graphic artist. When subject matter experts and other authors are working on the project, their contributions need to be integrated into a unified product as well. (The editor is usually involved in this task.) The product needs to be coordinated with other branches within the proponent or preparing agency as specified in local procedure. In addition, the product needs to be compared to current doctrinal publications published by other proponents to ensure its content aligns with existing doctrine. This last task is part of doctrinal integration.

c. Doctrinal integration is the effort made by all doctrine proponents to achieve consistency in Army doctrine. It includes working to make Army doctrine consistent with joint doctrine to the greatest extent possible. The basic doctrinal integration requirement for a writing team is to develop a product that is consistent with proponent doctrine. The author has primary responsibility for this task. A military technical editor, when assigned, can assist. Contributing subject matter experts ensure their submissions are consistent with proponent and base doctrine. Writing teams effect doctrinal integration:

- (1) Horizontally with other publications prepared by the doctrine proponent.
- (2) Horizontally with other proponent doctrine.
- (3) Vertically with Army capstone and keystone doctrine, including combined arms.
- (4) Vertically with joint and allied doctrine on the publication's subject.

d. Finally, one or more drafts need to be staffed Army wide. This staffing is a form of consensus building that involves obtaining user feedback from the operating forces and institutional force while developing the publication. During staffing, the operating forces and institutional force review the draft product and provide comments to the writing team. After staffing, the team adjudicates all the comments received and incorporates those that are relevant into the draft. (See TR 25-36 for adjudicating comments.) Thus, composing is a special kind of creative effort, one that involves synthesizing material from multiple contributors into a single product. In a real sense, composing a doctrinal publication involves capturing the knowledge and wisdom of the Army on the topic of the publication.

5-9. Characteristics of effective writing

a. Overview.

- (1) The standard doctrinal publication is written that:
- (2) Readers can understand in a single rapid reading.
- (3) Is generally free of errors in grammar, mechanics, and usage.
- (4) Is clear, concise, organized, and right to the point.

b. Effective writing uses plain language. Writing teams use plain language when composing doctrinal and training publications. (See the DOD Plain Language website for additional information on plain language.) Composing in plain language includes:

- (1) Putting the main idea of chapters, discussions, and paragraphs first (commonly called bottom line up front).
- (2) Writing to the target audience.
- (3) Using the active voice.
- (4) Composing short paragraphs.
- (5) Composing short sentences.
- (6) Using simple words and phrases.
- (7) Making titles and headings informative.
- (8) Using bulleted lists, tables, and figures.

c. Effective writing also exhibits the characteristics of balance, coherence, and consistency. Effective writing, combined with a good organization (see para 5-4b for guidance on preparing the proposed outline) and integrated with clear, simple graphics (see chap 10 for graphics), results in a quality publication.

d. Balance.

(1) An effective publication conveys a sense of balance among and within its components. For example, if the title and purpose indicate the publication addresses public and private transportation, the weight given each of these named topics should be equal. The writing team must also balance tone and emphasis given to text and illustrations.

(2) Achieving balance begins during planning. (See para 5-5d for developing balance.) However, the writing team must pay close attention to balance throughout composing as well. For any subject, discussions of some named topics will grow larger than discussions of others

during composition. The reasons for this vary. Some topics are more interesting than others. More information may be available on some topics than on others. And not infrequently, some topics require more detailed discussions than others. Periodic assessments can identify when the length of one or more discussions risks placing a publication out of balance. When the writing team discovers imbalances early enough, it can determine the necessary revisions and incorporate them into the product.

e. Coherence.

(1) Coherence is the orderly development and smooth transitions among and within the components of a publication from parts to sentences. It includes proper subordination and parallelism. Coherence begins during organizing and outlining (see para 5-4c for outlining) and continues throughout composition. A coherent outline lays the foundation for coherent writing.

(2) Coherent writing clearly indicates the relationships among named topics and discussions. It stays on the subject and focuses on the purpose of the publication. Coherent discussions present ideas logically. Coherent sentences, paragraphs, and larger discussions are bound together in an orderly fashion and flow easily from one to another. Using transitional words and phrases, parallelism, and judicious repetition strengthens coherence.

(3) Coherence includes transitions. Writing teams use transitions to relate what has been said with what will be said. Effective transitions keep thoughts flowing smoothly between discussions and between numbered paragraphs within discussions.

f. Consistency.

(1) Consistency is related to design, organization, and writing style. A consistent publication:

(a) Applies the elements of design as they are discussed in chap 4.

(b) Is organized following the techniques outlined in para 5-4d.

(c) Uses the same words, terms, and phrases to express the same thoughts throughout the publication. (See para 5-15 for professional language.)

(d) Is written with a single writing style, applying the composition techniques and Army writing style in the same way throughout.

(2) Design. The elements of design most closely associated to composition are text format and typography. (The Doctrinal Publication Template standardizes most aspects of design format.) A consistent publication applies the elements of text format as they are discussed in chap 4. Where writing teams have latitude, they apply the elements of design in a single way throughout the publication. As much as possible, they apply the elements the way other doctrinal publications apply them.

(3) Organization.

(a) Consistency in organization associates closely with subordination, parallelism, and repetition. Stated simply, a consistent publication organizes chapters and discussions that address similar topics the same way. (See paras 4-10a and 5-5c for similar subordination, parallelism, and repetition.) This includes using the same grammatical forms in corresponding headings. In some cases, it includes using the same wording in corresponding headings. (See table 5-5 for example.)

(b) In a consistent publication, parts, chapters, and sections within a chapter all begin and end alike. For example:

- o If one part includes a part introduction, all parts include that type of introduction.
- o If the introductory material for a chapter requires multiple paragraphs, all chapters must begin with an introductory discussion (under a main heading) rather than a single unnumbered paragraph.
- o Conversely, if one chapter or appendix begins with an unnumbered introductory paragraph, all chapters or appendixes must. (The format used to introduce chapters must be the same for all chapters but need not be the same as the format used for appendixes.)
- o If one chapter or one section within a chapter ends with a transitional discussion, all sections must end like this.

(c) Consistent publications contain beginning and concluding elements that follow the same format, have the same or similar headings, and are essentially the same length. The reason for this goes beyond achieving a consistent presentation throughout the publication. Some readers may perceive material framed with only a few sentences as less important than those framed by discussions of several paragraphs. Other readers may question the quality of the information the publication contains. Preventing such perceptions requires authors to compose text carefully. Periodic assessment of the organization and text by the editor throughout composition can also detect these inconsistencies.

5-10. Writing style

a. A person's writing style (sometime called the "writer's voice") is the manner in which a writer uses the English language. A writer's style is a product of how the writer approaches a topic and how the writer uses composition tools and techniques. Some writers have similar styles; however, each writer's style is unique. For doctrine writing, style also includes how a writer applies the aspects of the Army doctrine writing style described in this chapter.

b. Writing style reflects tone and involves the selected words and the ways the writer uses them. Style should not be thought of as a rigid set of rules but rather as a set of principles for adjusting one's means of expression to fit a particular set of circumstances. Manipulating principles of writing style for a specific effect should not be random but should proceed from a coherent notion about style itself. Style can be informal or formal. Effective doctrinal and training publications avoid both of these extremes.

c. A publication written in a single style reads as though one author has written it. When one author composes a publication from the initial draft through the final electronic file, a single

writing style is normally not an issue. However, when authors change during a project, the new author must be sensitive to the previous author's style and work to ensure new material harmonizes with it as much as possible. The editor can assist with this task as part of substantive editing. (See chap 6 for editing tasks.)

d. When several authors or subject matter experts contribute passages to a product, usually some differences in writing style exists. In those cases, the lead author and editor collaborate to place all material in a single style. When time allows and resources are available, the author or editor perform a single-pen rewrite. (See para 5-46c for rewriting revision.) At a minimum, the author and editor ensure all contributions meet the standards of coherence and consistency. In all cases, contributors are allowed to review revisions to ensure no content is lost.

Section IV

Tools Overview

5-11. Composition tools

Composition tools refers to design and typology conventions used to express different types of ideas. This section describes how doctrine authors apply these tools to facilitate a common understanding of doctrine. None of these tools is unique to military publishing. However, most are used for specific purposes in doctrine writing, and all have formats associated with them. Using the proper tool, correctly formatted, and in the appropriate context facilitates readers' understanding of the material. In a sense, using these tools in doctrine writing is analogous to following standard operating procedures during operations.

5-12. Paragraphs

a. Overview.

(1) As mentioned above, the basic unit of thought for written work is the paragraph. A paragraph consists of a series of related sentences focused on a single thought. A well-written paragraph cannot be subdivided. In rare contexts, a single-sentence paragraph is appropriate. The most common of these contexts are addressed below.

(2) In the following discussion, paragraph refers to numbered paragraphs.

(3) Doctrine writing uses three of the four paragraphs types employed in technical writing: introductory, topical, and transitional. Doctrinal publications rarely include concluding paragraphs. However writing teams may use them when appropriate. Teams may also use multiple-paragraph introductory and transition discussions to frame complex topics.

b. Introductory paragraphs and introductory discussions.

(1) Overview.

(a) Introductory material introduces the content that follows it. Said another way, an introductory discussion tells readers what they are about to read. Introductory discussions can place material in context, describe the structure of a discussion, tell readers why material is

important, or a combination of these. Properly used, these discussions contribute to a product's structure and coherence. Discussions (that is, all groups of numbered paragraphs), sections, and chapters all require introductory material. Part introductions are optional. (See para 4-10 for formatting guidance for part, chapter, and section introductions.)

(b) In most cases, this introductory material consists of a single paragraph. Some complex topics require more than one paragraph to frame. These topics are introduced by an introductory discussion placed under its own subheading. Introductions of topics with supporting discussions under subheadings should mention each subheading or the topic of its discussion. When listing subtopics in text proves awkward, subtopics may be set in a callout box. The heading of the callout box should link the box to the discussion. The box should not be mentioned in text nor have a caption. Some introductory paragraphs may be as simple as a single sentence followed by a bulleted list. However, when this occurs, writers should ask whether additional information is needed to better frame the following discussion.

(c) When introductory discussions are used, the headings for these discussions need to be similar and parallel. For example, if the heading in one chapter reads "Elements of Ammunition," the heading in another chapter should read "Considerations for Safety", not "Safety Considerations." Headings for introductory discussions will not read Introduction, Overview, or similar wording.

(2) Part introductions.

A part introduction states the topics of the chapters. It includes and briefly describes why these topics are grouped together. These introductions consist of a single unnumbered paragraph.

(3) Chapter introductions.

(a) Chapters may be introduced by a single unnumbered paragraph. If more detail is required, format chapter introductions as numbered paragraphs under a section or main heading (an introductory discussion). However, all chapters must begin alike, with either a single unnumbered paragraph, epigraph, or a multi paragraph discussion under a heading.

(b) Chapter introductions should describe the chapter's organization and how the discussions of the topics it contains fit together. Introductions should be more than a listing of the topics listed in the table of contents. Do not repeat information contained in the introduction in chapter introductions.

(4) Appendix introductions.

(a) As with chapters, all appendixes must begin alike, with either a single unnumbered paragraph or a multi paragraph discussion under a heading. Appendix introductions should contain enough information to place the content of the appendix in context. At a minimum, introductions state what the appendix contains and the reason it is in the publication. If the appendix reproduces an extract of another publication, the introduction should state the source of the extract. However, do not place complete bibliographic information for the source in the introduction. Normally the source's title is sufficient. Place bibliographic information in the references division.

(b) Each appendix must be cited in the body. If there is no logical place for a cross-reference in the body, consider removing the appendix from the publication. If the material is relevant to the publication's topic but there is not logical place to refer to it, consider making it a chapter. Appendixes appear in the order in which they are introduced. So the first cited appendix is Appendix A.

(c) All graphics in appendixes require an internal reference to them. (See para 10-8a for guidance on introducing graphics.)

(5) Section introductions.

Section introductions are composed and formatted the same way as discussions set under main headings are. Introductory discussions of more than one paragraph are set under a main heading. Main headings do not require single introductory paragraphs but they may be used for consistency among discussions.

c. Topical paragraphs.

(1) Description. Topical paragraphs develop information about a topic and its component ideas. Each topical paragraph is unified, addressing a single thought.

(2) Topic sentences.

(a) The core of topical paragraphs is the topic sentence. This sentence states the paragraph's theme or controlling idea (its "bottom line"). Each paragraph has only one topic sentence. Succeeding sentences add supplementary information that relate directly to that sentence.

(b) The topic sentence is often the first sentence of a paragraph ("bottom line up front"). However, this is not a requirement and may be undesirable. Writers place the topic sentence where it best fits the flow of the discussion. Usually this is near the beginning of the paragraph.

d. Constructing paragraphs. Three techniques for constructing paragraphs are:

(1) Give paragraphs direction.

(2) Vary paragraph length.

(3) Remove irrelevant material.

(a) Effective paragraphs require a direction or organization. A paragraph's direction leads readers to the information the writer wants to convey or places information in a structure that makes it easy to understand. Possible directions include:

- o Chronological or sequential.
- o General to the specific.
- o Reasons or motives.

- o Effects of actions.
- o Categorical (placing items in a class).
- o Analytical (dividing a class into its components).

(b) Good writers vary paragraph length according to type and to information discussed. As a rule, paragraphs should have at least two sentences. An average for doctrinal and training publications is five to seven sentences. Paragraphs may reasonably expand as the level and complexity of information demands.

(c) Paragraphs should not include anything unrelated to the paragraph's topic. Unrelated material belongs in its own paragraph, moved to a different discussion, or removed from the text. Topical paragraphs should not contain extraneous or irrelevant ideas or facts, even if they are interesting. Unnecessary information in a paragraph distracts readers from the paragraph's main point. Unnecessary information in a publication distracts readers from the important information the publication seeks to convey.

(d) Writers and editors can assess the effectiveness and unity of a paragraph by imagining the topic sentence as a question. They then measure all content in the paragraph against how well it answers that question. Sentences that do not contribute to the answer may be out of place. Editors move these sentences to the appropriate paragraph, use them to form an additional paragraph, or remove them from the draft. Alternatively, these sentences may indicate an incomplete topic sentence. The author and editor revise the paragraph as necessary based on their assessment.

e. Transitional paragraphs and discussions.

(1) Transitional paragraphs link discussions within a chapter together. They show how different ideas link to each other, the topic being discussed, and the topic of the chapter. Effective transitions tie discussions together and enhance the publication's flow. They make the publication easier to read.

(2) Transitional paragraphs are appropriate, but not mandatory, at the end of lengthy discussions. A transitional paragraph is the last paragraph above the heading (main or sub). When a discussion includes supporting discussions set apart by subheadings, its transitional paragraph (or transitional discussion) needs its own subheading to separate it from the final supporting discussion. Otherwise, the transition would appear to be part of the last supporting discussion.

(3) Doctrinal publications may contain separate transitional discussions at the end of chapters or parts but generally do not. Instead, writing teams use techniques similar to the following to give the publication coherence and unity:

(a) Discuss relationships between parts and between chapters in the introduction to the publication.

(b) Include one or two sentences in part and chapter introductions stating how the part or chapter relates to the preceding and following parts and chapters.

(c) Organize chapters so the last discussion is closely related to the named topic of the next chapter. The final discussion addresses how the named topics of the two chapters relate to each other.

f. Concluding paragraphs. Concluding paragraphs summarize main points, present conclusions, or evaluate preceding information. Since doctrinal and training publications are descriptive rather than argumentative, concluding paragraphs are inappropriate. When a summary is required, writing team members incorporate it into a transitional paragraph, as discussed in para 5-12e.

5-13. Sentences

a. Authors use simple sentences (those with only one subject and one predicate) whenever possible. Compound sentences (those with more than one subject and predicate) tend to become too long (more than two lines) and confusing. In most cases, compound sentences can be broken into two shorter sentences. Using simple sentences also helps authors limit each sentence to one main point. This makes sentences easier to understand and quicker to read.

b. Authors seek to compose publications that can be understood in a single rapid reading. Anything that distracts readers or causes them to pause reduces the passage's readability. Writing team members should use this standard as a basis for assessing sentences. If a reader needs to read a sentence more than once to understand it, writers need to revise the sentence.

c. Sentence construction and writing style are closely connected. Para 5-25 includes guidance on factors to consider when constructing sentences.

5-14. Bulleted lists

a. Use.

(1) Bulleted lists (also called laundry lists or enumerated lists) present information clearly and enhance readability. These lists may be used in both text and graphics. One common use of bulleted lists is to enumerate supporting discussions or subtopics in introductory paragraphs. Writers can also use these lists for breaking up long sentences in paragraphs. (See figure 5-1. The figure shows an example of dividing a long compound object into three bullets. The bulleted format makes this list easier to read, understand, and remember.)

(2) Writing teams also set categories of information as bulleted lists to highlight key aspects of doctrine. However, lists by themselves fail to describe or explain something. A narrative discussion needs to follow a bulleted list to provide details of the topic. In doctrine, categories or lists often serve as guides or tools to help Soldiers remember topics, processes, and techniques. However, memorizing a list alone does not provide understanding. Doctrinal publications need to provide the information behind the elements of a list so Soldiers can master and apply that doctrine during training and operations.

Exercise planners develop schedules that flow logically, provide realistic estimates of required time, and ensure all training objectives are covered. Such schedules indicate where each event will occur and who will participate.

Exercise planners develop schedules that:

- Flow logically.
- Provide realistic estimates of the required time.
- Ensure the coverage of all training objectives.

Such schedules indicate where each event will occur and who will participate.

Figure 5-1. Example of using a bulleted list to improve readability

b. Formatting.

(1) Bulleted lists are part of the lead-in sentence. Bulleted items are simply items. Bulleted lists should not be used as subparagraphs. In rare cases, it is appropriate to add one or two short sentences to explain a bulleted item. However, a bullet is not a paragraph nor is it a set of sentences. Lists containing greater detail should be converted to numbered paragraphs preceded by appropriate subheading and introduced by a numbered paragraph that includes a bulleted list of the subheadings.

(2) Bulleted lists require parallel construction. Parallelism groups like things together and places unlike things in distinct categories. For example, names and actions are different types of ideas, just like nouns and verbs are different parts of speech. Figure 5-2 illustrates two lists in which the ideas and the phrases that express them are parallel. Example 1 lists tasks expressed as noun phrases. Example 2 expresses the same ideas as a compound predicate. Both are correct. Writing teams should use the style best suited to the subject matter. In both examples, the manner in which the ideas are expressed shows the ideas are carefully conceived and grouped. The chronological sequence of the lists also makes sense; the tasks are listed in the order in which they are performed. (See paras 5-5c and 6-4g for guidance on parallel construction in organization.)

Example 1	Example 2
Commanders conduct the following tasks: <ul style="list-style-type: none"> o Establish training objectives. o Execute training. o Evaluate learning. 	To implement training, commanders— <ul style="list-style-type: none"> o Establish training objectives. o Execute training. o Evaluate learning.

Figure 5-2. Examples of parallelism

(3) In general, bulleted lists should not be longer than two-thirds of a page. Writing teams should consider converting lists longer than that to numbered paragraphs, tables, or appendixes. Consecutive bulleted lists, bulleted lists within bulleted lists, and chapters that consist mainly of bulleted lists tend to weaken coherence. Many long bulleted lists are actually tabular material

that can be set as a table. Multiple consecutive bulleted lists (“lists of lists”) can often be set as a family of tables and be placed in an appendix. The design solution depends on the content of the lists and how it related to the overall discussion. (See para 10-18 for tables.)

(4) The sentence leading to a bulleted list is punctuated with either an em dash or a colon.

(a) Use an em dash at the end of an introductory phrase that reads into the bullets. In this format, the bullets and the introductory phrase form a single sentence. Avoid using this format when the bullets are long phrases or when the bullets include an explanatory sentence.

(b) Writers use a colon when the introductory phrase can stand alone as a complete sentence, whether or not it contains the words as follows or the following. This format is better for lists of bullets that are long phrases or that include explanatory sentences.

(5) Use the same end format for bulleted lists throughout a publication: either basic formats A and C or basic formats B and D. (See table 5-6 for formatting bulleted lists.) The difference in the formats is in the case of the initial letter of the first word and the end punctuation of each bullet.

Table 5-6.
Bulleted list formats

Basic format A	Basic format B
Required reading includes— <ul style="list-style-type: none"> o Civilian journals. o Contractor literature. o Reference books. o Army techniques publications. o Trainer’s guides. o Combined arms training strategies. 	Required reading includes— <ul style="list-style-type: none"> o civilian journals, o contractor literature, o reference books, o Army techniques publications, o trainer’s guides, and o combined arms training strategies.
Basic format C	Basic format D
Required reading includes the following: <ul style="list-style-type: none"> o Civilian journals. o Contractor literature. o Reference books. o Army techniques publications. o Trainer’s guides. o Combined arms training strategies. 	Required reading includes the following: <ul style="list-style-type: none"> o civilian journals, o contractor literature, o reference books, o Army techniques publications, o trainer’s guides, and o combined arms training strategies.

(6) When a list within a list occurs, distinguish between the two lists by using the template styles for first- and second-level bullets. (See figure 5-3 for examples of bullets.)

- Members of the writing team include—
- o Authors responsible for writing effective and useful publications.
 - o Editors who work closely with authors and ensure that—
 - Material is grammatically correct.
 - Material is not duplicated.
 - Publications meet the standards.
 - o Graphic artists who convert edited material into publications that present the information in a comprehensible manner.

Figure 5-3. Sample second-level bulleted list

(7) The lead-in sentence and its bullets belong on the same page. If the author must divide a list between pages, set at least two bulleted items on each page. This convention enhances readability by ensuring the lead-in connects to the bullets. When a list breaks across facing pages, it is acceptable to place only one bulleted item on one or the other page to avoid excess white space. (See para 4-12 for white space.) However, a lead-in sentence will always be followed by at least one bulleted item on the same page.

(8) When a bulleted list appears in the middle of a paragraph, the sentences that follow the list continue the discussion of the topic sentence, are not numbered, and are not indented. The left margin of the paragraph aligns before and after the list.

(9) Do not bold items following a lead-in ending in an em dash. The very nature of a list to include bullets, shorter line lengths, additional white space, all combine to emphasize the bulleted items. In most instances, nothing more needs to be done.

(10) When bulleted items introduced by a lead-in ending in a colon are followed by a short explanation, the word or phrase that starts each bullet may be treated as a run-in heading. Set the word or phrase in sentence case and follow it with a period. For example, this format is appropriate for designating sequential steps, as in, Step 1, Step 2, and so forth.

(11) When bulleted lists are framed or boxed, they become a callout. As such, authors treat them as a callout. (See para 4-14 for callouts.)

(12) The style requirements for bulleted lists enclosed in graphics are the same as for bulleted lists in text.

(13) See app D for guidelines on portion marking of bulleted lists in classified and CUI documents.

5-15. Professional language

As with other professions, the Army has its own professional language. This language continually evolves to meet the requirement for Soldiers and organizations to transfer information quickly and accurately, often under conditions of extreme urgency. Terms are one component of the Army's professional language. Terms are the building blocks of this language, and therefore of doctrine and doctrinal publications. Other major components are acronyms,

abbreviations, nicknames, and symbols. (See ADP 1-01 for an extended discussion of language conventions used in Army doctrine.)

a. Terms.

(1) Overview.

(a) For doctrinal purposes, a term is a word assigned one or more military-specific meanings by the Army, the Joint Staff, or another Service. FM 1-02.1 and the Army Doctrine Terms and Military Symbols website both list Army terms and definitions. They also list multi-Service terms the Army shares with other Services and joint terms used in doctrinal publications. The DOD Dictionary of Military and Associated Terms lists all joint terms. The other Services each have their own dictionary of Service-specific terms. Writing teams consult these resources to determine formal term definitions. Research includes consulting proponent (source) publications to confirm the wording of definitions and determine how terms are used. (See TR 25-36 for Army terminology policy and procedures.)

(b) Writing teams must use terms correctly. A term has only one meaning in a given context which is the definition the term's proponent has established. Research involves consulting the proponent publication for each term used to both confirm the exact wording of its definition and determine how the proponent intends the term to be used. Then the team makes sure its publication uses the term only in that sense. Using terms in any other way defeats the purpose of formally defining terms. Proper term use contributes to doctrinal integration. Effective doctrinal integration reduces friction and contributes to success in operations.

Note. The exception is Soldier training publications, whose task chapters contain multiple subject areas, each with its own jargon. For this reason, Soldier training publication glossaries include all definitions given for all terms used in the Soldier training publication, even if only used once, and even if used only in a graphic.

(c) Doctrine proponents propose an Army term when no existing common English-language, joint, or Army term adequately expresses an idea. They may also propose an additional definition for an existing term when that term's definition is not adequate for its intended use. The decision to recommend a new term or definition is an important one. Proponents should only propose terms and definitions under three conditions:

(1) When existing terms and plain English words cannot meet doctrinal requirements.

(2) When a plain English word has several meanings, thus requiring the Army to state which meaning applies in a doctrinal context.

(3) A Government agency has established a definition that Soldiers need to know to operate effectively with that agency.

(d) In all other circumstances, writing teams use existing terms and plain-English words to express ideas. (See FM 1-02.1 for doctrinal guidance on creating terms. See TR 25-36 for policy and procedures for prescribing terms, including standards for writing term definitions.)

(e) Any changes to terminology must be identified in the summary of changes to the publication. (See para 4-9g for summary of changes guidance.)

(2) Including definitions in text.

(a) The writing teams include definitions of joint and Army terms in the text for one of two reasons: first, when explaining the term's definition and discussing contexts in which the term is used, and second, when knowing the definition contributes to readers' understanding the discussion. Term definitions included in text must match the definition in the proponent publication word for word and be formatted as specified in TR 25-36. Writing teams carefully consult the current version of the proponent publication and use terms precisely, consistently, and without variation from their source. Teams should never rely on secondary sources but always trace a term to the current edition of its proponent publication.

(b) Discussions that explain a term's definition are usually limited to the proponent publication of the term. When prescribing a term definition, proponent publications define the term in the context in which it is used, explain any nuances in the wording of the definition, and describe how it relates to other terms or doctrinal contexts.

(c) The writing teams cite a term's definition in the text when failure to know the definition might result in readers not completely understanding the discussion. There is no need to define every term used in a publication. However, writing teams should not paraphrase a definition or "describe" a term their own words. Army and joint doctrine establish definitions to facilitate a common understanding of terms that proponents have selected. Nonstandard descriptions of Army and joint terms can result in miscommunication and defeat the purpose of defining the terms.

(d) Terms should be defined in the context of a discussion in which they are used. In most cases, defining a list of "key terms" at the beginning of a publication or discussion is inappropriate. Lists of definitions without context are dull; readers rarely read them. The glossary lists definitions of author-selected terms. There is no need to duplicate portions of that list elsewhere in the publication.

(e) When readers need to know a definition to understand a discussion, but the definition does not fit into the discussion's flow, writing teams have two options: Place the term and its definition in the glossary or set the term and its definition in a callout. Listing the term in the glossary is appropriate when most but not all readers know the definition or when the term is not central to the discussion. Setting the definition in a callout is appropriate for unfamiliar terms. Setting a term in a callout is also appropriate when the term is used in only one discussion in the publication. (See para 5-39c for guidance on determining glossary entries. See para 4-14 for additional guidance on citing definitions in callouts.)

b. Acronyms.

(1) An acronym is a shortened form of a word formed from the initial letter or letters of each of the successive parts or major parts of a compound term (for example, "NATO" for North Atlantic Treaty Organization or "COMSEC" for communications security). For doctrinal

purposes, acronyms include brevity codes and memory aids. Writing teams use acronyms or their full forms to achieve the best possible readability, brevity, and understandability. (See para 9-3 for guidance on the format, usage, and establishment of acronyms. See para 10-7 for guidance on the use of acronyms in graphics. See TR 25-36 for policy on acronyms in Army doctrine.)

(2) Acronyms are prominent in Army verbal communication. As part of the Army's professional language, they allow Soldiers and leaders to communicate information quickly. Authors write doctrinal and training publications in language that helps readers understand the content after a single rapid reading. Careful use of acronyms is one tool writing teams use to achieve this goal.

(3) Writing teams should strive to use as few acronyms as possible in the publication. Using a limited number of acronyms enhances readability. Conversely, using too many acronyms reduces both readability and understandability. If a single sentence contains more than two or three acronyms, most readers have difficulty understanding it. During face-to-face communication, a speaker can explain a point the audience does not understand. In contrast, written communications must stand on their own. If a reader does not understand a passage, the writer is not there to explain it and the information is not conveyed. A publication's readability makes a major contribution to making it understandable. Carefully managing acronym use helps make a publication more easily read and therefore easier to understand.

(4) To aid understandability, acronyms are introduced at their first use in the publication or their first use in each chapter. If an acronym is introduced in the front matter, it must be reintroduced the first time it is used in the body of the publication.

(a) Introducing acronyms one time at their first use in a publication works best for a short publication. (See para 9-3 for acronym guidelines.)

(b) Introducing acronyms at their first use in each chapter is appropriate for a large publication or a publication with lots of acronyms. Every acronym used is introduced in each chapter in which it appears. The project leader or author considers the following when deciding whether to introduce acronyms in each division:

- o The total number of acronyms used.
- o Familiarity of the target audience with the unfamiliar acronyms.
- o The number of chapters in which the unfamiliar acronyms appear.
- o The length of the publication.

(5) Using similar types of acronyms consistently makes publications more readable. Once an acronym is introduced, its full form should not be used in that chapter. Additionally, writers take care not to use different words or phrases to refer to a single thing. For example, "S-3 section," "S-3 staff," and "battalion operations staff" can all mean the same thing (depending on the context); nonetheless, a single publication should use only one of them. Similarly, if a publication uses "S-3" to designate a battalion and brigade operations officer, the publication should use acronyms, not full forms to designate all other staff officers.

(6) Doctrinal publications use the fewest number of acronyms needed to convey information clearly and concisely. The existence of an acronym does not mean the acronym must be used in doctrinal discussions. Authors should only use acronyms when acronyms contribute to readability and understandability. When an acronym is well known but does not meet those criteria, writing teams may use the “also called” or “known as” convention to refer to the acronym. The acronym is placed after the full form in a parenthetical phrase beginning with “also called.” For example, a sentence can include “attack guidance matrix (also called AGM).” Acronyms introduced this way are not used in text nor listed in the glossary.

(7) When using an existing acronym, writing teams must use it correctly. An acronym has only one meaning in a given context. For example, S-4 means battalion or brigade logistics staff officer, not battalion or brigade logistics staff section. Writing teams use the full forms of acronyms from the DOD Dictionary of Military and Associated Terms or FM 1-02.1 and use them without variation.

(8) Writing teams minimize the number of acronyms they use. A good reason to use an acronym is to replace a name or phrase that is so long that using its full form reduces readability: for example, replacing “chemical, biological, radiological, and nuclear” with “CBRN” helps readability. Another good reason is to replace a compound noun that occurs so frequently that it distracts readers: for example, replacing “counterintelligence” with “CI” in a publication about counterintelligence. Writing teams must use judgment when deciding whether to use an acronym rather than the full form. Words are nearly always more readable than acronyms. Effective writing uses acronyms only when their use enhances both readability and understandability. Writing teams need to make this determination for each acronym used.

c. Abbreviations.

(1) An abbreviation is a shortened form of a single word that is usually not pronounced as either individual letters or as a word. Most abbreviations (for example, “km” for kilometer or kilometers) are not military-specific; others (such as “div” for division) are seldom seen outside a military context. (See para 9-4 for abbreviations.)

(2) Abbreviations are seldom used in text. When they are used, they fall under the same usage rules as acronyms do. See TR 25-36 for using nonmilitary abbreviations.

(3) Abbreviations are commonly used in graphics. (See paras 9-4i and 10-7b for abbreviations used in graphics.)

d. Nicknames.

(1) A nickname is a substitute for the proper name of a familiar person, place, or thing. In Army communications, nicknames are most often associated with equipment and certain control measures. Nicknames associated with equipment are usually easily recognized words. Nicknames associated with control measures are often associated with terrain features. Nicknames are initial-capped unless they are an acronym or their full form contains an acronym. (See para 9-5 for specifics on nicknames.)

(2) The nicknames used to indicate equipment in place of the equipment nomenclature are introduced in text similar to the way acronyms are: for example, “M-2 Bradley fighting vehicle (Bradley).” After the nickname is introduced, the nomenclature does appear in the text. In this example, “Bradley” would be used for further references to the M-2.

(3) The nicknames mentioned in the text for information only are introduced with the “the ‘also called’ or ‘known as’ convention: for example ‘M109A6 (also called Paladin).’ Further references would be to the ‘M109A6.’ (See para 9-16 for guidance on referring to equipment by nomenclature.)

(4) The style used for nicknames varies widely. The spelling of a nickname in common usage is often incorrect. Some cases may require research to determine the proper form. Readers will assume a doctrine or training publication uses the correct nickname. Therefore, writing teams must research to ensure the publication uses all nicknames correctly.

e. Military symbols, signs, and other symbols.

(1) Military symbology is a language that translates written words into symbols. Writing teams use the correct military symbols from FM 1-02.2 to identify units, equipment, and installations in graphics. (See para 10-5 for more on military symbols.)

(2) Technical signs and symbols may be used as described in paras 9-6 and 9-7.

5-16. Textual references

a. Overview.

(1) A reference to a publication or form in the text of a publication is called a textual reference (also called a cross-reference). Textual references tell readers where to find additional information on the topic being discussed. To help users better understand topics a publication addresses, DA-authenticated publications use two types of textual references, external and internal. External references include other publications, forms, and websites. Internal references refer to other parts of the same publication. (References given in lists, such as in the references division or an appendix, are not considered textual references.)

(2) Writing teams use external references to avoid putting large amounts of needed information from other publications into the publication being developed. However, an excessive use of external references becomes inconvenient to readers. A publication should stand alone and be as complete as possible without excessively duplicating content of other publications.

(3) Internal references cite material in the publication itself. Using internal references allows writers to avoid repeating the details about a topic every time it is mentioned. Cross-reference a passage only if readers need to read the full explanation. An excessive number of internal references forces readers to page back and forth within the publication. (See para 4-31 for additional requirements for internal references in multivolume publications.)

b. Formatting. Set off external references with parentheses. Set off internal references by parentheses unless the reference forms an essential part of the discussion. (See para 4-11d for design guidance for the references division. See app F for guidance on listing publications in the reference division.)

c. Graphics. Treat text referring to or introducing graphics as internal references. (See para 10-8 for citing graphics.)

d. General citation guidance. To ensure the usefulness of references and readability of the publication, observe the following:

(1) Ensure all cited references, including websites, are current and available. (See para F-2 for website guidance.)

(2) Make textual references as brief as possible. If a textual reference expands on the material being discussed, authors should limit the wording to, "See [title of reference]." If the textual reference refers to a topic mentioned in but not a focus of a discussion, authors should use the wording, "See [title of reference] for [doctrine/tactics/techniques] on [topic]." Avoid using words such as "discussion" or "detailed."

(3) Express internal references to discussions as a paragraph number or range of paragraph numbers. References to specific paragraphs are more helpful to readers and take advantage of the paragraph numbering format. Avoid references to parts, chapters, and sections. However, internal references to an entire appendix are appropriate when the appendix provides an extended discussion of the topic or contains reference data.

(4) For internal references, do not refer to a part of a publication that merely refers to another internal or external reference.

(5) For external references, cite specific publications. Do not use vague references, such as "current directives," "DA instructions," "existing regulations," and "pertinent publications."

(6) For external references, cite the overall publication where the information can be found. For example, if the referenced information is located in paragraph 2-2 of AR 25-30, cite only AR 25-30.

(7) See para F-10 for guidelines on citing classified references in unclassified publications. See para 10-8 for guidance on references to graphics.

e. Citation guidance for forms and types of publications.

(1) Military publications and forms.

(a) Cite military references in text by alphanumeric designator only.

(b) When citing a multi-Service publication in text:

- o In a single-Service publication, show only its Army publication designator and number in the textual reference. A designator is the type of publication. For example, ATP 2-01.3.
- o In a multi-Service publication, show the Army publication designator and number as well as the publication designator and number for the other Services participating in the publication being developed in the body. For example, cite the law of land warfare multi-Service publication published with the Marine Corps as “FM 6-27/MCTP 10-11C” citing the Marine Corps tactical publication.
- o In the references division, show the publication designator and number of all Services that developed the publication being referenced. (See para F-3a(2) for military references.)

(c) See para 12-4 for guidance on citing forms.

(2) Other published works.

(a) Cite published works and untitled military and other Government publications by title, a shortened title, or author followed by a page number. In most cases, citing these works by title in textual references is more helpful to readers than citing them by author. Follow a consistent style for these citations. When citing works by title or shortened title, ensure the citation is worded such that it allows readers to easily locate the work in the references division.

(b) If a reference with a long title is cited multiple times, add the following comment to the first textual reference: “Hereafter referred to as [shortened form of title].” For example, “(See Government Publishing Office Style Manual. Hereafter referred to as GPO.)” Later references to material from this source should read, “(See GPO.)” The first two or three words of the short title should be the corresponding words in the long title. This allows readers to locate the publication’s listing in the references division.

(3) Legal publications. See DA Pam 25-40 for guidance on citing legal publications.

(4) Websites. Cite websites by name. (List web addresses in the reference division. See para F-11.)

(5) Classified references. See para F-10 for guidelines on referring to classified references in the text of unclassified publications.

5-17. Textual notes

a. A textual note is an explanatory comment inserted in the text to add vital information that needs to stand out but does not merit a danger, export control, or caution notice. (See figure 5-4 for the format for textual notes. See para 4-15 for guidance on notices.)

Note. This is the format for a textual note.

Figure 5-4. Format for a textual note

b. Use a textual note only to add vital information. Avoid using a textual note to set apart or emphasize a particular point. Do not use textual notes for textual references or administrative instructions.

c. Use a textual note only when the material cannot be worked smoothly into the applicable paragraph or cannot be inserted as a parenthetical comment.

d. Set a textual note immediately after the last line of the paragraph or bulleted item to which it applies.

5-18. Parenthetical comments

a. A parenthetical comment is text enclosed within parentheses and inserted into body text. A parenthetical comment may be a phrase or clause inserted into a sentence. Longer comments may be complete sentences standing alone within a paragraph. Parenthetical comments offer additional information related to the subject of the sentence or the topic of the paragraph. They are used in doctrinal and training publications instead of explanatory footnotes. Parenthetical comments are often introduced with such phrases as “for example,” “including,” and “such as.” Spell out the introductory phrases. Do not use abbreviations such as “e.g.” or “i.e.”

b. Enclose a parenthetical comment in parentheses and put it next to the related subject or topic. Avoid placing a parenthetical comment that is a full sentence within a sentence. If possible, put a parenthetical sentence after the sentence it relates to or at the end of the paragraph. This makes the passage easier to read.

5-19. Notices

Danger, export control, and caution notices alert readers to danger of death or permanent injury. (See para 4-15 for guidance on notices.) Interoperability agreement implementation notices identify portions of the publication that implement interoperability agreements. (See para 4-16 for interoperability notices.) Writing team members incorporate notices into body text during composition using the Doctrinal Publication Template styles.

5-20. Quotations

a. Quoted material in text.

(1) Enclose quoted material of three lines or less within the body text. Distinguish quoted material from other body text by enclosing it in quotation marks.

(2) Set quoted material longer than three lines apart from other body text. Use the quotation style from the Doctrinal Publication Template to distinguish it. Do not follow quoted material set apart this way with an attribution line (that is only for epigraphs). Discuss the quote’s significance in the body text and include its bibliographic information in the source notes. (See para 5-23 for using footnotes to credit copyrighted material in text. See para 7-16 for source notes guidance.)

(3) Do not treat material taken from other doctrinal and training publications as quotations. (See para 5-25 for guidance on using other doctrine and training material.)

(4) Add a superscript end note number that corresponds with source note information.

b. Epigraphs. An epigraph is a short quotation set at the beginning of a chapter. If one chapter has an epigraph, all chapters must. Do not place epigraphs in appendixes, front matter divisions, or back matter divisions. Place epigraphs immediately below the chapter title. Use only one epigraph per chapter. Set an attribution line below the epigraph. Add a superscript end note number that corresponds with source note information.

c. Callouts. Quotations may be set as callouts. (See para 4-14 for callouts.)

d. Style guidelines.

(1) All quoted material must be reproduced exactly word-for-word as it appears in the source except as follows:

(a) Enclose any alterations to quoted material in brackets. Examples of allowable alterations include:

- o A change in verb tense to make the quote fit grammatically into the sentence.
- o Changing a lower case letter into an upper case letter when a quotation begins a sentence.
- o Inserting a summary of omitted material indicated by ellipses.

(b) Use ellipses to show omitted portions of a quotation.

(2) Use a double-read to verify the accuracy of quoted material that is not cut and pasted directly from the source. (See para 6-4b for the double-read technique.)

e. Attribution lines.

(1) Do not use attribution lines with material quoted in body text. Place this information in the source notes. (See para 4-11b for source notes guidance.)

(2) Always include an attribution line with an epigraph. Add a superscript end note number that corresponds with source note information.

(3) Attribution lines are optional with callouts. However, if one callout has an attribution line, all callouts must.

(4) Use a single format and style for all attribution lines in a publication.

f. Crediting sources.

(1) Give the source of all quotations, including page number, in the source notes.

(2) Do not credit sources within the body of the publication except when the quotation is from a copyrighted source and the copyright release requires crediting material in text. In those situations, use a footnote to credit the source.

(3) See paras 3-9 and 3-10 for guidance on crediting copyrighted material.

5-21. Graphics

a. A graphic is a boxed display of information set apart from the body text. For the purposes of this pamphlet, graphics refers to both figures and tables. (See para 4-13 for design considerations for graphics. See para 5-37 for guidance on integrating graphics into text. See chap 10 for guidance on formatting and content of graphics.)

b. A figure is an image set apart from the body text as boxed material. Writing teams use figures to clarify the subject matter, increase reader interest, and improve retention. Figures may also summarize topics, clarify relationships among subjects being discussed, or communicate a single main point visually. Figures show how to illustrate information.

c. A table is a systematic listing of information in columns and rows. In doctrinal and training publications, only graphics that contain actual reference information are labeled tables. Graphics that show examples of how to portray information are figures.

d. Figures may show examples of completed forms and formats. However, figures may not illustrate blank forms or formats and must not contain forms implications. (See chap 12 for policy on forms and formats. See para 10-17 for information on forms implications.)

5-22. Special segments

a. A special segment is a portion of text that that is set in a different style and format from normal text and graphics. Special segments are designed to stand out from the body text. They contain information related to the topic that does not fit into the flow of the discussion. Special segments are not graphics although they appear similar to them. They are a design option that provides a distinctive text format for displaying information that complements the discussion in the body text. (See para 4-17 for guidance on designing special segments. See para 5-37 for guidance on integrating special segments into text.)

b. Special segments are not used to highlight important material. That material should be set in textual notes (see para 5-17), caution statements, or warning statements (see para 4-15 for those statements), as appropriate.

c. Writing teams commonly use special segments for the following:

(1) Examples.

(2) Vignettes.

(3) Situations that call for visualizing a series of progressive actions, for example, a series of scenarios that portray an unfolding operation or a set of examples showing how to perform the tasks of a process.

(4) Descriptions of equipment and weapons systems.

(5) Extracts of reference documents.

d. Graphics set within special segments may be set without captions if the relationship of the graphics to the discussion is self-evident. However, when a special segment includes multiple graphics, such as a series of maps illustrating a vignette or a graphic clearly for the vignette, the graphics should be set with captions. (See, for example, figure 4-13 on page 71.)

5-23. Footnotes

a. Use footnotes only to identify copyrighted material and only when the copyright release for the material requires it. When the copyright release requires identifying a copyrighted source in a footnote, cite the material in both a footnote and a source note. Footnotes distract readers and should be avoided when possible.

b. Do not use explanatory footnotes in doctrinal and training publications. Place explanatory material in a paragraph or a parenthetical comment.

c. If footnotes must be used to identify copyrighted material, number them consecutively within each chapter.

d. See para 10-7 for guidance on notes within graphics.

Section V Composition Techniques

5-24. Composition techniques

All writers approach an assignment based on their experience and knowledge of the topic. There is no single set of rules that, if followed, guarantees an excellent product. However, the following guidelines have proven to help writing teams developing doctrinal and training publications. Most of these techniques allow writers latitude in applying them. See table 5-7 for a list of composition techniques.

Table 5-7.

Composition techniques

Do original work
Write to the target audience
Use a positive professional tone
Write in the present tense
Use third person subjects
Be specific
Be consistent
Be concise
Be accurate
Choose words carefully
Be clear

5-25. Do original work

Effective authors compose original content and write in their own writing style, while still explaining and describing the material objectively. Authors apply critical and creative thinking as they develop their content. They refine their conclusions to make sure they always have a point to make, then they make it clearly, precisely, and concisely. They assess their work in terms of the Army writing standard and revise their product when necessary. When incorporating the work of other contributors, authors review their draft and rewrite portions of it when necessary to keep the content and writing style consistent. Keeping the following pointers in mind can help writers compose original work:

- o Do not cut and paste.
- o Avoid borrowed statements.
- o Be careful with paraphrases.
- o Use extracts judiciously.
- o Credit sources when appropriate.

- a. Do not cut and paste.

(1) Cutting and pasting material from other publications is nothing more than compiling disjointed pieces written by diverse authors for various audiences and purposes. The task of a writing team is to develop a publication tailored to a specific doctrinal or training requirement. It is not to assemble multiple passages that others wrote to address the topic. Effective publications result from writing teams synthesizing information from their research into a single, unified publication. A product composed from passages clipped from various sources and strung together inevitably often contains repetition, contradiction, and disorganization. Instead of cutting and pasting, effective writers:

- o Study the information gleaned from research.
- o Evaluate ideas in light of their own experience.
- o Select the pertinent points.
- o Add what they know, expressing the ideas in their own words.
- o Synthesize their work into a unified, consistent product.

(2) Cutting and pasting material from other doctrinal publications is inappropriate. In most cases, paraphrasing material from other publications is a better technique. This allows authors to tailor the material to the topic under discussion. When the referenced material does not lend itself to paraphrasing, including an external reference to the other publication usually meets the requirement. (In this context, external references serve the same function as links on a webpage.) In rare cases, authors may incorporate extracts of other publications into the publication being developed. Short extracts should be set in special segments. Longer extracts should be added as appendixes.

(3) Cutting and pasting material received from other sources often results in different voice, illogical flow, and sometimes obsolete context. The writing team needs to rework the text into the author's voice and flow of the discussion. Passages written in a different style from the surrounding discussion distracts readers. Submitted material needs to be worked into the flow of the text. This allows readers to place the material in context and incorporate it into their understanding of the discussion.

b. Avoid borrowed statements. Borrowed statements are those discovered during research and incorporated into a product with little or no analysis. They often result from cut-and-paste efforts. On the surface, borrowed statements may seem reasonable; they often appear clever or seem to express a thought distinctly. However, these statements tend to be ambiguous or trite or to make no sense. Before including any statement, effective writers make sure they know its source, understand its meaning, and are certain of its worth. If a statement contains something worth saying, writers ensure it says it simply, clearly, and accurately. When necessary, they credit the statement in the source notes.

c. Be careful with paraphrases and summaries.

(1) A paraphrase is a restatement of something written by another in one's own words. It is more than just repeating material from a source and changing few words here and there. In fact, doing that is a form of plagiarism.

(2) Paraphrasing involves a complete recasting of the material to fit the context in which it is used. The most important aspects of paraphrasing are restating and one's own words. Paraphrasing can shade into plagiarism if writers are not careful. An effective paraphrase incorporates information into the overall content and flow of the discussion. Paraphrased material in doctrinal and training publications requires permission. Contact the Office of the Staff Judge Advocate for clarity. However, an external reference to the source publication may be appropriate. Paraphrased material from nongovernment sources should be identified in the source notes.

(3) A summary is a synopsis of material addressed in another source. It provides an overview of the material and follows the source's organization. As with paraphrasing, writers must use their own words. Writers must phrase carefully so to not misrepresent the source. A summary needs to include the title or a shortened title of what is being summarized. Nongovernment sources must be included in the source notes.

d. Use extracts judiciously.

(1) Doctrinal and training publications seldom include extracts of other publications. Reasons for extracting information include:

- (a) Ensuring readers see the material.
- (b) Citing the exact material that the text is discussing.
- (c) Increasing credibility by citing a recognized authority. (This reason is rarely appropriate. A doctrinal publication is the Army's authority on its subject.)
- (d) Providing a point of departure or foundation on which to build new ideas. (A paraphrase is usually just as effective to meet this purpose.)
- (e) Capturing the voice of the original and communicating its point of view for the sake of authenticity. (A short quotation is usually appropriate for this purpose.)
- (f) Preserving the exact words or data of the original because they are so well expressed or conveniently formatted. (Again, this reason is generally applied to short quotations.)

(2) Extracts can detract from a publication if used carelessly. They can break up text continuity if their tone, format, or purpose does not match the publication being developed. Long, complicated, or numerous extracts can break up continuity as well.

(3) Instead of adding extracts, effective authors reference or paraphrase the information. Referring to other sources helps streamline a publication. Paraphrasing helps fit the material better to the purpose and tone of the new publication. Another alternative is to place extracts in appendixes or format them as special segments. This keeps extracted material from competing with the text.

(4) Extracts included in a publication must be reproduced word for word from the source document. Use a double-read to verify the accuracy of extracted material that is not cut and pasted directly from the source, including any material that is reformatted (for example, in a special segment). (See para 6-4b for guidance to double read.)

e. Credit sources when appropriate.

(1) Publications from which material is extracted must be listed in the references division. A listing in the source notes is necessary. (See para 4-11b for source notes.) If the extract is from a nongovernment source, a copyright release may be required. (See paras 3-8 and 3-9 for guidance on using copyrighted material.)

(2) Nongovernment sources of paraphrased passages should be listed in the source notes. A good paraphrase will normally not require a copyright release. However, the writing team must have an attorney from the Office of the Staff Judge Advocate decide on whether to request permission for any paraphrased passages as part of the legal review.

f. Be alert to possible plagiarism.

(1) Plagiarism is using or closely imitating the language and thoughts of another author without authorization and representing that author's work as one's own. Plagiarism can be purposeful or accidental. Purposeful plagiarism is dishonest. Accidental plagiarism is careless. Plagiarism in doctrinal or training publications can embarrass the Army. Plagiarism that amounts to copyright infringement could make the Army liable for damages in a court of law.

(2) Following the record-keeping and crediting procedures outlined in chap 3 reduces the likelihood of plagiarism. However, proper documentation alone will not prevent plagiarism. Writers must integrate material from their sources without copying words those sources use. The project leader is responsible for ensuring writing team members do original work, record the sources of all material used to develop the publication, request and gather necessary releases, and include the appropriate documentation in the product.

(3) Paraphrasing, summarizing, and extracting material from Government publications without attribution fits the definition of plagiarism also. However, writing teams need to include the sources of passages taken from other Government publications in the source notes. Failure to do this makes the publication being developed the authority for the material when this is not the case.

(4) If paraphrased, summarized, or extracted material from Government publications is not accompanied by an external textual reference, its source should be listed in the source notes. A listed source note allows readers to verify the currency of the material. When the publication is revised, the notes tell the writing team where to go to ensure the revised content is current.

5-26. Write to the target audience

a. The writing team should identify the target audience during planning. (See para 2-6e for target audience.) Identifying the intended readers precisely is essential to communicating successfully with them. They may be a definite group, a combination of groups, or a broad audience. Some subjects require the writing team to identify the publication's audience by branch, specialty, and grade. The more accurately the writing team identifies the target audience, the better the team can determine:

(1) The approach to take in portraying the information.

(2) What and how much information to include.

b. Determining the approach to take depends on the following:

(1) How the readers will use the publication.

(2) The organizational or operational levels to which readers are assigned.

(3) The audience's knowledge of the subject.

c. The audience's experience determines what and how much information the publication needs on the overall subject and its major topics. An audience comprised of experienced Soldiers

probably needs less detail, background, and even illustrations than one made up of junior Soldiers. That said, the team needs to write the publication for members of the audience with the least knowledge, training, and background.

Table 5-8.
Examples of target audiences

o Commanders.
o Commanders and staffs.
o Unit leaders (officers and noncommissioned officers).
o Trainers.
o Soldiers being trained.
o Soldiers responsible for a single task.
o Technical experts.
o People with no technical knowledge.
o Commanders.
o Commanders and staffs.
o Unit leaders (officers and noncommissioned officers).

5-27. Use a professional tone

Doctrinal and training writing is a form of military technical writing. Writing teams aim for objectivity and precision throughout their publications. All target audiences for doctrinal and training publications comprise Army professionals. Thus, these publications must always be the tone one professional takes when addressing another. See table 5-9 for a professional tone characteristics.

Table 5-9.
A professional tone

o Never talks down to the readers.
o Presents ideas adequately, logically, and factually.
o Uses familiar words, relevant examples, and available references.
o Avoids trite expressions and slang.
o Avoids using big or unusual words.
o Avoids overwriting for a literary effect.
o Avoids sounding folksy.
o Varies the length and structure of sentences for greater interest.
o Is always positive. In Army publications, it includes using gender-neutral language.

a. Emphasize the positive. Emphasizing the positive includes describing the right way to perform tasks. Writers cannot control what readers remember. Given two ways of doing something, readers are just as likely to remember the wrong way as the right way. Therefore, discussions need to tell readers the proper way to perform a task, not the wrong way. Examples need to describe success, not failure.

b. Use gender-neutral language. Gender-neutral language is required in all Army publications. Writers remove singular masculine pronouns "he" and "his" to refer to a hypothetical or supposed Soldier, leader, or commander. Writers either rewrite the sentence to remove gender, to

make subjects plural allowing pronouns “they” and “them,” or to use both “he or she” and “his or her” for a hypothetical or supposed singular subject. Writers may need to use gender-specific pronouns such as discussing a male or female Soldier’s uniform. (See DA Pam 25-40 for examples of avoiding sexually specific language.)

5-28. Use the active voice

a. In the active voice, the subject acts; in the passive voice, the subject is acted upon. Unnecessary use of the passive voice slows down writing, requires additional words, and may lead to awkward shifts in structure. In addition, the passive voice can conceal who is responsible for performing a task.

b. Authors use the active voice when the subject of the sentence is more important than the object. In contrast, the passive voice is appropriate in the following situations: when the receiver is more important than the actor, when it is not known who performed the action, or when the identity of the actor is irrelevant. For example, the focus of the sentence “The company took the hill” is the company, which is the subject of the sentence. The focus of the sentence “The mission was accomplished by the force” is the fact that the mission was accomplished, which is the object of the sentence. Both constructions are correct. Writers use the construction that best conveys their intended thought.

c. The active voice is appropriate in most doctrinal contexts. However, there is no limit on how often writers may use the passive voice. Writers should use the construction that best fits the material. Rewriting sentences to meet an arbitrary usage standard wastes time and, in some cases, may result in making a passage less understandable.

5-29. Write in the present tense

a. Army doctrine is a systematic body of thought describing how Army forces intend to operate as a member of the joint force in the present and near term, with current force structure and materiel. For the most part, doctrine is descriptive rather than prescriptive. It is not a description of past operations, nor is it a prediction of future practices. Doctrine describes how the force, or elements of it, operate today.

b. For that reason, doctrine is written in the present tense, indicative mood. The indicative mood is descriptive; it is used to make statements and ask questions. In contrast, the imperative mood is used to give commands, make requests, or give directions. Doctrinal publications are written primarily in the present indicative to describe actions being accomplished now. Directive publications (such as regulations) are written primarily in the imperative mood to establish requirements and direct actions.

c. Writing teams approach composition from the perspective of describing what the force does, as in, how it performs tasks. Teams do not write about what readers will do in future situations; instead, they describe what readers are expected to do now. For example, the following sentence in the present indicative describes a standard practice: “Battery commanders assign perimeter defense responsibilities to the chief of firing battery.” (The sentence is also written in the active voice. It clearly states who is responsible for the task.)

d. The imperative mood is appropriate in some doctrinal discussions. However, writing teams should make clear they are using the imperative to describe the action under discussion rather than a requirement to do something a certain way. In most cases, this construction is actually a descriptive statement with the subject omitted. For example, the phrase “Conduct initial assessment” (a task under step 1 of the military decision-making process) should be understood as “The staff conducts an initial assessment,” a description. It should not be read as “You [that is, the reader] must conduct an initial assessment.”

e. The imperative mood sometimes uses auxiliary verbs (also called modals). Modals include “should,” “may,” “must,” “can,” and “will”. Each of these has specific meanings and implications. Effective writing teams use them in doctrinal discussions to convey those specific meanings.

(1) Use “should,” “may,” and “must” as follows:

(a) Use the verb “should” to strongly recommend an action or describe a best practice. For example, “Battery commanders should include automatic weapons in the perimeter defense.” Technically, “should” is implied in most doctrinal descriptions. Thus, writing teams may use this word for emphasis. Used sparingly, “should” implies that readers ought to pay special attention to the action being discussed.

(b) The verb “may” is appropriate when the reader has a choice of ways to conduct a task. May suggests an action, leaving the choice to the reader: for example, “The chief of firing battery may require section chiefs to set up perimeter defenses for their areas.” In this example, there are at least two ways to establish a perimeter defense. This sentence states one of them without recommending it.

(c) The verb “must” is generally restricted to statements of responsibility. It is used in doctrinal publications in two contexts:

(1) When a specific action is required by law or regulation.

(2) When failure to perform a specific action may result in Soldiers dying unnecessarily.

(d) When used in the second sense, “must” tells readers to pay particular attention to what is being discussed. “Must” should be used in this sense rarely. Overusing “must” for effect dilutes its meaning and can result in readers not understanding the importance of truly critical requirements.

(2) Use “can” and “will” as follows:

(a) The verb “can” indicates the ability (for Soldiers) or capability (for equipment) to do something: for example, “A well-trained marksman can hit a target 300 meters away. The generator can provide enough power for two buildings.” “Can” should be used only in this sense. It should not be used to indicate the possibility of choice.

(b) In directive publications, the verb “will” means the same thing as “must.” It should never be used in that sense in doctrinal publications. Writing teams can use “will” to indicate the future tense in the rare instances when that tense is necessary.

5-30. Use third-person subjects

Doctrinal and training publications speak to a broad audience. For that reason, doctrinal and training publications are written in the third person. The use of first-person pronouns (I, we) is prohibited in all Army publications. (See DA Pam 25-40 for guidance on style.) The second person pronoun (you) is not authorized in doctrinal and training publications because most of these publications have a diverse target audience. The “you” in some discussions is often not the “you” in others. Using plural third-person subjects, such as Soldiers, leaders, commanders, units, or staffs helps writers compose reasonably precise, objective descriptions about how Army forces conduct operations.

5-31. Be specific

Using concrete words whenever possible helps avoid misunderstanding. Concrete words represent objects readers can see, hear, touch, taste, or smell. They make the meaning of writing more specific. The following list: rifles, firearms, weapons, illustrates the subtle differences between concrete and abstract terms. As a word becomes less specific, it becomes subject to different interpretations. Other examples: “staff car” is almost always better than “administrative vehicle”; “M16” is generally better than “individual weapon.”

5-32. Be consistent

a. As discussed in para 5-10, writing style remains consistent from chapter to chapter in quality publications. Consistency includes, for example, using the same word or phrase to represent the same thing throughout a publication. For example, text should not refer to a mortar as a “weapon” in one place and a “weapon system” in another. Subtle changes in terminology can be confusing. Readers expect things with different names to be distinct from each other. Consistency also applies to graphics. The graphic artist works with other writing team members to achieve a consistency in the design and placement of graphics. (See para 10-3 for graphics design.)

b. Often, following accepted military usage can help maintain a consistent style. For example, references to the commander of an organization use the format “Commanding General, [organization designation],” not “the commanding general of [organization].” Following the style conventions established in this publication, especially those in this chapter, chapter 7, and TR 25-36 also contribute to consistency.

c. One technique for identifying and correcting consistency errors is the word and punctuation sweep. Editors use this sweep during production to identify spelling, punctuation, usage, and consistency errors. For best results, the editor assembles a list of usage items specific to the project to check for consistency. (The list can also include common grammatical errors.) If an error occurs once, it will probably occur again. Recording errors and usage nuances when identified provides the editor with a list of items to check and correct.

d. Repeating key words and phrases can contribute to continuity. This is particularly true for ideas that are widely understood or well described early in a publication. These ideas can be used to tie elements of the publication together. For example, referring to the mission command philosophy throughout a publication on tactics can reinforce the need for individual initiative during operations. However, overdoing or misusing this technique can be counterproductive. Repeating current buzzwords can detract from the quality of the publication. Similarly, failing to clearly describe a theme gives the impression it is nothing more than a buzz word and not to be taken seriously.

e. Effective writers also avoid unnecessary or confusing shifts of topic, number, tense, voice, point of view, or pronoun references. Following the working outline can preclude shifting between topics. Doctrine is written in the present tense and addresses current capabilities; shifts in tense should be rare. Point of view may change from topic to topic; however, shifts in point of view between topics should be as few as possible and should not occur at all within discussions of a single topic. The structure of a sentence or discussion may require changes in number. Some contexts allow plural subjects (for example, commanders), while other contexts require a singular subject (that is, the commander). Good writers determine which style fits most often and use it consistently.

5-33. Be concise

Effective writing avoids repetitions, unnecessary explanations, and excessive verbiage. Text with these characteristics can bore readers and result in their missing the point of the discussion. Present information logically. The better organized the writing, the fewer words needed. (See para 5-5 for organization.) Tell readers only what they need to know. Avoid unnecessary details. For instance, if one or two examples are not sufficient to illustrate a point, rewrite the discussion to better explain the topic. Use simple, direct words as much as possible. Do not try to sound “official.” Avoid pompous phrases like “passage of messages” when “passing messages” will do. Finally, eliminate every word that does not contribute to understanding.

5-34. Be accurate

Accuracy is inherent in effective doctrine. Effective publications are accurate in detail as well in overall content. Writing team members check each other’s work to ensure accuracy and consistency within the product and with other doctrinal publications.

a. Ensure content accuracy. Although the author has primary responsibility for ensuring the accuracy of the publication’s content, all writing team members have a role in this task. Accuracy includes consistency with related doctrine published by other proponents.

b. Choose words carefully. Accuracy includes using the right words in the right place to convey information. Para 5-33 addressed some considerations for choosing words. Sentences need precise subjects. Authors need to use short words as much as possible. Writers need to use expressions they choose consistently. Choosing the proper word or expression for the context involves using a dictionary often and a thesaurus when necessary and identifying appropriate terms, acronyms, and symbols.

(1) Using a dictionary often. Most professional Soldiers are not professional writers. All people encounter unfamiliar words; writing team members are no exception. Thorough research

uncovers information from sources that use words team members do not know. Thus, team members often consult a dictionary as frequently as any other source. English is a complex language with a wide vocabulary that draws words from many foreign languages. A dictionary can help team members understand their subject better by defining words other experts use to discuss it. Writing teams refer to the following dictionaries (in this order) to verify spelling, hyphenation, usage, and meaning:

- (a) The DOD Dictionary of Military and Associated Terms.
- (b) FM 1-02.1.
- (c) The Government Publishing Office (GPO) Style Manual.
- (d) An American dictionary from an established publishing house.

(2) Use a thesaurus when necessary. A thesaurus is an index of words and synonyms listed by topic. Writers can use a thesaurus to identify short words to replace long ones and familiar words to replace unfamiliar ones. Using a good thesaurus together with a dictionary can help writing team members identify words that express their thoughts clearly and concisely.

- (3) Use correct terms, acronyms and abbreviations, and symbols.

(a) As discussed in para 5-15, the Army has its own professional language. The formal components of this language are terms, acronyms, and symbols. Correctly using these components is essential to accurately conveying information and reinforces the professional tone of a publication. For example, if the publication discusses different groups of people, the writing team should use the doctrinally correct terms for each group. “Civilians” differ from “personnel,” who differ from “adversaries.” “Army forces” has one meaning; “the Army” has a different one. A military technical editor can identify these subtle differences. With other editors, authors must clarify nuanced terminology differences. This knowledge allows the editor to use consistent and accurate language.

(b) As with speakers of any language, Soldiers develop habits of usage that may not be consistent with the formal Army language. Thus, research includes reviewing the usage standards for the Army language in doctrinal publications. (The primary references for this usage standards include this publication, ADP 1-01, and TR 25-36.) In addition, assessment of the publication by writing team members includes confirming that the publication uses terms, abbreviations, and symbols correctly.

5-35. Be careful when using jargon

a. Jargon is the vocabulary of a specialized field. All professions have their own language, including the Army. Formal jargon comprises a large part of the Army’s professional language.

b. Most Soldiers use some jargon. It provide language shortcuts and includes formally defined joint and Army terms and acronyms.

c. That said, formal jargon often decays into buzzwords and slang. Usage evolves and may vary, depending on location and user. Buzzwords are poorly defined expressions that may have no meaning. Slang is an informal language consisting of arbitrarily defined words whose meanings vary.

d. Problems arising from using slang in verbal communication are resolved by conversation. However, writing must be clear, because it does not allow for that. A confusing buzzword or slang expression in text can prevent a reader from understanding the entire discussion. Written communication requires plain English and defined military terms. When jargon is the best way to express a thought, writing teams explain the term and conform all discussions to that explanation. In some cases, writing teams may propose establishing an Army term based on the expression. Doing this incorporates informal jargon into the Army lexicon and helps standardize communication within the Army.

e. Slang often takes the form of word-form errors in the use of terms and acronyms. Word-form errors are constructions that may be grammatically correct but are inconsistent with doctrinal usage. For example, “operational security” is grammatically correct, but the joint term is “operations security;” therefore, “operations security” is the proper usage in almost all doctrinal and training instances. Similarly, many Soldiers say “operations order”; nonetheless, the correct term is “operation order.” Consult the DOD Dictionary of Military and Associated Terms, FM 1-02.1, and other authorities in para 9-3b to determine the correct wording of terms and acronyms.

f. Clearly communicating also involves ensuring readers understand recognized doctrinal terms and expressions. Often, understanding hinges on the meaning of a single joint or Army term. Writing teams explain in the detail necessary every term that might not be clear to the readers. The level of detail varies based on the subject and the target audience. Writing teams must know their subject and understand their target audience to communicate effectively.

g. Army forces routinely operate in a unified action environment. This situation complicates the communication challenge. When unified action partners including military, civilian, and multinational organizations want to understand Army operations, they consult Army doctrine. Thus, the potential audience for any doctrinal publication is far broader than the target audience. That makes using plain English expressions in doctrinal publications necessary. Plain English expressions are easier for civilians and English-speaking military partners to understand. They are also easier to translate into foreign languages. Writing teams must limit Army-specific jargon to the absolute minimum and explain the meaning of any jargon used.

5-36. Be clear

Clarity is the object of effective writing. Readers understand a clear passage after reading it one time. Applying the techniques in this chapter produces clear writing. Describing specific ideas consistently and accurately with well-chosen words in short sentences and paragraphs in the active voice contributes to clarity. Clarity is the product of effective writing. However, clarity starts with knowledge of the topic and what needs to be said about it. Effective writers determine what they want to say and generally how they want to say it before they start writing. They work out the details while they write and apply the composition techniques to craft discussions that convey their meaning.

Section VI Development

5-37. Integration of graphics and special segments

Creating and placing graphics and special segments is a design task that involves all writing team members. It usually occurs concurrently with composition. Well-designed graphics often reduce the narrative portion of a publication. Effectively placing graphics and special segments can contribute to a clear portrayal of content and better understanding of the discussion.

a. Graphics integration.

(1) Every graphic (table or figure) must clearly connect to the text without interrupting the flow of the discussion. All graphics are introduced in text before the graphic appears. Thus, placing the graphic as close as possible to its text citation is normally the best way to integrate the graphic into the discussion. Ideally, a graphic appears on the same page as its text citation or on a facing page. (See para 10-8a for text citation.) That said, avoid splitting a numbered paragraph with a graphic. That interrupts the continuity of the discussion.

(2) Graphics integration includes identifying portions of text that can be better portrayed as graphics or that graphics can enhance. For example, figures are often used to portray relationships among several interacting elements of a process. A series of figures effectively linked to the text can help readers through complex topics more effectively than either text or figures alone can do. Conversely, tables are appropriate for some types of reference materials, such as weights and measures. Text tables are good for checklists, such as those portraying troubleshooting information. The author, editor, and graphic artist collaborate in any conversion of text to graphics. This collaboration contributes to keeping the text organization intact. To maintain version control, ideally only one person gives graphic changes to the graphic artist, and the graphic artist gives figures to only one person. Before converting portions of text to graphics, the writing team ensures the organization of the text remains aligned with the rest of the publication.

b. Special segment integration.

(1) Special segments contain information related to a topic that does not fit into the flow of the discussion of it. Their purpose is to complement the discussion. Thus, special segments are usually not referred to in text. Their distinct formatting will draw readers' attention to them. Their title should establish the relevance of the special segment to the discussion. (See para 5-22 for guidance on special segments.)

(2) Writing teams take care that special segments do not disrupt the flow of the basic discussion. Generally segments should be no longer than two pages. Information requiring more space is usually more suitable to an appendix. (See para 4-11a for guidance on appendixes.)

c. Integration considerations. The writing team determines whether to format information supporting information, such as examples or vignettes, as figures, or special segments based on the nature of the discussion and the type of supporting material. Some discussions can be supported by both. Writing teams consider the following when making these design decisions:

(1) Importance of supporting information. Information readers must know to understand the discussion belong in a figure. Information that provides a nice-to-know illustration should be set as a special segment.

(2) Structure of the discussion. Information illustrating a step-by-step description of a process may be better portrayed as figures. The introduction of figures in the text would closely link the material to the discussion. This technique works well for examples that portray products created during a process. It is especially appropriate when more than one product is created during each process step.

(3) Content of supporting information. Special segments are often used for vignettes. A special segment might be appropriate to illustrate how a unit performed a task during an actual operation. Supporting information that include figures that pertain to the information rather than the supported discussion is better set as special segments. For example, maps illustrating a vignette can be set within a special segment. Soldiers generally expect segments to contain this sort of content.

(4) Length of the supporting information. Figures that are longer than one page tend to disrupt a discussion. This is less true of special segments.

(5) Complementary illustrations.

(a) Figures and special segments can both be used to support a single discussion. One technique illustrates how to perform a task or series of tasks with figures. The writing team can follow the discussion with a special segment describing how a unit actually portrayed the task during an operation.

(b) A similar technique can be used to support discussions of the steps of a process. Figures would illustrate technical aspects of performing each step. Accompanying special segments could portray how an actual unit performed the steps during an operation or how a notional unit could perform the steps.

(c) A special segment placed at the end of a discussion can be longer than segments accompanying a discussion. That is because readers mentally pause between discussions of different topics.

5-38. Front matter development

See para 4-9 for guidance on and text format for front matter divisions.

a. Foreword. Forewords are personal to the general officers signing them. They are not staffed to the Army and are usually prepared concurrently with the signature draft.

b. Title page. The Doctrinal Publication Template contains preset styles and the standard page design for the title page. (See para 4-9b for the title page format.) Writing teams ensure the following information on the title page of staffing drafts is correct:

o Publication number in the header, publication heading, and running foot.

- o Publication title.
- o Distribution statement.
- o Supersession statement, if applicable.

c. Table of contents. The Doctrinal Publication Template contains fields that assemble the main and supplementary tables of contents. When titles, headings, and captions are assigned the correct style in the body, users can update the tables of contents electronically. (See para 4-9c for tables of contents and para 7-9 for their formatting.)

d. Acknowledgements.

(1) The acknowledgements division is normally not assembled until development of the signature draft. However, writing teams identify and record passages that require acknowledgements during composition and record the necessary information as described in chap 3. This task is performed concurrently with developing the source notes.

(2) An acknowledgements division is required only when a publication contains copyrighted material. It is placed on the first page following the preface. (See para 4-9e for formatting acknowledgements.)

e. Preface, introduction, and summary of changes.

(1) Writing teams prepare the preface and introduction using guidance in para 4-9 and app N. Before staffing a draft, teams:

(a) Ensure the purpose statement and target audience are consistent with any changes to guidance received after approval of the program directive.

(b) Ensure the administrative information in the preface is correct.

(c) Confirm the structure and content of the introduction mirror those of the publication.

(d) Ensure the summary of changes reflects major doctrinal changes proposed in the draft.

(e) Ensure the content discussion in the introduction or the summary of changes addresses any changes to terminology proposed by the publication.

(2) The format and content of the preface is mostly standard and should change little throughout development. Most of its content is determined during preparation of the program directive during phase 2 planning. (See paras 2-6 for program directive tasks.) However, writing teams should ensure the preface contains all required administrative statements and that the purpose statement and target audience reflect any changes to the guidance received during the course of the project.

(3) The introduction addresses as many of the topics discussed in para 4-9f as the writing team thinks necessary. Writing teams have some latitude in structuring the content discussion. Teams can use this discussion to set the stage for using the publication or provide essential

information needed to understand the publication. This sort of information should appear in the introduction, not chapter 1.

(4) Writing teams use different techniques, or a combination of them, to compose the introduction. Some teams prepare a draft introduction before beginning to write the body as a means of focusing their thoughts and framing the project. Alternatively, the team can compose the introduction just prior to releasing the initial draft for staffing. This technique allows the team to prepare a product based on their completed work. Another approach is to compose the introduction in stages concurrently with work on the draft. This allows the team to develop material for the introduction as they determine the need for it while composing the body. The actual technique used depends on the writing team's preference; the subject, approach, and structure of the publication; and the time available.

(5) The preface and introduction are aids to help readers use the publication. They must accurately reflect the publication's content throughout development. That means the writing team needs to review them prior to disseminating each staffing draft and during preparations of the signature draft and final electronic file. The introduction's content normally evolves as the publication's content evolves. The writing team can use a review of the preface and introduction as a tool to assess how well the product is meeting requirements established in the program directive.

5-39. Back matter development

See para 4-11 for guidance to write and format back matter divisions.

a. Appendixes.

(1) Appendixes identified in the preliminary outline are developed the same way chapters are developed.

(2) Appendixes containing information that supplements one or more chapters may be developed concurrently with the chapter they supplement as authors identify the need for an appendix.

(3) Appendixes should be set in the order they are referenced in the body. For example, appendix B should be referenced in text before appendix C. Designating appendixes that supplement chapters as the writing team identifies requirements can facilitate keeping appendixes in the proper order. This saves editing and layout time during the produce function.

b. Source notes. The source notes division is normally not assembled until development of the signature draft. However, writing teams identify and record passages that require source notes during composition and record the necessary information as described in chap 2.

c. Glossary.

(1) Writing teams use acronyms routinely when composing publications. Team members should add these items to the draft glossary as they identify them. That streamlines creation of the final glossary during production of staffing drafts and the final electronic file. All acronyms

used in drafts must appear in the glossary. However, it is not necessary to sweep staffing drafts to reduce the number of acronyms used. That task is performed during production of the final electronic file.

(2) All terms for which a publication is the proponent publication must be listed in the glossary and defined in text. The glossary for staffing drafts must include these terms and definitions. The summary of changes also refers to these terms.

(3) Writing teams define terms in the text when readers need to know the definition to understand the discussion. Teams determine which terms to define and where to define them based on the term, the target audience, and the discussion. (See para 7-34 and TR 25-36 for terms.) It is not necessary to list all the terms defined in the text in the glossary; nor is it required to define in text all terms listed in the glossary.

(4) Each glossary is specific to a given publication. The glossary contains only definitions readers must have immediately to understand the publication. Readers should consult the DOD Dictionary of Military and Associated Terms and FM 1-02.1 for other terms.

d. References.

(1) Writing teams routinely identify potential external references when composing staffing drafts. (See para 5-16 for citing references.) If the team does not do this, editors require additional time to do it during production of the draft for staffing. Team members should add them to the draft references division as they identify them. (See para 3-12 for reference categories.)

(2) The references division in staffing drafts lists all publications cited in external references. This allows reviewers of the staffing draft to assess whether the draft requires more detail on a topic or if an external reference is sufficient. It also streamlines creation of the references division during production of the final electronic file.

(3) It is not necessary to include complete bibliographic information for references in staffing drafts; the publication number and title is enough. However, the references division of staffing drafts requires active web addresses or access instructions for any other-Service and nonmilitary publications listed.

e. Index. The index is not developed for staffing drafts. Writing team builds an index at the end of the final electronic file (sometimes called FEF) process.

f. Authentication page. The authentication page is completed by APD. The writing team leaves a generic authentication page placeholder in the final electronic file. (See para 4-11g for authentication page content.) Writing teams ensure the publication number (for printed publications) is correct.

**Section VII
Evaluation**

5-40. Validation measures

For doctrinal and training publications, the validation function involves determining how well a passage, division, or the publication as a whole conveys information. The Army doctrine process provides for both external and internal evaluation of products during development. Both types address content and presentation. External evaluation occurs when staffing drafts are circulated Army wide for review and comment. Internal evaluations are performed by the writing team and other elements of the proponent’s doctrine-writing organization throughout the project.

a. Writing teams and reviewers evaluate draft publications in terms of measures of effectiveness and performance. The measure of effectiveness concerns the publication’s content. The measures of performance concern the publication’s presentation of that content. This methodology is similar to the one used to assess task performance during operations and training.

b. The measure of effectiveness is that the publication conveys the necessary information about its subject. Necessary information is what the target audience needs to know to perform tasks associated with that subject.

c. The measures of performance is that the publication:

(1) Conveys its content clearly and effectively in language the target audience can understand.

(2) Meets DA and TRADOC publication standards.

(3) Ensures the standards for these measures include the characteristics of effective doctrine. See table 5-10 and TR 25-36 for characteristics of effective doctrine. While not exhaustive, these characteristics form a good starting point for assessing both the content (measure of effectiveness) and the presentation (measures of performance) of doctrinal and training publications.

**Table 5-10.
Characteristics of effective doctrine**

Current	Relevant	Well-researched
Flexible	Understandable	Consistent
Concise	Enduring	Timely

5-41. External evaluation

a. External evaluation focus primarily on the content of staffing drafts. Many of these evaluations are performed by Soldiers in organizations required to conduct operations based on the doctrine being assessed. Other external evaluations are performed by organizations affected by the doctrine. Both sets of reviewers are more concerned with the content itself rather than how the staffing draft presents it, unless of course, the draft presents its content poorly or the presentation is inappropriate to the target audience. One goal of the writing team’s internal

assessments is to ensure staffing drafts present their content clearly and effectively in language the target audience can understand; that is, that all staffing drafts meet the first measure of performance stated in para 5-40.

b. Reviewers provide their feedback to proponents in the form of specific comments. Writing teams assess these comments, adjudicate them, and revise the product to incorporate the adjudication results. Writing teams also provide reviewers with the rationale for critical and major comments. Thus, external evaluations contribute to a conversation between doctrine proponents and doctrine users. This conversation is one aspect of how the Army thinks and learns as an institution. Doctrine development is the process by which the Army records and disseminates this institutional learning.

5-42. Internal evaluation

a. Overview.

(1) The nature of writing requires writing teams to devote considerable effort to evaluating the technical details related to presenting the publication's content. All team members are responsible for contributing to the evaluation of the entire project. Although the focus of team members differs based on their position, evaluation duties overlap. All team members check their colleagues' work and ask questions when something seems amiss. This professional cooperation allows the team to draw on the diverse experience of all its members to produce a high-quality product. Evaluations occur throughout the writing task. They involve all writing team members. Effective internal evaluation results from a team effort.

(2) Internal evaluations lead to revisions. These may be as simple as correcting grammatical errors or rephrasing the text to more clearly state an idea. They may involve changes of mid-level complexity, such as moving material to a different chapter. On rare occasions, revisions may lead to significant reorganization of the publication. In all cases, however, word processing technology has simplified the task of translating evaluation findings into revisions. (See para 5-46 for revising.)

(3) Effective internal evaluations require trust within the writing team. Team members must believe that assessing does not mean critiquing a product or assigning a grade to it. Developing a publication requires a team effort. The publication's audience is the force and not other team members. The Army trains Soldiers serving on staffs to submit complete actions. Thus, some writing team members do not want to share their product before it is the best they can make it. However, in doctrine writing, the action is the entire publication, not the individual passages that it contains. No passage is complete in and of itself. Collaboration during development of the pieces of the publication contributes to the best possible final product ("complete action").

(4) Straight-forward evaluations are inherent in the collaboration required to produce a quality product. Team members provide individual assessments based on their areas of expertise and points of view. Diverse perspectives contribute to meaningful collaboration that helps determine revisions that best convey the required information.

b. Internal evaluation duties.

(1) Authors and subject matter experts. Authors and subject matter experts are responsible for the quality of a publication's content. For projects with multiple contributors, the project leader or lead author is responsible for ensuring content from all contributors is current and correct. While all contributors draw on their experience, the project leader or lead author ensures their work is based on combining that experience with detailed research and analyses to produce a product that reflects current capabilities and practices. The project leader or lead author also ensures the publication presents content consistently throughout. The editor assists in this task in the role of test reader. (See para 5-45 for test reader.) Project leaders and authors fulfill these duties by continually assessing their own work and that of other contributors throughout the development.

(2) Editors.

(a) Editors have primary responsibility for the technical aspects of how the publication presents information. This responsibility includes ensuring the publication meets

- o Design standards discussed in chap 4.
- o Composition standards discussed in this chapter, including integration of graphics and special segments into the body of the publication (see para 5-37 for graphics integration).
- o Grammar and usage guidelines outlined in chap 8.
- o Content guidelines for graphics outlined in chap 9.
- o DA and TRADOC publication standards and current CADD guidance.

(b) Fulfilling these duties requires editors to work closely with other writing team members throughout development. (See para 6-4a for editing tasks.) Evaluation is inherent in virtually every task editors perform. However, an editor's assessment is not an evaluation or critique of the author's writing; rather, it is feedback to begin a conversation with the author on how to express his or her thoughts as clearly and accurately as possible.

(c) Editors assess other team members' work and advise them on how to improve it as well as format the publication. They work closely with authors on matters related to composition, grammar, and usage. They work with graphic artists on matters related to graphics content and integration. Editors can make their best contributions when they are involved throughout composition rather than just prior to publishing a draft. That level of cooperation allows editors to make assessments and collaborate with other team members on revisions to produce the best possible product. Editors format using the applicable template to include inserting graphics.

(3) Graphic artists. Graphic artists are responsible for creating figures and advising authors and editors on design. They collaborate with authors and editors in assessing graphics and graphics integration. This contributes to ensuring the publication's design portrays content in the clearest manner possible. When the graphic artist is responsible for layout, the artist collaborates closely with the editor to ensure no grammatical errors are introduced when the product migrates from the word processing program to the publishing program.

c. Self-assessments.

(1) Writers assess their own work throughout composition. This is a normal part of the creative process; no writer expresses a thought exactly right the first time.

(2) The most basic form of self-assessment is rereading one's own work. The next step is to read the work aloud. Reading a passage aloud forces the writer to read slowly and thus pay closer attention to details. Many errors that slip by when one reads silently jump out when read aloud. This technique is sometimes helpful when a passage expresses most of what the writer wants it to but is not quite complete. Reading the passage aloud sometimes stimulates thinking that pulls together the details that complete the thought.

(3) Many writers dislike reading their work aloud, even when they are alone. This might be because hearing one's own voice reading a passage has the same effect as hearing another person read it. Hearing one's errors can embarrass a person, even when alone. But this is yet another reason to use this technique. When reading aloud, one assumes the role of another person. The errors detected when read aloud are those another reader would see reading silently. And errors detected during assessment become errors corrected during revision.

(4) Another self-assessment technique is to ask another person to look at a draft passage. This person can be another member of the writing team or a person assigned elsewhere in the proponent organization. The purpose of this technique is to obtain a fresh perspective on the topic. Informal comments from another person can be helpful in determining whether the writer is saying the right thing; they can also address whether the writing is addressing the topic the right way.

5-43. Presentation

a. All writing team members contribute to assessing how well a draft presents its information. However, editors play a significant, if not a leading role. Editing, by its very nature, involves assessing. Much of this assessment occurs as part of editing. (See chap 6 for editing.)

b. Assessment of presentation includes those aspects of design that can be reduced to go-no-go questions in a checklist. The tables in appendixes G through L list most questions. Table 5-11 shows more general questions. Any questions answered with something other than YES require revision to obtain a positive response. However, other presentation aspects assessed during editing involve determining how well a passage conveys information. This assessment has a strong subjective component. It aims to determine whether a passage can say something better and makes specific recommendations to that end. The composition techniques introduced in para 5-24 provide a starting point for assessing a passage as well as ways to discuss possible revisions. Table 5-12 lists questions by category that writing teams can use as a framework for assessing the overall quality of how a draft presents written information. Table 5-13 on page 135 lists questions for assessing graphics.

Table 5-11.

Presentation assessment framework for design

<ul style="list-style-type: none"> o Does the product present a crisp, neat appearance? o Do all parts start and end alike? o Do all chapters start and end alike? o Are all chapters are organized and formatted the same way? o Are the length of chapters and discussions within chapters balanced? o Do chapter introductions summarize the chapter’s content and describe the logic of its component discussions? o Are all discussions within chapters framed by an introductory paragraph? o Are subheadings used to structure discussions?

Table 5-12.

Presentation assessment framework for writing

<p>Organization and flow</p> <ul style="list-style-type: none"> o Does chapter 1 repeat content contained in the preface or introduction or contain content that should be addressed in the introduction? If yes, fix. o Is all content required to fulfill the publication’s purpose? If no, fix. o Is there duplication of content in different places? If yes, fix. o Does the organization of the publication seem logical? If no, fix. o Does the organization of discussions within chapters seem logical? If no, fix. o Are sections used where needed? If no, fix. o Are sections used where they are inappropriate? If yes, fix. o Do transitions effectively link named topics? If no, fix. o Do any discussions contain orphan subheadings? If yes, fix. o Is there any content that seems out of place? If yes, fix.
<p>Writing quality</p> <ul style="list-style-type: none"> o Is the publication written in a single writer’s voice? If no, fix. o Can any text better reflect the characteristics of effective writing: balance, coherence, consistency? (See para 5-9.) If yes, fix. o Can any text make better use of the composition tools? (See para 5-11.) If yes, fix. o Can any text better use of the composition techniques? (See para 5-24.) If yes, fix. o Does each topical paragraph address only one thought (paragraph unity)? (See para 5-12c.) If no, fix. o Are all bulleted lists followed by explanations of the bullets? If no, fix. o Are there any passages that read like “lists of lists”? If yes, fix. o Are sentences clear, brief, and accurate? If no, fix.
<p>Term and acronym use</p> <ul style="list-style-type: none"> o Are terms defined when needed for reader understanding? If no, fix. o Are any term definitions included where they are not needed? If yes, fix. o Are too many acronyms being used? Can full forms be used without decreasing readability and understandability? If yes, fix. o Are there places where acronyms should be used to make a passage more readable or understandable? If yes, fix. o Are there places where slavish adherence to acronym reduction makes a passage hard to read or follow? If yes, fix.

Table 5-13.
Presentation assessment framework for graphics

Graphics design
<ul style="list-style-type: none"> o Are all figures created with a consistent design? If no, fix. o Are all tables formatted the same way? If no, fix.
Graphics and special segment integration
<ul style="list-style-type: none"> o Is the reason for each graphic clear? If no, fix. o Does the textual reference for each graphic lead readers naturally and smoothly from the text to the graphic? If no, fix. o Are there passages that can employ graphics to better convey meaning? If yes, fix. o Are there passages where text and graphics can better support each other? If yes, fix. o Is the relationship between material in special segments and the body text clear? If no, fix. o Are special segments placed where their content can best contribute to reader understanding? If no, fix.

5-44. Content assessment

a. Content assessment is not absent from internal reviews. For writing teams, the major content assessment occurs between the research and writing functions. At that point, the team assesses and analyzes whether the research effort has assembled enough information on the subject for the team to begin writing. If it has not, the team performs further research. The need for more research and analysis may require adjusting the project schedule. Alternatively, the team could perform additional research concurrently with writing. The latter course of action entails accepting risk in terms of presentation quality. Time spent researching cannot be spent composing and editing. While time alone does not guarantee good writing, cutting time from composing and editing often adversely affects the quality of the final product.

b. Content assessment continues throughout composing. Writing team members learn more about their topic as they write about it. Often, this learning allows the team to explain the subject more clearly or in more detail. On other occasions, a writing team may discover an information gap requiring additional research. At that point, the team assesses whether they can perform the required research and analysis, incorporate the information developed into the product, and still meet project deadlines. If they cannot, the team assesses how important the information might be to the target audience. Based on that assessment, the team either records the information for use in future projects or requests additional time to perform the research and incorporate the information into the product. The writing team determines reference category for each reference used (see para 3-12 for reference categories).

c. Material contained in any doctrinal publication is interrelated. A major change in one discussion always affects at least one other discussion elsewhere. Thus, implementing a significant revision requires the writing team to assess the entire publication to determine revisions needed to keep the content internally consistent (also called a “ripple check”).

d. The writing team can use the review of the preface and introduction as a tool to assess how well the product is meeting the requirements established in the program directive. The purpose statement in the preface summarizes the publication's content. (See para 4-9d for preface content.) The introduction discusses how the publication addresses that content. (See para 4-9f for introduction content.)

e. Directed revisions. A directed revision entails implementing new guidance to change the content or direction of the publication. Directed revisions always require a ripple check. (See para 5-46b for directed revision.)

5-45. Test reader

a. A test reader reads the publication from the perspective of the target audience. Test readers provide a fresh perspective on the product and can identify places that may need revising. A draft publication should be test-read, at minimum, prior to each staffing and during preparation of the signature draft.

b. Editors perform as test readers as part of substantive copyediting and editing. (See chap 5 for writing.) As test readers, editors focus primarily on readability. However, experienced technical editors may also provide advice on content and presentation.

c. Test readers look for anomalies that might distract readers or detract from the publication's quality. These can include deviations from any of the composition techniques discussed in paras 5-24 through 5-36. Examples of these include:

- o Lapses in professional tone.
- o Use of unfavorable stereotypes.
- o Overuse of jargon.
- o Use of inappropriate slang.
- o Examples that date the publication or focus solely on one area of the world.

d. When possible, writing teams arrange for a test reader from the target audience to review a draft publication at least once during development.

5-46. Revise

a. Overview.

(1) The revise function involves making design and composition changes based on the results of assessments. Writing teams revise as often as necessary to develop a final product that expresses its content clearly in language the target audience can understand. Design, composition, and planning have always been closely related. What differs now is the integration of word-processing technology into publication development.

(2) Word-processing technology, specifically the Doctrine Publication Template, allows writing teams to perform the design, composition, and planning tasks almost simultaneously. The template automates much of publication design. (See chap 4 for design.) Word-processing

programs enable teams to move text and graphics in a draft easily. This ability lets writing teams quickly revise both design and text based on assessment of new information, ideas, or guidance. In addition, the navigation pane allows writing teams to maintain a current outline throughout the project. This capability helps teams synchronize planning with composition. (See para 5-6e for outlining with the template.) Thus, word-processing technology has compressed the plan, compose, assess, and revise tasks to the point that boundaries between them often become blurred.

(3) The judgments required to complete each task remain distinct. Simple revisions, such as correcting grammatical errors, should be made as soon as they are identified. However, writing team members should think through more detailed revisions before incorporating them into the product. Planning involves more than keeping the working outline current. As mentioned elsewhere, all discussions in a publication are interrelated. Team members should collaborate when making revisions to ensure all affected discussions are revised to reflect the new content. Based on ripple checks, this collaboration is essential to keeping the publication content internally consistent. Word-processing technology simplifies making revisions; however, writing team members must assess their product, identify and discuss revisions, and then use the technology to implement them.

b. Directed revisions.

(1) A directed revision consists of guidance to change the content or direction of the publication. Directed revisions almost always concern content. However, major changes may also affect presentation. Some directions are simple, such as adding detail to a named topic. Other directions are more complex; such as, changing the publication's focus from techniques to fundamentals, or coordinating with another Service to publish a multi-Service publication.

(2) To implement a directed revision, the writing team:

- (a) Records the guidance and makes sure all team members understand it.
- (b) Performs a content assessment to determine the necessary revisions (a ripple check).
- (c) Determines required additional tasks (such as research).

(d) Prepares documentation required by local procedure that can include an updated project schedule, an amended program directive, and an updated outline.

(3) A major challenge in implementing a directed revision is keeping the publication internally consistent. This requires performing a thorough ripple check to determine all discussions the revision affects, updating the working outline, and making the required revisions.

c. Single-pen rewrites. A single-pen rewrite is a revision technique used to place a publication written by several contributors into a single writing style. A publication written in a single style reads as though one author has written it. To perform a single-pen rewrite, the author or editor reads through the entire publication, revising it as necessary to eliminate variations in the contributors' writing style. Single-pen rewrites are time- and labor-intensive. Writing teams

normally perform a single-pen rewrite on the signature draft. Single-pen rewrites are usually not necessary for staffing drafts unless differences among passages are so pronounced that they might distract readers from content. In those cases, revision is limited to specific passages that might distract readers. (See app D for guidance when the publication contains passages that cannot be altered for security.)

Chapter 6

Edit

6-1. Overview

a. Editors provide expertise using the English language to help writing teams present information clearly, logically, and accurately. Editing includes analyzing, assessing, and recommending revisions to the organization and presentation of the publication's contents. Editing begins during phase 2 of the doctrine process, when the editor helps the author organize the publication. Editing continues throughout the writing function of phase 3 and into phase 4 as the product is prepared for publication. Editing does not end until the publication is authenticated.

b. Editors help other writing team members present information, such as text and graphics in the publication clearly, logically, and accurately. Integrating editing into planning, composing, and revising reduces development time. It contributes to continuous assessment and helps produce a better quality product. Successful accomplishment of editor tasks depends on effective collaboration between the editor and other writing team members throughout the project.

c. Correct grammar, spelling, and punctuation aid clarity and understanding. Misused, incorrect grammar can distort meaning, confuse the reader, and sometimes cause major problems. However, editing is more than fixing grammar, punctuation, and format after authors finish the final draft. Integrating editing with writing, rewriting, and revising throughout composing considerably reduces the time required to complete each draft. Authors should not expect that editors will clean up all problems easily toward the end of development.

d. Authors review all editorial work and determine what to accept, reject, or modify, just as they do the work of other reviewers. Editors normally guide authors on clear-cut issues of formatting, terms and definitions, regulatory requirements, publication requirements, and English language standards. Authors and editors work together to resolve any issues that arise.

6-2. Types of editors

a. Overview.

(1) Civil Service fills editing positions with either editors or technical editors. Contracted editors fall into the same categories depending on their skills and experience. When necessary, the project leader may require a writing team member with the appropriate expertise to edit.

(2) Editor positions require English language expertise but no specific subject matter expertise. These editors edit products for various assignments ranging from scholarly works and speeches to articles, newsletters, and scripts.

(3) Technical editors possess general language expertise; however, they specialize in applying that knowledge to a specific subject area. Experienced technical editors draw on substantial knowledge of a particular subject-matter area, such as engineering, law, or other fields. Military technical editors have detailed knowledge of Army doctrine and the language associated with it.

(4) An editor with a background in the subject of the publication or with substantial experience in editing doctrinal publications may also write text. This editor shares writing tasks with the author. The project leader assesses the editor's skills and knowledge throughout the course of the project, assigning tasks or altering responsibilities based on the editor's contributions.

(5) On rare occasions, the proponent or preparing agency may direct an author to act as a writer-editor. A writer-editor performs editor tasks in addition to authoring the publication. This is advisable only when an author has editing experience and is familiar with publication standards established in this pamphlet. In these situations, it is advisable to designate another person to act as a test reader. (See para 5-45 for test reader.)

b. Editors.

(1) The minimum staffing requirement for a writing team is an editor or contracted equivalent. That person is qualified to make recommendations concerning grammar and style and is probably familiar with the characteristics of effective writing and composition techniques discussed in sections III and V in chap 5. However, the editor must master the contents of the rest of chap 5 and chaps 6, 7, and 9 to work with doctrinal publications.

(2) An editor or contracted equivalent assigned to a doctrine writing team will learn the specialized language, formatting, and administrative rules associated with doctrine. The editor will work closely with the author as well to avoid applying the rules of grammar without regard to content. A good author can detect and correct any inappropriate application of grammatical rules. However, failure to identify and correct such misapplications can result in a product with correct grammar but unclear passages and possibly content errors. For example, changing a restrictive phrase to a nonrestrictive phrase changes the meaning of a sentence. Consulting with the editor throughout composition allows the author to draw on the editor's language expertise. At the same time, the editor can learn enough about the publication's subject to identify where to ask the author questions about context.

(3) The qualifications of a given editor depend on his or her experience and people skills rather than the position designation. Most military technical editors start as editors who then develop technical knowledge on the job. An editor's need to gain expertise in a military subject enables an editor to become an expert and facilitates how doctrine organizations use editors. Organizations that integrate editing throughout the development phase encourage their editors to develop doctrinal expertise. Organizations that limit editor participation during the produce task

discourage their editors from developing subject matter expertise, thus limiting the contributions their editors can make to doctrinal publications.

(4) An editor's lack of subject matter expertise means that the author needs to spend more time making sure the editor understands discussion contexts and exactly what thoughts need to be conveyed. That means project leaders need to allocate more time for editing when planning than when they work with an experienced technical editor.

c. Military technical editors.

(1) Ideally, the writing team for a doctrinal publication includes a military technical editor. That person's understanding of doctrine and doctrine development provides a common frame of reference for interacting with writers and understanding content. An experienced military technical editor is qualified to make recommendations concerning content and doctrinal integration as well as grammar and style.

(2) Experienced military technical editors are subject matter experts in all topics addressed in this pamphlet. They are similar to paralegals; paralegals are not attorneys, but they understand the language attorneys use and the logic associated with the practice of law. Similarly, military technical editors are not Soldiers; however, they are masters of the skills required to develop doctrine. They know the language used to discuss doctrine with the precision and clarity required for Soldiers to execute it.

d. Editor expertise. In addition to being experts in the use of the English language, editors develop expertise in Army doctrine, terminology and the Army's professional language, doctrinal integration, graphics and special segment integration, and publishing.

(1) Army doctrine.

(a) Military technical editors understand the structure and, to some extent, the content in Army doctrine. In the process, they develop detailed knowledge of the language associated with it. They become experts in applying that language to express ideas ranging from simple to complex in words Soldiers understand. In addition, they become familiar with proponent doctrine and the fundamentals of combined arms doctrine that affect it.

(b) Military technical editors are not subject matter experts in military subjects. That designation is reserved to practitioners of the Profession of Arms. (See ADP 6-22 for Profession of Arms.) These editors are familiar with a range of military topics. Their breadth of knowledge of Army doctrine complements authors' in-depth knowledge of their specific fields. This complementary knowledge helps the writing team determine how a publication may affect or be affected by other publications.

(2) Terminology and the Army's professional language

(a) As discussed in para 5-15, the Army has its own professional language. This language includes standard ways of expressing thoughts. This pamphlet, ADP 1-01, and TR 25-36 address some of these conventions, although many others are not codified. Following these conventions

contributes to consistency among doctrinal publications. In turn, this consistency facilitates a shared understanding of doctrine across the force.

(b) Terms are the building blocks of doctrine. Proper use of terms is the foundation for clearly expressing doctrine. (See para 5-15a for terms.) Editors are responsible for verifying term definitions. Performing this allows them to become familiar with Army and joint terms related to both combined arms fundamentals and proponent doctrine. This familiarity allows experienced editors to advise authors on how to use standard military terminology to express ideas.

(c) Style and usage consistency within a single publication is the minimum editorial requirement. (See para 5-32 for consistency.) Editors make a major contribution to consistency. Since they are not immersed in the text as much as authors are, editors can provide a second look at the individual passages as well as the publication as a whole at different points throughout development. This distance allows them to identify possible inconsistencies. The author and editor together resolve any inconsistencies. When necessary, the editor performs sweeps to ensure consistent usage throughout a publication. (See para 7-4 for sweeps.)

(d) Proponents strive for consistency across all their publications. This consistency includes usage of terms and constructs consistent with those used in other publications containing doctrinal fundamentals. As much as possible, proponent publications use the same expressions that higher level publications do to express the same ideas or things. All writing team members share responsibility for meeting this standard. Meeting it contributes to doctrinal integration as well as consistency among publications.

(3) Doctrinal integration.

Doctrinal integration is the effort made by all doctrine proponents to achieve consistency in doctrine Army wide. (See para 5-8c for integration.) It begins during research and continues throughout composing. Editors contribute to doctrinal integration by helping authors identify passages where external references to other doctrinal publications might be appropriate.

(4) Graphics and special segment integration.

Graphics and special segment integration involves looking for each part of an image to be addressed in the text. It also involves removing image elements irrelevant or extraneous to the text discussion. For example, remove background clutter from graphics when it is not relevant. Integration also includes identifying portions of text that can be better portrayed as graphics or that graphics can enhance. (See para 5-37 for integrating graphics.) Editors work with authors and graphic artists, drawing on the expertise of both, to create a product that integrates text and graphics to convey the required information.

(5) Publishing.

(a) While the process of publishing a book is similar throughout the publishing industry, publishing doctrinal publications has aspects unique to TRADOC. Proponents assign for publishing tasks by local procedure. Some proponents assign these responsibilities to their military technical editors. These individuals become the institutional experts in publishing. They assist project leaders in meeting the requirements associated with publishing a departmental publication that meets Army and TRADOC publishing standards.

(b) Doctrinal publications are books, not magazines or standard operating procedures. These publications are authenticated by the Administrative Assistant to the Secretary of the Army and are the Army authority. Thus, the publishing standards discussed in this pamphlet are the equivalent of standards for a publishing house. All doctrinal publications represent the Department of the Army to their readers. These publications need to be of the highest quality attainable. Editors, as repositories of Army publishing expertise, have a major role in publishing products that meet this standard.

6-3. Editing tasks

a. Overview.

(1) The editor's role includes helping writers to make the best use of the composition tools and techniques discussed in section IV of chap 5. The various discussions and lists in this chapter and throughout the regulation attempt to capture aspects of this role. However, editing is an art that combines knowledge of the language and how it is used to convey information and thoughts that range from the simple to the complex. While it includes applying rules, editing is not limited to rules enforcement. While editors use checklists to perform various tasks, editing (like writing) cannot be accomplished with those aids alone.

(2) The following discussion describes editing tasks in terms of a taxonomy. Chapter 5 discusses how to apply editing tasks to produce a final product. Both discussions assume a mastery of the tools and techniques described in chap 4. Editors should also review the checks and sweeps listed in TRADOC Form (TF) 25-36-1 (Publishing Checklist–TRADOC's Army Doctrinal and Training Publishing Program) and para 7-4 for sweeps. The checks and sweeps focus on details editors look for during editing.

(a) Editors perform editing tasks at various points throughout a project. They perform aspects of all these tasks during the final edit, which occurs during production of staffing drafts and the signature draft. (See paras 7-1 and 7-2 for preparing staffing drafts.) The primary editing tasks are:

- o Perform proofreading.
- o Perform copyediting.
- o Perform substantive editing.

(b) Other editing tasks fall into the following task groups:

- o Properly format the publication in the template.
- o Assemble administrative information.
- o Perform quality control checks and sweeps.
- o Prepare an index.

(3) All editors are qualified to proofread and copyedit. Military technical editors and some editors with experience editing doctrinal publications can perform substantive editing.

b. Proofreading.

(1) Proofreading involves reviewing a draft, including graphics, for grammatical errors (such as, spelling, punctuation, and capitalization) and marking or correcting them. Proofreading is performed only to correct grammatical errors, not to improve presentation. It is the final editing task performed before a draft is released for staffing or an approved publication is submitted for publication. Proofreading focuses on eliminating basic grammatical errors that have escaped notice during copyediting. It is the most basic editing task.

(2) Some quality control checks, such as verifying table of contents entries, are performed when proofreading staffing drafts.

(3) The word and punctuation sweep is a technique similar to proofreading that editors use to identify spelling, punctuation, usage, and consistency errors. The editor uses the word processing program's Search function to locate and correct errors and inconsistencies identified in the text during editing. It helps editors identify and correct recurring errors and inconsistencies. (See para 7-23 for these sweeps.)

(4) The backward read is a proofreading technique used to identify spelling errors. As the name states, it consists of scanning a passage from the end to the beginning. (For example, from the period at the end of a sentence to the first letter of the first word at the beginning of the sentence.)

(5) The double-read is a proofreading technique performed during copyediting to verify passages where accuracy and grammatical correctness are especially important. (See para 6-4b for double-read.)

c. Copyediting. Copyediting is the part of the editor's contribution to assessment that concerns writing. Copyediting involves reviewing a draft (including graphics), and identifying possible grammatical and stylistic revisions, such as sentence structure and organization within paragraphs. Specifically, copyediting includes:

(1) Correcting grammatical errors and other tasks associated with proofreading.

(2) Reviewing the organization for logic, coherence, continuity, balance, and consistency.

(3) Checking that each paragraph includes a topic sentence and its paragraphs support the topic sentence.

(4) Structural editing, which eliminates vertical and horizontal repetition in titles and headings. (See para 6-4g for structural editing.)

(5) Reviewing the text for syntax, vocabulary, style, and clarity.

(6) Completing a limited reorganization of content within individual discussions.

(7) Verifying that all internal and external textual references are correct. (See para 5-16 for textual references.)

(8) Assessing the publication's readability.

(9) Assessing and revising graphics and special segment integration. (See para 5-37 for graphic integration.)

d. Substantive editing. Substantive editing involves rewriting, reorganizing, verifying, and formatting content; collaborating with the author and graphic artist to develop graphics; and integrating graphics and special segments into the text. Editors perform substantive editing during preparation of staffing drafts. Substantive editing includes:

(1) Contributing sentences or paragraphs to drafts when needed for purposes of rhetoric, logic, or regulatory requirements.

(2) Helping authors reorganize, revise, rearrange, or rework the publication to meet DA and TRADOC standards.

(3) Preparing part, chapter, and discussion introductions. (See para 6-4f for introductory paragraphs.)

(4) Identifying duplicated and overlapping coverage, conflicts with prescribed policy, and questionable or controversial statements.

(5) Helping develop and integrate graphics. (See para 5-37 for graphic integration.)

(6) Recommending text that can function better as graphics.

(7) Assessing and recommending revisions to the content and structure of graphics. (See chap 10 for graphics.)

e. Format publication. Editors often format and layout a publication. This includes creating chapters, applying styles to text, and inserting graphics. Ideally only one person completes these tasks. Version control is essential to prevent document corruption and incorrect versions.

f. Administrative information.

(1) The project leader is responsible for ensuring a publication submitted for authentication meets all administrative requirements.

(2) Administrative information is material that a doctrinal or training publication must include to meet legal or regulatory requirements for authentication. It includes copyright credits when a publication includes copyrighted material. (See para 4-9 for acknowledgements.) Most administrative material appears in the front matter, back matter, and title page. (See paras 4-9 for front matter and 4-11 for back matter.)

(3) The editor verifies administrative entries during the produce task. Recording the administrative information as it is identified over the course of the project makes this task easier to complete and prevents delays in submitting the publication for authentication.

g. Quality control checks and sweeps. Editors use checks and sweeps during the produce task to confirm the final product meets design and editorial standards for quality, accuracy, consistency, and administrative correctness. (See paras 7-4, 7-23, and 7-31 for sweeps.)

h. Indexing. Indexes are optional. If the author desires, the author or the editor prepares the index after approval of the signature draft.

6-4. Editing topics and techniques

This paragraph discusses selected topics and techniques related to editing. The list is not all inclusive, neither are the topics discussed or the content of the discussions. The material does, however, address several common tasks performed and issues addressed when writing doctrinal and training publications.

a. Progressive editing.

(1) Overview.

(a) Progressive editing occurs when other writing team members seek the editor's advice concurrently during the writing, rewriting, and revising that occurs throughout the compose task. This approach reduces the time required to prepare each draft and improves its quality. Progressive editing allows all editors to perform detailed copyediting and military technical editors to perform substantive editing. Both forms of editing help authors organize and frame discussions, verify information, and express their thoughts. Conversely, not involving the editor until immediately before a draft is staffed does not make the best use of the editor's skills. That approach usually limits the editor to proofreading, which makes the text more readable but does not add the value provided by copyediting or substantive editing.

(b) Involving the editor throughout composing creates a product that is both accurate and readable. The most effective way to accomplish this is for the editor to advise the author throughout the actual composing activity. This approach results in enhancements being incorporated as the draft develops, which in turn leads to a better product that requires less time to edit prior to staffing.

(2) Plan.

(a) During planning, authors will outline the expected content of the publication. (See section II of chap 5 for planning.) Authors conduct research from appropriate sources and synthesize ideas. Editors can assist in organizing the content, consistent with standard doctrinal constructs, publication rules, and English language principles.

(b) Early in the project authors and editors state their expectations of one another. Authors should familiarize themselves with the requirements of preparing publications. Authors tell editors of constraints related to their project, such as inflexible language or content.

(c) Effective planning can help the writing team avoid both process and content errors. A common process error is taking a bottom-up, piecemeal, or hurry-up approach to development. A common content error is failing to compose the publication as a unified whole. Both are errors

likely to lead to fragmentation, redundancy, and eventually, publication delays. Thorough planning reduces the likelihood of both.

(3) Write.

(a) During the writing function, editors focus on helping authors compose content that is clear, organized, accurate, and concise. They verify that sources are still the correct sources (and not superseded or rescinded). They help authors comply with intellectual property rights requirements and document their sources.

(b) Authors compose drafts, staff drafts for review, and adjudicate comments. (See TR 25-36 for adjudication.) Editors help ensure the organization remains logical and formatted correctly. They check that graphics express intended meanings clearly. They discuss timelines with authors and production supervisors. If time allows, an editor reads a final draft and helps refine organization, headings, sentence and paragraph structure, format, and images before a final draft is staffed.

(c) Doctrinal publications are written for readers who are not already subject matter experts. Editors bring clarity of communication for uninitiated readers. Accomplishing this requires authors to take time to help their editors understand the subject matter. Editors then can help make the content easier to comprehend. A final draft requires a correct glossary and references drafted by the author and refined by the editor. Authors plan for the time to perform these tasks and factor it into their milestones.

(d) The editor advises the author on organization at the beginning and during the conceive task. Throughout the project, the editor assesses the outline for logic, consistency, parallelism, and coherence. The editor checks that topics flow naturally from one idea to the next, and that the outline places related information in the same organizational units. Editors ensure the organization remains logical, coherent, parallel, balanced, and consistent.

(e) Periodic assessments can identify when one or more discussions risk placing a publication out of balance. When the editors discovers imbalances early enough, the writing team can make necessary revisions to the draft.

(f) Editors adjust their approach to editing depending on the type of draft. The nature of editing changes depending on the stage of the project. For initial drafts editors emphasize substantive editing. This usually involves checking the outline for sequence, flow, logic, consistency, clarity, alignment with current operational doctrine, and completeness. Editing becomes progressively more detailed and time-consuming with each subsequent draft. Editors will conduct a thorough edit, down to the level of word choice, spelling, and punctuation when preparing the signature draft. Editors only perform the most intensely detailed tasks, such as refining sentence-level mechanics and building an index, when preparing an approved draft for publication. This is because drafts are likely to undergo extensive revision during development, or even during final approval. Editors never prepare indexes or arrange final layout before a draft is approved and rewrites are no longer taking place.

(4) Produce. Once the signature draft is approved, the editor produces the final electronic file. (See chap 8 for the final electronic file.) This task builds on the design, writing, and editing tasks performed throughout the development phase. The more time the editor has to edit substantively during composition, the better the final product will be. The tables in appendixes G through L portray the publication standards needed for authentication. The tables also show which standards are not required for staffing drafts. Editors can use these tables to help them plan how to make best use of their time during phase 3.

(5) Publish. The editing function does not end until the Administrative Assistant to the Secretary of the Army authenticates the publication and APD posts it. Some preparing agencies have the editor oversee submission of the final electronic file through CADD and ATSC to APD. This task involves performing the quality control checks listed on TF 25-36-1. Even if the editor is not assigned this responsibility, the editor is normally involved in incorporating any required corrections into the final electronic file.

b. Double-read.

(1) The double-read is a proofreading technique performed by a two-person team. Normally one team member is an editor. The team uses this technique to verify passages where accuracy and grammatical correctness are especially important. A double-read is time-consuming. Editors most often use it to verify the correctness of quotations and extracts in a publication.

(2) A double-read involves one person reading text aloud from the original quotation or extract to the other person, who makes corrections to a printed copy of the publication. To verify grammatical correctness, each team member uses a copy of the passage being proofread. To verify the accuracy of a quotation or extract, one team member reads from the source of the extract or quotation; the other member follows on a copy of the passage from the draft publication and annotates corrections on it.

(3) The reader states all punctuation and typographic variations (such as capitalization) as part of the read. (See figure 6-1.) The second person confirms that the printed copy reads exactly the same. Both team members look for errors.

<p>Soldiers prepare spot reports using the SALUTE format. (See FM 6-99.) is read “Initial cap soldiers prepare spot reports using the all caps SALUTE lower case format period open paren initial cap see upper case F upper case M six hyphen nine nine period close paren.”</p>

Figure 6-1. Example of a double-read

c. Version control

(1) Version control refers to the procedures the writing team follows to ensure all work done on a project is incorporated into the most current version of the publication file. To

maintain version control, only one writing team member should work in a file at any given time. The project leader establishes procedures for version control if local procedures do not exist.

(2) One rule of the author-editor relationship is that authors cease working on anything turned over to an editor (or to anyone else). Authors do not provide a draft to an editor until the content is firm. Editing cannot begin if authors are still adjudicating comments, contributing authors are still composing content, or reviewers are expected to modify the draft. It is possible to divide a draft into separate files for each division; this allows divisions to be reviewed and edited independently. However, authors and editors should be alert for changes that might lead to inconsistencies in the overall publication later. When this sort of change is necessary, the author and editor perform a ripple check to correct the inconsistencies. (See para 5-46b for directed revision.)

(3) Editing is an iterative process consisting of a series of “turns” in which a draft is passed between the editor and the author until the task is complete. All composing stops when the author gives a draft to an editor. The editor works and returns the draft to the author. The two review the proposed edits and determine which are accepted. Then either the editor resumes editing or the author resumes composing. If members of the writing team change graphics, they must inform the other members.

(4) Only one writing team member works on a version at one time. The one person working on it owns it; the one person working on it possesses the only authentic document. There must never be more than one working draft. The one person working on it always uses the tracking feature of word processing program so the next person to receive the document knows exactly what has been changed. Each person’s changes are made sequentially, never simultaneously.

(5) The project leader or lead author makes a copy of the file showing proposed changes for the project file. The leader then reviews tracked changes in the original file and accepts, modifies, or rejects the changes. When the review is complete, the leader places a copy of the file with changes accepted in the project file and forwards a copy to the author or editor.

d. Word processing and understandability.

(1) Word processing software.

(a) Software identifies possible problem areas. The writing team should consider software recommendations in the context of other characteristics of the passage when assessing whether a passage effectively communicates information. These characteristics include format, organization, sentence structure, tone, and specific details. Adjusting any of these characteristics may make a passage more understandable. Similarly, a graphic may make information easier to follow. The exact solution depends on the topic, the context, and the audience. Determining and executing the best solution requires collaboration by all writing team members.

(b) Most word processing software can identify possible misspellings and grammar errors. However, the writing team should consider software recommendations to be recommendations, no more. An alert from by the grammar function usually merits consideration to determine

whether writers can better express a thought. In contrast, spelling recommendations, especially regarding the use of prefixes, should be compared with the style guidelines in chap 9 before being accepted.

(2) Unclear sentences.

(a) Writers and editors read for unclear sentences. Word processing software can help identify possible clarity issues. However, writers and editors can identify many clarity issues without it. Basically, when a person needs to read a sentence more than once to understand it, then it does not meet the clarity standard for Army doctrine writing. (See para 5-36 for clarity.)

(b) Long sentences are sometimes necessary but can be unclear. Writers and editors should assess any sentence longer than a line and a half for possible revision. They should avoid compound sentences (those with two subjects and predicates connected by and). In most cases these can be rewritten as two sentences. (See tables 6-1, 6-2, and 6-3 for examples of unclear sentences and possible revisions.)

Table 6-1.
Examples of clarity problems and solutions

#	Unclear sentence	A possible solution
1	The fewer the number of weak links and the less the weakness of any one link, the longer is a unit able to function usefully (with, at least, some effectiveness).	Units with fewer weaknesses can function effectively longer.
2	Knowledge of support-level partial and complete operations by using units expedites setting up the facility and enables more effective decontamination of personnel and equipment.	Knowledge of decontamination operations by using units facilitates effective support. It allows supporting units to set up the decontamination facility faster. It also enables more effective decontamination of personnel and equipment. This applies to both partial and complete decontamination operations.

(3) Wordiness. Writers and editors also read for wordiness. Sometimes it adds unnecessary explanation. Other times it crams too much information into one sentence. Wordiness can use more words than necessary to express a thought. This last form often involves using the passive voice, although other methods exist. Eliminating wordiness takes time. Collaboration between the author and the editor during composition is the best way to eliminate wordiness and other distractions. See tables 6-2 and 6-3 for examples how to eliminate wordiness.

Table 6-2.
Examples of a wordy sentence and possible solutions

Wordy sentence	
This publication has been developed to assist you, the trainer, in planning, preparing, executing, and assessing training in your unit.	
Identify excess words	Correct as follows
—has been developed	Excess words. Remove them. Readers already know the guide has been developed; after all, they are reading it.
—to assist	Replace the two-syllable assist with the one-syllable help.
—you, the trainer	Placing in the third person per the doctrinal publication standard eliminates two words.
—in planning, preparing, executing, and assessing	Changing to plan, prepare, execute, and assess eliminates one word and three syllables.
—training in your unit	Saying unit training eliminates two unnecessary words without any change in meaning.
Correct to—	
This publication’s purpose is to help trainers plan, prepare, execute, and assess unit training.	

Table 6-3.
Examples of a wordy paragraph and possible solutions

Wordy paragraph	
When a commander has decided to execute a deception operation, there must be a means of conveying his or her concept to those in his or her command who will carry the story to the enemy. This is done by directing the subordinate units, be they battalions of a brigade or brigades of a division, to carry out deception tasks of the various types discussed below.	
Identify excess words	Correct as follows
—a commander	Using the plural eliminates a word
—has decided to execute	This phrase is in the present perfect tense. It indicates a completed action. However, the present tense conveys the same meaning: the commander has made a decision. Changing the phrase from the present perfect to the present tense eliminates a word without loss of meaning.
—there must be a means of conveying his or her concept to those in his or her command who will carry the story to the enemy.	Excess words have an incorrect focus. All commands have the means to transmit orders. There is no need to say this. Saying so suggests the discussion will be about how to transmit orders rather than how to execute deceptions.

Table 6-3. Examples of a wordy paragraph and possible solutions, cont.

Identify excess words	Correct as follows
—This is done by directing the subordinate units,	“This is done” is a weak construction that draws readers away from the action agent—the commander. Replacing this phrase with “they direct subordinates” eliminates five words. It also keeps readers’ focused on the commander. In addition, the phrase is a tautology. “This” refers to “conveying his or her concept.” That phrase means the same thing as “directing the subordinate units.”
—be they battalions of a brigade or brigades of a division	This phrase is not needed. It is common knowledge that battalions are subordinate to brigades, and brigades are subordinate to divisions. If necessary to state applicable echelons, that can be done in a separate sentence.
—to carry out deception tasks of the various types discussed below	Changing the phrase to read “to conduct the following deception tasks” eliminates five words without losing any meaning. “Conduct” is commonly used to indicate the four operations process activities—plan, prepare, execute, and assess. It is more precise than the informal “carry out.” “Of the various types” is an unnecessary phrase. There is no need to tell readers that deception involves a variety of tasks. The following discussion will show them that. “Discussed below” is bureaucratic language that should be avoided in doctrinal publications. This sentence could end with a colon followed by a bulleted list of the tasks to be discussed.
Correct to—	
When commanders decide to execute a deception, they direct subordinates to conduct the following deception tasks:	

e. Organizational assessment. Editing involves assessing a draft’s organization for faults in logic, clarity, and completeness. Reviewing the main table of contents and navigation pane periodically enables a check of a publication’s organization. Asking and answering these questions allows the editor to formulate recommendations for revising the discussion to make it as clear and logical as possible. (See table 6-4 for indicators of a weak organization.)

Questions to ask (and answer) during assessment include:

- o Is the discussion of a topic complete?
- o Are its subtopics presented clearly and consistently? Are they well named?
- o Are subjects discussed in a logical order? Are they nested appropriately?
- o Is the organization parallel?

Table 6-4.
Weak organization indicators

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">o Redundancy.o Illogical sequencing.o Unnecessary information.o Underdeveloped topics.o Misnamed or imprecisely named topics.o Nested headings repeat other headings or chapter titles.o Chapter titles repeat the publication's title |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

f. Introductory material.

(1) One organizational check involves ensuring that the introduction is used correctly and that there is no redundancy among the preface, introduction, and first chapter. Specifically, neither the introduction nor chapter 1 will repeat or restate the purpose, scope, and applicability statements from the preface. In most cases, material that applies to the publication as a whole (as opposed to one topic the publication addresses) belongs in the introduction.

(2) The introduction introduces the publication. It sets the stage for using the publication or provides essential information readers need to understand it. The introduction also identifies changes from previous version, sums information in each chapter, and identifies new, modified, or rescinded terms. This sort of material belongs in the introduction, not chapter 1. If similar material appears in both the introduction and chapter 1, the writing team needs to determine which division is the better place for it.

(3) Writing teams should incorporate this convention into the outline during phase 2 planning and develop the introduction during composition accordingly.

g. Structural editing.

(1) Structural editing refers to the task of eliminating excessive vertical and horizontal repetition in titles and headings (also called duplication errors). An editor may recommend solutions based on the content of the discussion. However, if the editor does not understand enough of the discussion to make a recommendation, the editor discusses the problem with the author and together they develop a solution. Editors confirm all proposed solutions with the author. (See tables 6-5 and 6-6 for repetition solutions and table 6-7 for solutions to duplication errors.)

Table 6-5.
Repetition solutions

Vertical repetition is repetition of phrase at multiple outline levels		
Original headings	Solution	Recommended edited headings
Dragon Missile Jump Pack Dragon Missile Jump Pack Rigged Dragon Missile Jump Pack Attached to Parachutist	Delete duplicated words in subordinate headings. Evaluate and update remaining headings	Dragon Missile Jump Pack Rigged Attached to Parachutist
Horizontal repetition is repetition of phrase at same level		
Original headings	Solution	Recommended edited headings
Attached Equipment, Stowed Lowering Line Attached Equipment, Modified Stowed Lowering Line	Make repeated phrase (Attached Equipment... Stowed Lowering Line) into a higher level paragraph heading Make differentiated terms (Basic and Modified) into subordinate paragraph headings	Attached Equipment, Stowed Lowering Line Basic Modified
Note. The solution assumes the first heading refers to a basic stowed lowering line. The editor should check this assumption with author.		

Table 6-6.
Vertical and horizontal repetition solutions

Vertical and horizontal repetition is repetition of phrase at same and other outline levels		
Original headings	Solution	Recommended edited headings
AT4 Jump Pack AT4 Jump Pack AT4 Jump Pack and ALICE Pack Rigged	Vertical repetition—Delete the duplicated words (AT4 Jump Pack) in the subordinate headings Horizontal repetition—Distinguish the repetitious subordinates	Solution 1 AT4 Jump Pack Basic Rigging ALICE Pack Rigging Solution 2 AT4 Jump Pack Preparation Rigging Basic ALICE Pack
Note. The format error in the original heading may indicate a content error. It is unclear from the headings alone what the first-level subheadings should be. Solution 1 outlines different ways to rig the AT4 jump pack. Solution 2 places the rigging discussion in the context of a larger discussion of preparing the AT4 jump pack for use and rigging it for a drop. The correct solution depends on the content of the entire discussion. The author and editor collaborate to develop it. If the conversation reveals a need for more detail in one or more discussions, the author composes it and the editor incorporates it into the publication.		

Table 6-7.
Examples of duplication problems and solutions

#	Incorrect duplication	A correct solution
1	Doctrinal and training publications Chapter 1 Doctrinal and training publications Chapter 2 Print Requirements Chapter 3 Distribution Requirements	Doctrinal and training publications Part One Doctrinal Publications Chapter 1 Development Chapter 2 Print Requirements Chapter 3 Distribution Requirements Part Two Training Publications Chapter 1 Development Chapter 2 Print Requirements Chapter 3 Distribution Requirements
2	Part One, Administrative Publications Chapter 1 Administrative Publications Chapter 2 Development and Preparation of Administrative Publications	Part One, Administrative Publications Chapter 1 Purpose Chapter 2 Development Chapter 3 Preparation

(3) A repetition of titles may indicate a subordination error. However, it may also be the solution to the error. Titles may be repeated when presenting like information on different topics or when a title can subdivide into its primary elements. Correcting the error requires identifying what led to the duplication in the first place. Compare what needs to be said to what is actually written. Once that is done, the writing team can correct the organization to clearly convey the necessary information. (See table 6-8 for examples of appropriate title repetition.)

Table 6-8.
Examples of appropriate repetition

#	Outline level	Publication organization
1	I. Administrative Publications A. Development B. Preparation C. Printing II. Equipment Publications A. Development B. Preparation C. Printing	Part One Administrative Publications Chapter 1 Development Chapter 2 Preparation Chapter 3 Printing Part Two Equipment Publications Chapter 4 Development Chapter 5 Preparation Chapter 6 Printing
#	Outline level	Publication organization
2	A. Threat Surface-to-Air Defenses 1. SA-2 2. Type of warhead. 3. Maximum effective range. 4. Associated radars. B. SA-3 1. Type of warhead.	Chapter 2. Threat Surface-to-Air Defenses 2-1. SA-2 a. Type of warhead. b. Maximum effective range. c. Associated radars. 2-2. SA-3 a. Type of warhead.

Table 6-8. Examples of appropriate repetition, cont.

#	Outline level	Publication organization
	2. Maximum effective range. 3. Associated radars.	b. Maximum effective range. c. Associated radars.
3	Insurgencies and Countering Insurgencies I. Insurgencies II. Countering Insurgencies	FM 3-24, Insurgencies and Countering Insurgencies Part One Insurgencies Part Two Countering Insurgencies

Part Two—Production and Publication

Chapter 7

Produce

7-1. Preparing staffing drafts and the final electronic file

a. Production.

(1) The produce function (often called production) comprises the tasks associated with preparing:

(a) An initial draft or final draft for staffing.

(b) The signature draft or doctrinal review and approval group (DRAG) draft for review by a DRAG or the approving authority.

(c) The final electronic file for publication.

(2) Production of initial and final drafts occur after the author has adjudicated all staffing comments from the author's or initial draft staffing, respectively. A DRAG occurs when there are still unresolved major and critical comments after the adjudication. A signature draft occurs after the author has adjudicated and made all staffing comments from the final draft or DRAG staffing. The editor takes version control and produces the final electronic file from the author's version that has incorporated all changes including those directed by the approving authority and the approving authority has approved the publication.

(3) The editor is normally the lead writing team member for production tasks.

(4) See app D for additional tasks associated with classified publications. See TR 25-36 for additional tasks associated with the development phase and the types of drafts.

b. Production tasks.

(1) The purpose of the produce function during final electronic file preparation is to ensure the final product meets Army publication standards. Its purpose during preparation of staffing, DRAG, and signature drafts is to prepare a product of high enough quality that reviewers focus on its content and are not distracted by irregularities in format, content, or language. Production tasks fall into the following categories:

- o Design tasks associated with production that ensure the layout of the product meets design standards.
- o Editing tasks associated with production that ensure the text and graphics meet the organization, grammar, style, and usage standards.
- o Writing tasks associated with production that ensure the publication content is accurate and identify the need to make any required revisions.

(2) This chapter describes the production tasks for preparing a final electronic file. The writing team performs as many of these tasks as time allows when preparing staffing drafts. For staffing drafts, the team focuses on editorial tasks that facilitate clarity and layout tasks that reduce format irregularities. The tables in appendixes G through L include recommended tasks to complete for staffing drafts.

c. Staffing drafts.

(1) Production of a staffing draft involves reviewing the draft composed and edited by the writing team, laying it out as described in para 10-3, and performing as many production tasks as time allows. For final drafts, authors ensure they incorporate all changes based on adjudicating reviewer comments of the initial draft without disrupting the flow of the text. It also involves the author making sure to revise all passages affected by these adjudications to reflect the changes. (See para 5-46b for a ripple check.)

(2) Mark staffing drafts as drafts not to be implemented as specified in TR 25-36.

d. Production drafts and final electronic files.

(1) Production of the final electronic file proceeds in two stages: preparation of the signature draft and preparation of the final electronic file. In cases where a DRAG is required, the writing team prepares a DRAG draft as well. After the signature authority approves the publication and signs block 18 of the DA Form 260-1 for the final electronic file, the writing team may prepare a final approved draft.

(2) The signature draft is the draft submitted for approval to the approving authority designated in the program directive. A signature draft can be developed based on an adjudicated final draft or the results of a DRAG. ADPs and FMs are approved by the CAC Commanding General or the Chief of Staff of the Army. Army techniques publications are approved by the proponent's commanding general. (See TR 25-36 for approval process.)

(3) The final electronic file is the final product submitted to APD for publication. The approved signature draft becomes the basis for the final electronic file. The final approved draft is a prepublication copy of the final electronic file that can be disseminated as described in TR

25-36. A final approved draft is identical to its corresponding final electronic file except that the authentication page is removed and the phrase “(Final Approved Draft)” appears in the running head of each page and after the title on the cover and title page.

(4) Production duties.

(a) Production of the final electronic file starts with creating the signature draft or DRAG draft. This involves the writing team incorporating accepted changes based on reviewer comments of the final draft and performing a ripple check. The team also performs quality control checks as time allows. The author and editor determine the approach to this task based a number of factors: among them:

- o Number and complexity of changes to incorporate.
- o Amount of editing the draft requires. (This often depends on how much editing the final draft received prior to staffing.)
- o Amount of time available.
- o Number of projects the editor and graphic artist are required to support.

(b) For some projects, all writing team members (author, editor, and graphic artist) work together to incorporate the changes. Alternatively, the author might incorporate the changes and give the corrected final draft to the editor for development of the signature or DRAG draft. Or the author may give the editor a list of changes required and allow the editor to incorporate them into the draft. It is not unusual for the actual process to involve a combination of these approaches. The graphic artist makes corrections to the graphics and advises on publication design as required.

(2) Signature drafts and final electronic files.

(a) Once the author incorporates all adjudicated final draft comments, the editor takes control of the publication to edit. This edit includes quality control checks and inserting all last minute changes. The completed signature draft is sent to the approving authority, following local procedures and the process outlined in TR 25-36. The editor maintains version control from this point on.

(b) If the approving authority directs changes, all members of the writing team discuss the changes. As the editor has the working version, the author directs changes rather than making changes on a different version of the publication. The editor inserts any changed graphics.

(c) Ideally, the signature draft should be ready for publication in all details except for the index. If the approving authority approves the signature draft without directing any changes, the editor needs only prepare the index (while simultaneously proofreading the draft). However, if the signature draft has not been thoroughly edited, the editor must perform that task before performing the final checks and creating the index.

(d) Once the approving authority returns the signature draft, the writing team makes any directed changes and the editor works with the author to create the index and completes final editing. The result is the final electronic file. The editor or other designated individual then

performs the quality control checks listed on TF 25-36-1, assembles the publication request packet (see para 8-8), and submits the packet to CADD for processing. This initiates the publish function.

(3) DRAG drafts.

(a) Proponents convene a DRAG when unresolved major and critical issues remain after final draft adjudication. A DRAG is a conference among the parties involved with or interested in the issues. (See TR 25-36 for more information on DRAGs.)

(b) The writing team incorporates only adjudicated comments from the final draft staffing into the DRAG draft. Unresolved issues are consolidated in a comment matrix. The DRAG draft and comment matrix are distributed to DRAG participants to use as a basis for their discussion. After the DRAG, the writing team incorporates the DRAG's decisions on the unresolved issues into the DRAG draft to create the signature draft. The team submits the signature draft to the approving authority as described in para 8-2.

7-2. Final edit

a. The final edit combines the tasks associated with copyediting, substantive editing, and proofreading. Together with the final layout, this task results in a staffing draft or final electronic file.

(1) If the product has received substantive editing during development of the staffing drafts, the final edit may only require a close read to ensure any changes to the previous draft have been incorporated as described in para 7-1a, to correct any grammatical or administrative errors, and to identify any content issues that require the author's attention.

(2) If the product has not received substantive editing, the final edit needs to be thorough and address the product's structure as well as the quality of the text. This edit needs to be completed before the DRAG draft is released for staffing or the signature draft is sent forward for approval. Once a draft has been reviewed by a DRAG or approved, the writing team can make only limited editorial changes to it and no content changes except those directed by the approving authority.

b. Before beginning the final edit, the editor should review the checks and sweeps discussed in this chapter and appendixes G through L. The final edit and the various checks and sweeps ensure the final product meets publication standards. In particular, the text consistency checks may be performed concurrently with the final edit. (See app J for consistency.) When deciding how to approach the final editing task, the editor assesses:

(1) Time available.

(2) The amount of substantive editing required.

(3) The overlap of various checks and sweeps with editing tasks.

c. During the final edit, the editor reads the publication from front to back, preferably on a paper copy. The editor checks specifications listed in table 7-1 and watches for the following:

- (1) Excessive or inappropriately used white space. (See para 4-12 for white space.)
- (2) Errors and inconsistencies in grammar, voice, style, spelling, and punctuation in text and graphics. (See chap 8.)
- (3) Use of modals. (See para 5-29e for modals.)
- (4) Inconsistencies in usage. (See para 5-32d for consistency.)
- (5) Proper use of words, terms, acronyms, and jargon. (See para 5-15 for professional language.)
- (6) Formatting errors and inconsistencies.
- (7) Errors in graphics.
- (8) Inconsistencies between text and graphics. (See para 5-37 for guidance on graphics integration.)
- (9) Inconsistencies between different passages, both within chapters and between chapters.

d. Textual references require particular attention during the final edit. Editors can use the word processing program's Search function to sweep for references to numbered publications. This function can also locate references that use the "See" format. (See para 7-4 for sweeps.) Internal and external textual references embedded in sentences and references to unnumbered publications and websites can prove elusive. Editors verify textual references and perform a completeness check for them during the final edit.

Table 7-1.
General editorial specifications

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| <ul style="list-style-type: none"> o Chapter 1 does not repeat information contained in the preface or introduction.¹ o Appendixes appear in logical order. When possible, appendixes are set in the order they are mentioned in text.² o All appendixes are referred to at least one time in text. o Specific terms and expressions are used the same way throughout the publication.³ o There are no instances of doubling of punctuation marks.³ o Doctrinal terms are used correctly.³ o There are no spelling errors.³ o Internal textual references to discussions are expressed as a paragraph number or range of paragraph numbers.⁴ o All bulleted lists follow a consistent format: either basic formats A and C, or basic formats B and D.⁵ o All introductory phrases to bulleted lists that read into the elements of a series end in an em dash.⁶ |
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Table 7-1. General editorial specifications, cont.

- o All bulleted list introductory phrases that can stand alone as a sentence end in a colon.⁵
- o All bullets end with a period.
- o Boldface, italics, and underlining are used only as specified in para 9-36.
- o Only proper nouns are upper-cased.
- o Boldface, italic, or uppercase letters are used consistently and accurately.
- o All callouts are relevant and grammatically parallel.⁷

Notes.

1. See para 5-38 for front matter.
2. See para 5-39 for back matter.
3. The word and punctuation sweep serves as a double-check for identifying these errors. See para 7-23 for word and punctuation sweeps.
4. See paras 5-16 and 7-24 for references. As an exception, internal references to an entire appendix are appropriate when the appendix provides an extended discussion of the topic or contains reference data.
5. See table 5-6 for formatting bulleted lists.
6. See para 5-14b for formatting bulleted lists.
7. See para 4-14 for callouts.

e. Editors verify definitions of terms defined in text using FM 1-02.1, the DOD Dictionary of Military and Associated Terms, or the proponent publication for the term. If the term is listed in the glossary, the editor checks that the definition in the glossary matches the definition in text. Editors correct instances of terms being defined in text with incorrect formatting. Editors ensure definitions of these terms are correct and add the necessary formatting. (See para 7-34 for guidance on using terms and definitions in text. See para 7-33 for guidance on including terms in the glossary. See TR 25-36 for guidance on formatting definitions in text.)

f. Editors confirm that acronym usage conforms to guidance in para 9-3. They look for acronyms and other alternative word forms that are not listed in the glossary. The acronym sweep does not detect these. In addition, editors check the subject-verb agreement of acronyms used as the subject of sentences. Most acronyms are singular. However, if the full form of an acronym is plural, the acronym takes the plural form of the verb. Similarly, acronyms with singular full forms require a lower case s when the context requires a plural. That said, it is not necessary to verify the full form of every acronym during the final edit. The editor will do that during the acronym and abbreviation check. (See para 7-33 for acronym checks.)

g. Once the approving authority has approved the signature draft, the content is not open to change. Still, the writing team thoroughly reads the publication again to ensure the final product meets Army publication standards. Titles and headings, grammar and wording, and introductions must be correct. Any changes to these items require approval from the lead author or project leader, as established by local procedure.

h. The final edit does not include preparing an index. The editor prepares the index after the approving authority has approved the signature draft. This ensures the index refers to the correct paragraph numbers.

7-3. Final layout

a. The final layout task involves placing the product in its final form for staffing or publication. Before laying out the publication, the editor:

- (1) Completes the final edit for a DRAG or signature draft.
- (2) Removes line numbers for a signature draft.
- (3) Accepts and removes all tracked changes.
- (4) Deletes all comments.
- (5) Turns off visible coding.

b. After that, the editor lays out the publication as described in chap 4. The editor lays out the publication based on the primary publication media in which it will be used. The publication media affects the placement of graphics and other boxed text and the acceptability of white space. (See para 4-12 for white space and para 4-13 for boxed material.)

c. Before beginning the final layout of a signature draft, editors may need to retemplate the draft. Retemplating clears all formatting from the file by pasting the file into a blank template and reapplying the styles. Retemplating is particularly appropriate when a project has been in progress for over two years, when writing team members have turned over several times, or when the product includes contributions from outside the immediate writing team. Such circumstances often result in formatting irregularities, such as nonstandard styles, being introduced into the file. Retemplating removes these irregularities.

7-4. Final checks and sweeps

a. Once the final layout is complete, production focuses on confirming that the final product meets design and editorial standards for quality and consistency. The editor accomplishes this by performing a series of checks and sweeps. The editor should perform checks and sweeps on a printed PDF copy of the final laid-out product.

(1) A check involves confirming that a specific item or group of items meets publication standards. For example, editors check the main and supplementary tables of contents to confirm titles, headings, and captions have correct wording, format, and page numbers.

(2) A sweep entails paging through the draft checking one specific item or a small number of closely related items for consistency or to ensure they meet a publication standards. For example, editors perform a sweep to ensure all paragraphs and bullets have an ending punctuation mark. Some sweeps can be performed as part of a check. For example, some editors sweep for acronym use concurrently with the glossary verification check. However, editors work carefully when combining sweeps or when combining a sweep with a check. A sweep focuses on a specific standard. Sweeping for multiple items or checking a standard during a sweep risks a loss of focus and increases the probability of missing an error.

(3) Appendixes are in the back matter; however, editors give appendixes the same checks and sweeps as a chapter. This applies especially to appendixes that are predominantly text.

b. Although editors correct minor administrative and grammatical errors, the content and organization of the publication should be set at this point. Said another way, the writing team must complete all writing and editing tasks before the editor begins the checks and sweeps.

c. Editors can use a word processing program's search function for many sweeps. For example, editors can search for "form" to verify forms are correctly cited in text and that the references division lists all cited forms. When using this function, editors must still check parts of the publication the word processing program does not search such as figures.

d. Some overlap exists among the checks and sweeps described in this chapter and the appendixes. This may appear to be wasted effort. It is not. The details editors must check number in the hundreds, and there is seldom time available to move as methodically as an editor would like. In addition, there is seldom anyone to read behind the editor during production. Thus, duplication provides an advantageous double-check of many details. Errors missed during one check can be detected and corrected during another.

e. Preparing a checklist can help editors keep track of sweeps and other checks for each division of a publication. Each editor approaches the production tasks differently. Thus, editors tailor a checklist to the publication and their work methods. Figure 7-1 shows a sample checklist for a book with four chapters and two appendixes. This sample is not intended as a complete list for every user. This kind of checklist is especially helpful when the writing team is working on a draft comprised of separate word processing files for publication divisions.

f. Many checks required before staffing a draft are the same as those required when preparing a final electronic file. The tables in appendixes G through L show the standards recommended for each draft and those a final electronic file must meet. Formatting inconsistencies often distract reviewers from a draft's content, resulting in excessive comments on administrative errors that editors normally correct during final electronic file preparation. A properly formatted and well-edited draft often elicits more meaningful reviewer comments than other drafts.

	Approved	Figures	In-text graphic refs	Verify caption style, font size, & wording	√ fig & tbl captions	References	Glossary	1st use acronyms	Remove Line #s	√ hdgs & capt w/ TOC	Indexed	√ ¶ #s w/ indx files	Proofed	Verify Page Set-up	Verify heads & foots	No orphan ¶ headings
Pref																
Intro																
1																
2																
3																
4																
A																
B																
GL																
REF																

Figure 7-1. Sample final electronic file tasks

g. The rest of this chapter discusses the various design checks in a logical order for performing them rather than strictly by category. The checklists in appendixes G through L list checks and sweeps. App D discusses additional checks and sweeps required for classified and CUI publications. App E lists additional checks required for multi-Service publications.

h. Graphics are best checked separately to allow the editor to ensure each graphic is properly placed on the page and meets all technical requirements. The actual placement of graphics and their relation to the surrounding text should have been finalized during the final edit and final layout. Editors normally perform sweeps related to graphics concurrently with checks and sweeps of the chapters and appendixes.

i. Editors perform design checks to visually confirm that the appearance of the final product meets publication standards. Design checks address text format, page design, and page layout and typography.

(1) The text format check allows editors to confirm that the publication contains all required divisions in the proper order.

(2) The page design sweep confirms that the running heads and running foots are properly laid out. For classified and CUI publications, this check includes verifying the presence of banner markings.

(3) Page layout and typography sweeps confirm that the page layout and typography of each page is correct. These checks focus on the appearance of text on the page and the layout of graphics and other boxed material.

j. Most design checks involve looking at the pages of a product with a minimal amount of reading. Standards concerned with text content complement the design checks. (For example, table G-3 addresses if the glossary contains the required sections and if the entries are formatted correctly. In contrast, table L-1 lists the standards for determining if the full forms of the acronyms are correct and if the term definitions are correct and complete.)

7-5. Text format

Text format checks address required divisions and their placement, front cover and title page layout, index layout, authentication page layout, and back cover.

a. Required divisions and their placement. Perform text format sweeps to confirm that the product contains all required divisions, the divisions are in the correct order, and the first page of each division is correctly formatted. (See table 4-1 for required divisions for each publishing medium.) These sweeps include confirming that all required supplementary tables of contents are present, correctly titled, and in the proper order. Ensure all divisions except for the acknowledgments begin on a right (odd) page. Ensure both sections of the glossary are correctly formatted, if possible, but not necessary. A good technique for confirming the format of division first pages is to set the pages side by side on a table and compare them. (See tables G-1, G-2, and G-3 for specifications for this sweep. See para 4-27 for additional information on text format.)

b. Front cover and title page.

(1) The front cover and title page are checked together because the same information appears on both. This check confirms that these two elements have correct format and identical administrative information. This check differs from the main table of contents check. That check is part of the publication structure checks and sweeps. (See para 7-8 for publication structure checks and sweeps.)

(2) Ensure the front cover meets the standards established in para 4-25. (See table G-4 for front cover specifications.)

(3) Ensure the title page meets the standards established in para 4-9b. (See table G-5 for title page specifications.)

c. Index. The index check confirms that the index is formatted per para 4-11e. (See table G-6 for index formatting specifications.)

d. Authentication page. Check the authentication page to confirm it is designed as specified in para 4-11g. (See table G-7 for authentication page specifications.)

(1) Confirm that the authentication page placeholder is the first odd page after the index.

(2) The authentication page cannot be the odd page immediately preceding the back over. (It cannot be printed on the inside of the back cover.) Add blank pages between the authentication page and the blank page preceding the back cover as necessary to total an even number for an electronic media only publication or a number divisible by four for a printed publication.

(3) Do not post a final approved draft with an authentication page.

e. Back cover. Confirm that the inside back cover is blank and does not have a page number. (See table G-8 for back cover specifications.)

7-6. Page design

Page design sweeps confirm that page layout, running heads, and running foots meet publication standards. For staffing drafts, this sweep confirms that all pages are marked the same way (in the running head, running foot, or with a watermark) using the same wording. Classified and CUI publications require additional sweeps for page and portion markings. (See chap 4 for guidance on page design.)

a. Running heads. Confirm that first page heads, even page heads, and odd page heads of all divisions comply with the standards listed in table G-9:

(1) Check every page of the front matter and the first three pages of all other divisions.

(2) If a division contains internal section breaks, check the head of every page to prevent a first page head from appearing in the middle of the division.

(3) Make sure the wording of odd page heads is identical to the division title.

(4) Make sure that the odd page heads of appendixes read “Appendix,” not “Chapter.”

b. Running foots. Confirm that every first page foot, even page foot, and odd page foot of all divisions complies with the standards listed in table G-10.

(1) Check the format of every page of the front matter and the first three pages of all other divisions:

(a) Ensure the publication number is correct on all pages.

(b) For staffing drafts and the final approved drafts, ensure the same date appears on the inside margin of all pages.

(c) For final electronic files, ensure (Date Pending) or date appears on the inside margin of all pages.

(2) Page through the publication:

(a) Check that the page numbers are in order and do not restart in the middle of a chapter.

(b) Check that page numbers restart on the first page of each division.

(c) Check that page numbers are always set at the outside margin.

c. Banner markings. See app D for guidance on sweeps for banner markings of classified and CUI publications.

7-7. Page layout and typography

Page layout and typology sweeps confirm that text is arranged as discussed in chap 3, and complies with the standards in table G-11. These sweeps ensure the final product presents a uniform appearance throughout. The sweeps are best performed with a printed PDF copy of the file. Before creating the PDF, update all fields in the word processed file (tables of contents, hyperlinks, and internal cross-references). These sweeps check only for format. Content is addressed in other checks. Page layout sweeps assess consistency of appearance of division first pages, consistency of appearance of text throughout the book, paragraph numbering, and for staffing drafts, line numbering and page marking.

a. First page layout. This sweep ensures the first pages of the front and back matter, chapters, and appendixes present a uniform appearance. When verifying first-page layout, lay the first pages of all the divisions side by side and compare them to each other. The first pages of chapters may look different from the first pages of appendixes; however, all chapter-start pages must be formatted the same way and all appendix-start pages must be formatted the same way. This sweep verifies the format and placement of division titles, introductory discussions, and chapter tables of contents.

(1) Part and division titles. Confirm the spacing, placement, and font for all part and division titles for consistency. (See figure 4-4 for a sample chapter-start page.) The first line of all titles must be the same distance from the top margin. For parts, chapters, and appendixes, this is the part or chapter number or appendix letter. For front and back matter titles, it is the title itself. Part titles or part introductions if used are followed by a one-point horizontal line below the title or paragraph. The font style and spacing for titles is as shown in the Doctrine Publication Template. For classified and CUI publications, see app D.

(2) Introductory discussions. Confirm that all parts are introduced alike, all chapters are introduced alike, and all appendixes are introduced alike. (See para 5-12 for guidance on introductory discussions.)

(a) All parts begin with an unnumbered introductory paragraph or none of them do.

(b) All chapters contain an introductory discussion or an unnumbered introductory paragraph or none of them do.

(c) All appendixes contain an introductory discussion or an unnumbered introductory paragraph or none of them do.

(3) Chapter tables of contents.

(a) For large books with large chapters, proponents may use chapter tables of contents. (See para 4-18 for guidance on chapter tables of contents.) When chapter tables of contents are used, confirm the following:

- o All chapters contain a chapter table of contents or none of them do.
- o All chapter tables of contents are set on the first page of a chapter either flush right or just above the bottom margin.
- o All entries match the corresponding headings word-for-word.
- o Page numbers to all entries are correct.

(b) This sweep verifies chapter tables of contents placement only. Content of is confirmed during the publication structure check. (See para 7-8 for publication structure checks and sweeps.)

b. Text appearance. For this sweep, the reviewer pages through the draft and looks for anything that does not appear right. Reviewers may perform layout sweeps for graphics in conjunction with this sweep. (See para 7-27 for text appearance and table K-1 for graphics.)

(1) Overview. Anomalies to look for include:

(a) Font styles not included in the Doctrine Publication Template.

(b) Pages not laid out in mirror margin format.

(c) Text or graphics set outside the image area.

(d) Unnecessary white space. (See para 4-12 for white space.) In addition to white space between paragraphs, look for extra space between lines, words, or letters.

(2) Mirror margins. The first three pages of each division to ensure that they are laid out in mirror margin format. If a division contains internal word processing section breaks, check all pages of that division.

(3) Lone lines of text. Word processing programs keep two lines in paragraph together at the top and bottom of pages. However, lone lines of text (also called widows and orphans) often occur within bulleted lists. Bulleted lists divided between pages must have at least two bullets on each page.

c. Paragraph numbering and formatting.

(1) Overview.

(a) This format sweep ensures:

- o All paragraphs in chapters and appendixes are numbered in sequence.
- o All paragraph numbers are in the correct font style.
- o All unnumbered paragraphs in front and back matter are consistently formatted.
- o All paragraphs and bullets have end punctuation.
- o For classified publications, all paragraphs are portion marked.

(b) The Doctrine Publication Template contains font styles that automatically number paragraphs within each chapter and appendix. This check confirms that no numbers have been skipped.

(c) The Doctrine Publication Template contains font styles for unnumbered paragraphs used in the front matter and back matter. This check confirms that all unnumbered paragraphs use the same font style.

(d) The end punctuation check is a format check to ensure all paragraphs and bullets have ending punctuation. Missing the end punctuation is a common error in documents.

(2) Numbered paragraphs.

(a) The best way to verify paragraph numbering is to page through each chapter and appendix and touch each paragraph number with a writing implement. A good technique is to combine this check with the end punctuation check. Check the paragraph numbers from front to back of each division; then touch each end punctuation going from back to front.

(b) When verifying paragraph numbering, confirm that all paragraph numbers are in the correct font style. Sometimes content developed in one style keeps that style when transferred to the publication. The most common error is for the paragraph number to be the wrong size. However, sometimes paragraph numbers appear in a different font.

(3) Unnumbered paragraphs. For unnumbered paragraphs in the front and back matter, perform a check similar to one for confirming paragraph numbering. Make sure all paragraphs are the same width, the correct font style, and the correct font size. Check that each paragraph is indented properly and consistently with the paragraph preceding it.

(4) Portion marking sweeps. See app D for guidance on sweeping for portion markings.

d. Line numbering and page marking of drafts.

(1) Mark all pages of drafts per TR 25-36. Set markings in the same place with the same wording.

(2) Ensure drafts have line numbers. Local procedure establishes whether to number lines continuously throughout the draft or restart with each division.

7-8. Publication structure checks and sweeps

a. The publication structure checks involve confirming that the navigation pane, main table of contents, and chapter tables of contents accurately portray the structure of the publication and are consistent with each other. These checks also confirm that all titles and headings are parallel, formatted correctly, and have correct page numbers. Supplemental tables of contents are not included in these checks. They are checked concurrently with checks of graphic captions.

b. These instructions assume all tables of contents are assembled using the fields in the Doctrine Publication Template. If a table of contents is prepared manually, perform these checks by comparing the table of contents side-by-side with printed chapters.

7-9. Navigation pane, titles, and headings

a. Overview. Confirming that the navigation pane accurately portrays the publication's structure requires both an electronic copy and a paper or PDF printed copy of the draft. Before printing the review copy, update all fields. This updates the main, supplementary, and chapter tables of contents as well as all hyperlinked textual references. Doing this produces a printed copy that matches the current electronic copy. After verifying the accuracy of the navigation pane the editor uses it to verify the accuracy of the main and chapter tables of contents.

b. Completeness and format.

(1) Begin by checking the navigation pane for completeness and the titles and headings in the printed copy for proper format. This includes checking the wording and formatting of each title and heading. This check confirms the following:

(a) The titles and headings in the navigation pane match those in the printed draft.

(b) All titles and headings in the printed draft appear in the navigation pane.

(c) All titles and headings appear at the correct outline level in the navigation pane.

(d) Titles and headings are in the correct font style in the printed draft.

(e) All titles and headings in the navigation pane are set in title case.

(f) At least two headings appear at all outline levels (that is, the publication contains no orphan subheadings).

(g) Title and heading wording is parallel at each outline level.

(h) All headings are followed by a numbered paragraph.

(2) Entries in the navigation pane reflect how the headings were keyed into the document, not the way they appear on the page in the body of the publication. For example, if a main heading in the navigation pane contains capitalization errors (as in, mAIN hEADING), that means the text was keyed that way, even though the heading appears in all caps in the body of the publication. The error will appear in both the document map of the electronic version and in the corresponding section and main headings in the main table of contents.

c. Parallel construction, logic, and flow. For staffing drafts, check titles and headings for parallel construction, logic, and flow at each outline level. (See para 5-5 for parallel construction.) Discuss any discrepancies and possible corrections with the author. Correct these errors before completing the signature draft. In addition, ensure that:

- (1) No headings for introductory discussions read Introduction.
- (2) No part, chapter, or appendix title duplicates the publication title.
- (3) No headings within a chapter or appendix duplicates the part, chapter, or appendix title.
- (4) No subheadings duplicate a higher level heading.

d. Performing the check. Make corrections to font style, wording, and formatting errors in the electronic copy as they are found. Collapse the navigation pane listings so the navigation pane shows only part and division titles.

(1) Front matter.

(a) Compare each front matter title with the corresponding title in the printed copy.

- o Confirm titles contain no spelling errors.
- o Confirm titles are placed properly on the page in the printed copy.
- o Confirm that main headings in the printed copy are formatted in all caps, not small caps.

(b) Page through the introduction in the paper copy.

o Confirm all headings in the introduction appear in the navigation pane at the proper outline level.

o Confirm all headings appear in title case in the navigation pane.

(2) Chapters and appendixes.

(a) Compare the division number or letter and the division title on each starting page with their listings in the navigation pane. If the publication is divided into parts, include the part numbers and part titles in this check. For classified and CUI publications, ensure titles are followed by a portion marking. Confirm that all division numbers or letters and titles:

- o Appear in the navigation pane at the proper outline level.
- o Appear in the navigation pane as they appear in the printed copy.
- o Are correctly formatted in the printed copy.
- o Contain no spelling errors.

(b) Check headings within chapters and appendixes. First, use the navigation pane to check the headings for spelling, formatting, and capitalization errors. Then compare the verified navigation pane with the printed draft to ensure the navigation pane contains all headings in the printed copy and that the headings in the printed copy appear in the correct font style. This technique allows editors to focus on one level of headings at a time.

(c) Expand the first chapter listing in the navigation pane. If necessary, collapse headings within the chapter so only the highest level headings (section or main) appear. Then do the following:

- o Confirm that there are at least two subheadings under each heading.
- o Confirm that all headings appear in title case.
- o Confirm that no headings contain spelling or capitalization errors.
- o If the chapter is divided into sections, confirm that they are numbered sequentially with Roman numerals and that no number is skipped. In the printed draft, confirm that each section number is separated from the wording of the title by an en dash with a space on either end of it.

(d) Then, expand each heading individually and do the following:

- o Confirm that there are at least two subheadings.
- o Confirm that all subheadings appear in title case.
- o Confirm that no subheadings contain spelling or capitalization errors.
- o Pay close attention to the navigation pane entries for headings whose font style includes all caps or small caps. Capitalization errors do not appear in text set in all caps and are easy to miss in printed text set in small caps.

(e) If any subheading has further subheadings, expand each one individually and repeat these checks for the lower level subheadings. Do this until the lowest level headings have been checked. Then compress the lowest outline level, expand the next heading at the higher level, and repeat the process. Continue until all headings and subheadings for the chapter have been checked.

(f) For classified and CUI publications, ensure all headings are followed by a portion mark.

(g) After checking all headings for the chapter or appendix in the navigation pane, page through the chapter or appendix in the printed copy and compare the headings in the navigation pane with those in the printed copy. Check the following:

- o Confirm that each heading in the printed copy appears in the navigation pane.
- o Confirm that each heading appears in the navigation pane at the same outline level as in the printed copy.
- o Confirm that all headings in the printed copy appear in the correct font style.
- o Confirm that main headings in appendixes are formatted in all caps, not small caps.

(h) Ensure the font style used for section headings, main headings, and subheadings is consistent throughout the book. Sometimes headings change in appearance.

(i) Finally, ensure a numbered paragraph exists between headings. No subheading follows immediately after a higher level heading. Often, a subheading immediately following a higher level heading indicates the need for an introductory paragraph. Identify such omissions when producing staffing drafts and corrected them before producing the signature draft.

(3) Back matter. Use the following technique to check the source notes, glossary, references division, and index.

(a) Division titles.

- o Compare each division title with the corresponding title in the printed copy.
- o Confirm titles are spelled correctly.
- o Confirm titles are placed properly in the printed copy.

(b) Glossary. Verify the structure of the glossary when performing the acronyms, abbreviations, and terms checks and sweeps. (See para 7-32 for glossary structure.)

(c) References division.

o Use the procedure for checking chapters and appendixes to check the references division headings. (See para 7-13 references division.)

o Confirm that main headings in the printed copy are formatted in all caps, not small caps.

7-10. Main tables of contents

Check the main tables of contents for text, style, and page number. (See table H-2 for main tables of contents specifications. See para 4-9c for guidance on the design of main tables of contents.) This check confirms that the titles and headings in the text and the main tables of content match each other, the titles and headings in the main table of contents are formatted correctly, and page numbers to all entries are correct.

a. General specifications.

(1) The Doctrine Publication Template includes a field that assembles tables of contents when headings are set in the proper font style. The main table of contents should appear as shown in figure 4-2.

(2) Whenever possible, the length of division titles and headings should be no longer than one line. (See para 5-5a.) Entries that are too long require the editor to divide the title between two lines by manually inserting a soft return. Scan the main table of contents and confirm the following:

(a) The word “Page” appears centered above the column of page numbers.

(b) At least three dots of leader appear between the last word of each title and the page number.

(c) No titles or headings contain words hyphenated between lines.

(d) When necessary to divide a title or heading between lines, the division is based on cohesive word groupings as well as length.

(e) No titles or headings contain a lower case letter when the font style is all caps or small caps.

(f) The use of acronyms in headings follows a consistent style. (See para 9-3d for acronyms.)

b. Part and division titles. Compare part and division titles in the main table of contents with the corresponding entry in the text and confirm the following:

(1) All part, chapter, section, and main heading titles in the text appear in the table of contents.

(2) All part and division designators in the table of contents match their listing in the text.

(3) The wording of titles in the table of contents match their listing in the text.

(4) Part and division designators and titles are properly formatted in the table of contents, the text, and the navigation pane:

(5) The word “Part” preceding part numbers is in all caps.

(6) The word “Chapter” preceding chapter numbers is in all caps.

(7) The word “Appendix” preceding appendix letters is in all caps.

(8) Part, chapter, and appendix titles are in all caps.

c. Section and main headings.

(1) Compare section and main headings in the main table of contents with the corresponding entries in the text and the navigation pane; confirm the following:

(a) All section and main headings in chapters listed in the text appear in the table of contents.

(b) The wording of headings in the table of contents match their listings in the text.

(c) No section or main headings in the front matter or back matter (including appendixes) appear in the table of contents.

(d) Section and main headings are set in initial caps in the table of contents.

(2) Verify the page numbers in the table of contents by comparing them with the corresponding page numbers in the printed copy.

7-11. Chapter tables of contents

a. Chapter tables of contents require specific checks. (See table H-3 for the specifications for chapter tables of contents. See para 4-18 for guidance on preparing chapter tables of contents.) When chapter tables of contents are used, compare the headings in the tables of contents with the corresponding entries in the text and confirm the following:

(1) Tables of contents are formatted as prescribed by the Doctrine Publication Template.

(2) All section, main, and first subparagraph headings listed in the text appear in the chapter tables of contents.

(3) Entries for section headings are in title case, bold.

(4) Entries for main and first subparagraph headings are in title case.

(5) The wording of headings in the chapter tables of contents match their listing in the text.

b. Verify the page numbers in chapter tables of contents by comparing them with the corresponding page numbers in the printed draft.

7-12. References checks and sweeps

a. Ensuring the references, acknowledgements, and source note divisions list correct information helps readers locate cited references, protect the intellectual property rights of copyright holders, and helps to protect the Army from liability for copyright infringement. The references checks and sweeps confirm:

(1) The references, acknowledgements, and source note divisions are properly formatted.

(2) The references division contains all references (including forms) cited in the publication.

(3) Listings in the references, acknowledgements, and source notes divisions are correct and consistent with each other.

(4) That references division listings place references in the correct category, contain current, correct publication data, and are properly formatted.

(5) All hyperlinks are active.

(6) Releases have been obtained for all copyrighted material used in the final product, including graphics.

(7) All citations of copyrighted material are consistent with each other.

(8) The acknowledgements division lists all copyrighted material used in the final product, including graphics.

(9) All copyrighted material used in the final product is cited in the source notes division.

(10) The source notes division includes citations for passages requiring credit to other publications.

(11) Textual references are correct and match the corresponding reference division listings.

(12) Classified publications meet the requirements outlined in app D.

b. The references checks are detailed and require considerable time to complete. Paras 7-13 through 7-17 do not address all details associated with each check. Editors need to be familiar the provisions of para 4-11d and app F to perform these reference checks properly.

7-13. References division

a. Overview.

(1) The references division serves a function similar to the one the navigation pane serves for the publication structure checks and sweeps. Reference division listings should be verified first and source notes and acknowledgements listings based on them. (See app D for additional requirements for the references division of classified publications.)

(2) All references cited in doctrinal and training publications fall into one of six categories. (See para 4-11d for references.) Writing teams may further categorize references under subcategories based on the number and type of references cited in the publication. (See para 4-11d(2) for required references.) The team determines the subcategories prior to preparing the signature draft.

b. Division format. Confirm that the references division is formatted per the Doctrinal Publication Template and para 4-11d. (See table I-1 for references division formatting specifications. See table I-2 for specifications for optional references categories.) Specifically, check the following:

(1) The division contains the four required main headings.

(2) The appropriate category description is set below each required main heading and any optional main headings.

(3) If a required category has no entry, this statement is set below the category description: This section contains no entries.

(4) If subheadings for joint publications, Army publications, and forms categories are used:

(a) Subheadings are set in the following order: joint, Army, other Services in alphabetical order, and nonmilitary categories in a logical order.

(b) The appropriate availability statement is set under each subheading. (See para F-13 for availability statements.)

(c) Hyperlinks in availability statements are active and use a consistent style.

c. Completeness.

(1) Overview.

(a) The completeness sweeps and checks pertain to external references. These checks confirm the following:

- o All publications, websites, and forms listed under the four required headings are cited in the publication.
- o All publications, websites, and forms cited in the publication are listed in the references division.

(b) Confirming the publication meets these two requirements requires sweeps for references cited and checks of references listed. In addition, during the final edit, editors look for textual references to unnumbered publications and websites not be listed in the references division. These are difficult to sweep for unless the editor knows keywords in the title.

(c) The completeness check also includes confirming that the DOD Dictionary of Military and Associated Terms and FM 1-02.1 are listed as required publications. If the publication includes graphics with symbols, then it includes FM 1-02.2.

(2) Performing the sweeps and checks.

(a) Use the word processing program's Search function to confirm that all publications, forms, and websites listed in the references division are cited in the publication. Search by publication, form number, or title and by website title as appropriate. The purpose of this check is to confirm that each listed reference is cited in the publication at least one time.

(b) Similarly, use the word processing program's Search function to perform a separate sweep of external textual references to publications, forms, and websites. The purpose of this sweep is to confirm that all cited references are listed in the reference division. Search for:

- o Common publication designators (such as JP for joint publication, ADP, and ATP).
- o Keywords from titles of unnumbered publications and websites.
- o The words "form" and "forms."

(c) Concurrently with this sweep, check textual references to publications for a consistent style (see para 7-24) and correct punctuation (see para 9-22). This sweep does not apply to websites listed in availability statements. These are checked during the listings format check. (See para 7-13d for references.) (See para 12-4 for guidance on citing forms. See table I-3 for standards for textual references to publications, forms, and websites.)

(d) Confirm that the names in textual reference to unnumbered publications, forms, and websites match the names listed in the references division. To do this, compare the first few words of the listing of each unnumbered reference to the wording that refers to it in textual references. The first two or three words of the listing should match the wording used in the textual reference. (See para 5-16 for textual references.) This allows readers to quickly access an unnumbered publication cited in a textual reference.

(e) Confirm that all textual references to websites are to the website's name, not its web address. To do this, use the word processing program's Search function to sweep for common website indicators, such as www, .mil, .com, and .net. Replace any web addresses found with the name of the website and confirm that the name used matches the listing in the references division.

(f) The title or publication number of references may be hyperlinked to the source document in external textual references. However, external references will not contain web addresses. If external references are hyperlinked to the source document, verify that the font style used to indicate hyperlinks is the same one used in the references division. The normal font style for active hyperlinks has underlining.

(3) Confirm that the DOD Dictionary of Military and Associated Terms and FM 1-02.1 are listed as required publications. (If the publication includes graphics with symbols, confirm it lists FM 1-02.2 as a required publication.) As an exception, these two references do not need to be cited in the publication. List the DOD Dictionary of Military and Associated Terms above any numbered publications, including FM 1-02.1 and FM 1-02.2.

(4) Confirm that:

- o FM 6-27/MCTP 10-11C is listed as a related publication.
- o DA Form 2028 is listed as a referenced form.

d. Listings format. Confirm that all references are available and that their listings are current, accurate, and in the proper format. Check that:

- (1) All Government publications are current.
- (2) All publications are available to publication users (including directions if necessary).
- (3) All publication data is correct.
- (4) All listings are correctly formatted and contain all required elements.
- (5) Listings for unnumbered publications mirror the title used to cite the publication in textual reference.
- (6) Listing of classified references contain all required elements as discussed in app D.

(1) Currency, availability, accuracy, and formatting. Verify the accuracy and format of each listing concurrently with the check of currency and availability. All listings must follow the appropriate format in app F. Ensure each listing includes all data elements for the publishing medium that app F requires.

- (a) Currency and availability.

- o Confirm that publications other than printed publications are current and accessible on the web address. Ensure listings for any references not grouped under subheadings with an availability statement include an availability statement as an annotation. (See para F-13 for availability statements.) If the availability statement includes a web address, test the hyperlink to ensure it is active.

- o Check the publication data and availability for each listing individually. If the publication data of a reference cannot be verified, remove that reference from the text. Verify the accuracy of the publication data by viewing the actual publication, either on line or in hard copy. Most web-based repositories have links to listed publications. (See table I-4 for publication listing specifications.)

- o Confirm that forms are listed as specified in para 12-4. (See table I-5 for form listing specifications.)

(b) Hyperlinks.

- o Confirm that hyperlinks in availability statements are per DA Pam 25-40. Confirm they open to repository websites. Avoid providing links directly to references. Links to references change more frequently than links to repositories.

- o Verify that the style used to indicate hyperlinks is consistent throughout. Use underlining to indicate active hyperlinks. Do not underline hyperlinks to sources not available on the network on which the final product is posted. For example, do not underline links to classified publications in an unclassified product. Do not underline links to unclassified publications in a classified product unless the targeted publications site posts unclassified as well as classified publications.

(2) Classified references.

(a) Ensure all listings of classified references:

- o Include the portion marking before the title.
- o Include an availability statement.

(b) See para F-10 for additional guidance on listing classified references.

7-14. Copyright releases and administrative requirements

a. Copyrighted material requires copyright release. (See para 3-8 for using copyrighted material. See table I-6 for copyrighted material specifications.) Confirm that copyright releases for the following types of material are included in the project file:

(1) All copyrighted material reproduced in the publication.

(2) Any cited material that the Office of the Staff Judge Advocate determined requires crediting.

b. Confirm that the statement “This publication contains copyrighted material.” is set as an administrative statement in the preface.

c. Copyrighted material belongs in references. (See para 5-16 for textual references.) Confirm that all sources of copyrighted material reproduced or credited in the publication are listed in the references division under related references.

7-15. Acknowledgements division

a. Verify that the acknowledgements division is correctly placed and formatted. (See para 5-38 for acknowledgements.)

b. Verify that all copyrighted sources are listed in the acknowledgements division.

c. Verify that copyrighted sources are listed in the order in which the copyrighted material appears in the publication.

d. Verify that each acknowledgement is worded as specified in the copyright release for the material.

e. Verify that publications data for acknowledgements listings matches the data for the corresponding publications in the references division listings.

f. See table I-7 for acknowledgement specifications.

7-16. Source notes division and footnotes

a. If source notes are required, verify that the source notes division is correctly placed and organized and that listings are properly formatted. (See para 4-11b for source notes.)

b. Recheck the page and paragraph number of each listing. Verify that the page numbers, paragraph numbers, wording, and bibliographic information for all listings are correct follow a consistent format.

c. If the publication contains copyrighted material, confirm that:

(1) All sources of copyrighted material reproduced or credited in the publication, including those identified by footnotes, are listed in the source notes division under the appropriate end note number.

(2) All copyrighted material that the copyright release requires to be identified in a footnote is so identified. (See paras 3-9 and 5-23 for copyright notes.)

d. If the publication contains footnotes, confirm that:

(1) Footnotes are properly formatted and contain the required publication data.

(2) Publication data for source notes listings matches the data for the corresponding publications in the acknowledgements listings, footnotes, and references division listings.

7-17. Quotations and extracts

a. The check of quotations and extracts verifies both content and format. This check provides an opportunity to check the documentation of this material in footnotes and in the references, acknowledgements, and source notes divisions.

b. Verify that all quotations and extracts not pasted directly from the source document are reproduced verbatim from the cited source. (See para 5-20 for quotations.) Best practice is to verify these quotations with a double-read. (See para 6-4b for double-read.)

c. Confirm that the use and formatting of quotations conforms to guidelines in para 5-20.

d. Confirm that wording used for attributions follows a consistent format.

7-18. Text consistency checks

Some text consistency checks may be performed concurrently with the final edit. (See para 5-9d for consistency.)

7-19. Foreword

Verify that the foreword is prepared as described in para 4-9a.

7-20. Preface

a. The preface check confirms that the preface is properly prepared (see para 4-9d and paras N-1 and N-2) and includes all required components (see table 4-1). The check also includes ensuring that the information contained in all administrative statements is correct. (See table J-1 for preface specifications.)

b. The first two paragraphs of the preface concisely state the publication's purpose, scope, and target audience. The writing team assesses the content of these paragraphs before staffing each draft and before submitting the signature draft to the approving authority. (See para 5-44d for assessing.) Those assessments ensure these two paragraphs reflect the draft's current content and any changes in guidance received by the writing team. The check during final electronic file preparation should confirm content alignment.

c. The preface can include as many as seven administrative statements. The content of all of them except the applicability statement can vary based on the publication's content. The preface check includes verifying their accuracy. Before performing this check, determine whether the publication:

(1) Requires any legal statement specific to the content. (See para 4-9d(3)(a).)

(2) Implements any interoperability agreements. (See paras 2-1b and 4-16.)

(3) Contains copyrighted information. (See para 3-8.)

(4) Is authorized to use any trade or brand names. (See para 9-32b.)

(5) Is the proponent publication for any terms. (See para 9-3e.)

(6) Is classified. (See app D.)

7-21. Publication introduction and summary of changes

a. The purpose of this check is to confirm the introduction is prepared as specified in para 4-9f. (See table J-2 for specifications.) Pay particular attention to the following:

(1) Ensure the publication includes an introduction if one is required.

(2) If the publication revises or replaces an existing publication, ensure the introduction includes a summary of changes.

(3) If the publication adds any new Army terms or changes existing Army terms, ensure the summary of changes addresses them.

(4) Check the information in the introduction for consistency with information in the body of the publication. In particular, ensure the summary of changes correctly states where changed material is presented in the body of the publication.

(5) When the introduction summarizes or discusses the publication's contents, ensure material is addressed in the order in which it appears in the publication.

(6) The summary of changes addresses any terminology changes made by the publication.

b. A summary of changes is not required for drafts. However, including a summary of changes in staffing drafts identifies doctrinal changes to reviewers. This information can help them to focus their comments on this material. A well-crafted summary of changes tells readers why they need to read a revised publication. It answers the "so-what?" question.

7-22. Part, chapter, and appendix introductory discussions

a. This check confirms that content of introductory discussions is consistent among parts, chapters, and appendixes. Introductory discussions should not be used for more than one purpose in a single publication. (See para 5-12b for guidance on introductory discussions. See table J-3 for introductory material specifications.)

b. Check introductory discussions for consistency of purpose and style. An introductory discussion may summarize the contents of a part, chapter, or appendix; or it may provide a brief context for understanding the material these divisions contain. It should introduce the entire part, chapter, or appendix, not the first topic addressed. An introductory discussion does not make a sales pitch for the following content.

c. Check that each part introduction addresses only topics named in the titles of chapters under that part.

d. Check that each chapter introductory discussion only addresses topics mentioned in the main headings in that chapter.

e. Check that no terms are defined and no details are discussed in introductory discussions.

f. Check that each introductory discussion for an appendix contains enough information to give context to the content of the appendix.

7-23. Word and punctuation sweep

a. Editors use a word and punctuation sweep to identify spelling, punctuation, usage, and consistency errors. They sweep when producing the final electronic file and if time allows when producing staffing drafts.

b. Over the course of a project, the editor assembles a list of common grammatical errors and usage items specific to the project. (See table 7-2 for a sample baseline list.) The editor uses this list to perform the sweep. Identifying and correcting these kinds of errors and nuances is a routine part of editing.

c. Table 7-3 lists possible errors and the appropriate corrections.

d. The editor uses the word processing program's Search function to locate each listed item and corrects errors and inconsistencies as they appear. Editors examine each possible error or nuance individually before correcting it. The proper correction for many errors depends on how the word is used. Some words, open compounds in particular, can be used incorrectly in several ways and may require two or more sweeps. (See "decision making" in table 7-3.)

e. It is inadvisable to use the "Replace All" feature for words. Word combinations tend to appear in unexpected places. Examining each possible correction precludes introducing errors caused by the program "correcting" an expression used in an unexpected context. In addition, corrections often depend on context and grammar. Authors need to consider each possible change individually. As an exception, use "Replace All" to replace punctuation such as double spaces with single spaces.

Table 7-2.
Example list for word and punctuation sweeps

Search for:	Replace with:
,.	, or .
;;	, or ;
. ,	. or ,
..	.
. ‘	.
;;	; or ,
).	verify sentence structure
.)	verify sentence structure
[double space]	[single space]
[space] em dash [space]	em dash
[space] en dash [space]	em dash or en dash (except for section titles), depending on context ¹
‘	‘l
“	“l
2. , 3. , 4. , 5. , 6. , 7.	2-, 3-, 4-, 5-, 6-, 7- ²
Search for:	Replace with:
calvary	cavalry
endstate	end state
er-	er [space] for comparative adjectives
form	from or Form, depending on the context ³
indentity	identity
logisitics	logistics
manger	manager
NBC	Do not use. Use CBRN or CBRNE depending on the context.
near-real	near real ⁴
pubic	public
real time/real-time	Ensure proper spelling for the context ⁴
Solder	Soldier
US	Check context. Usually U.S. ⁵
<p>Notes.</p> <ol style="list-style-type: none"> 1. See para 9-7. 2. This sweep can identify citation errors of doctrinal publications, for example ADP 3.0 instead of ADP 3-0. 3. This sweep should be performed for lower case only before the references sweep for forms. 	

Table 7-2. Example list for word and punctuation sweeps, cont.

Notes, cont. 4. “Real time” and “near real time” are nouns, as in, “Submit reports in real time.” “Real-time” and “near real-time” using hyphens are adjectives, as in, “Submit a near real-time report.” 5. Carefully read context. When using United States as a noun (We live in the United States.), spell out. When using as an adjective (We saw U.S. Soldiers in the command post.), use acronym with periods.

**Table 7-3.
Common word errors and possible corrections**

Typical error	Example
Common misspellings and typographical errors	Replace ‘Solder’ with ‘Soldier’; replace ‘crops’ or ‘corp’ with ‘corps’
Words that take different forms for different parts of speech	Replace ‘decisionmaking’ with ‘decision making’ for noun and ‘decision-making’ for adjective
The Army-preferred spelling of words when more than one form is grammatically correct.	Replace ‘operational security’ with ‘operations security’. See chap 9, especially para 9-19.
Added hyphen to prefixed words that do not take a hyphen	Replace ‘de-mining’ with ‘demining’. Use GPO Style Manual
Lowercased form of proper nouns.	replace ‘celsius’ with ‘Celsius’
Uppercased form of common nouns.	Replace ‘State’ with ‘state’
Erroneous forms of joint and Army terms that include both uppercased and lowercased words	Replace ‘army service component command’ or ‘Army service component command’ with ‘Army Service component command’
Obsolete terms and acronyms.	Replace ‘battlespace’ with ‘battlefield’
Slang used in place of proper terminology.	Replace ‘grub’ with ‘food’
Commonly used erroneous forms of proper terminology	Replace ‘concept of the operation’ with ‘concept of operations’; replace ‘basic order’ with ‘base order’
Doubling of punctuation.	Replace double period with a single period

7-24. Internal textual references

a. This sweep verifies the accuracy of internal textual references and confirms their content and format are consistent with guidance in para 5-16. (See table J-4 for specifications.) The sweep complements the completeness checks for internal and external references performed during the final edit and the references checks and sweeps. (See paras 7-4 and 7-12 for sweeps.) If internal references are hyperlinked, update the links before performing this sweep.

b. Use the word processing program’s Search function to locate all internal references. To perform this sweep, search for “See” plus a type of reference: for example, “See paragraph #-

##.” For example, if a reference reads, “See paragraphs 7-22 through 7-56 for ambush techniques,” ensure those paragraphs address that topic.

c. Check that every graphic has a textual reference introducing it in a paragraph preceding the graphic. (See para 10-8a for graphic citations.) Check this by doing a search for See plus a type of graphic using the word processing program Search function; for example, “See figure #-##.”

d. If an introduction or textual reference to a graphic is not on the same or facing page as the graphic, ensure the textual reference includes a correct page number. (See para 10-8b for graphic citations.)

e. If internal textual references are hyperlinked, verify that links work and that a consistent font style is used to indicate links.

7-25. Graphics, special segment, and boxed material checks and sweeps

Use quality control checks and sweeps for graphics, special segments, and boxed material (collectively referred to as “graphics” in this section). Although special segments and boxed material are not graphics, editors can use the same techniques for them as for graphics.

7-26. Layout and consistency

a. Sweep to ensure consistency among graphics throughout a publication. The best practice is to perform separate sweeps for figures, tables, special segments, and boxed material. If the publication contains multiple categories of special segments, sweep for each category. (See chap 10 for design of graphics. See paras 4-13 through 4-16 for design of other boxed material. See para 4-17 for design of special segments.) Anomalies to look for include:

- (1) Graphics that appear too wide or too narrow.
- (2) Tables breaking across pages without continuation captions.
- (3) Figures missing continuation captions.
- (4) General appearance and placement of graphics and boxed material.

b. Perform this sweep by printing out each graphic or other item on a separate page and laying them out side-by-side by category on a large table. This allows the editor to look at all the graphics of a type at once and identify any inconsistencies among them.

c. Make sure all graphics that contain similar information present that information in a consistent format or style. (See table K-1 for design specifications for graphics, special segments, and boxed material.) For example:

- o Like information is expressed in the same format in the same place and order in all similar graphics.
- o All organizational charts use either military symbols or labeled boxes, not both.
- o Column headings are consistent among similar tables.

- o Headings are in the same order among tables.
- o Items are listed in the same order in top left cells and column headings among tables.

d. Editors may perform the graphics layout and consistency sweep concurrently with the page layout and typography sweeps.

7-27. Format, design, and content

a. Format sweep. A format sweep confirms that each graphic is correctly constructed. Check the format of every graphic. Verify the graphic size, font sizes, border-line width, and cropping. Check that all graphics with acronyms, abbreviations, varied line styles, or symbols contain a legend. (See table K-2 for format specifications.)

b. Design and content checks.

(1) The design and content check confirms that the information portrayed in each graphic is correct and that the graphic meets all technical requirements. Check each graphic individually. Use table K-3 to perform these checks for figures. Use table K-4 to perform these checks for tables.

(2) Perform an acronym and abbreviation check for all alternative word forms listed in the legend of each graphic. (See paras 9-3 and 9-4 for acronyms and abbreviations.)

(3) Verify that all military symbols used in each graphic are correct per FM 1-02.2. Confirm that military symbols are included in the legend of a graphic when required for reader understanding. (See para 10-7c for graphic legends.)

(4) Confirm that other signs and symbols are listed in legends when required by para 10-7d.

c. Forms and formats in figures.

(1) This check is to confirm that any graphics portraying forms meet all forms-related requirements. (See chap 12 and table K-5 for form specifications.)

(2) References to forms in text and to forms listings in the references division are addressed during the references division checks and sweeps. (See para 7-12 for references.)

7-28. Graphic captions and supplemental tables of contents

a. Perform the graphic caption and supplemental table of contents checks and sweeps together. (See para 10-4 for guidance on writing captions.) This task confirms that:

(1) The applicable table of contents lists all the graphics of that category.

(2) Listings conform to the specifications in table K-6 (for figures and other categories) or table K-7 (for table specifications).

(3) Captions conform to the specifications in table K-8.

b. Perform graphics layout and consistency sweeps. Sweep for each supplemental table of contents for a completeness checklist.

c. Perform a separate set of sweeps and checks for each type of graphic. This technique reduces the chance of missing a graphic. Update the table of contents for each supplemental table of contents before performing these checks and sweeps.

d. Make corrections in an electronic copy of the draft and update table.

(1) Compare each graphic caption with its listing in the supplemental table of contents.

(a) If a caption does not appear in the table of contents, correct the caption style and update the table of contents.

(b) If a continuation caption for a graphic appears in the table of contents, correct the caption style and update the table of contents.

(c) Confirm that each caption in text and the corresponding listings in the table of contents read word-for-word the same.

(d) Confirm that the page number in the table of contents is correct.

(2) After confirming that all graphics appear in the table of contents, check that:

(a) All listings are formatted as follows:

- o The type of graphic is initial capped followed by a two-part number and a period.
- o The actual caption is in sentence case but has no end punctuation.

(b) Listings are numbered sequentially with no skipped numbers.

(c) Listings have no spelling or grammatical errors.

(d) Captions that display similar content use similar wording.

7-29. Introductions and cross-references to graphics

Confirm that all graphics are introduced in text during the internal textual references sweep. (See para 7-24 for internal references.)

7-30. Classified and controlled unclassified information publications

Ensure all graphics and graphic captions in classified and CUI publications are marked per app D.

7-31. Acronym, abbreviations, and term checks and sweeps

The acronyms and terms checks and sweeps confirm that the glossary is properly organized. These sweeps also confirm limited acronym use. In doctrinal publications and training circulars, the glossary lists one definition of each acronym and abbreviation used in the publication except those used only in graphics and those not required by regulation. In Soldier training publications, the glossary lists all acronyms and abbreviations used in the publication, except those used in graphics in the introductory chapter, and includes all definitions used. Lastly, these checks and sweeps confirm all definitions of terms and full forms of alternative word forms are correct in the glossary and in text.

7-32. Glossary structure

Perform the following checks to confirm the glossary structure. (See para 4-11c for guidance on glossary design.)

a. Organization check.

(1) If the glossary lists terms, confirm that it includes the two section headings. Confirm that the section headings appear in the navigation pane in the proper format with no spelling or capitalization errors. Confirm the headings are set in the section heading style and worded and formatted as “Section I – Acronyms and Abbreviations” and “Section II – Terms and Definitions.”

(2) If the glossary does not include terms, confirm that it contains no section headings.

b. Section I format check. Check the format of section I by confirming that:

(1) Section I is set in a table with invisible lines.

(2) Only one acronym or abbreviation is listed per cell.

(3) Acronyms and abbreviations are listed in alphabetical order.

c. Section II format check. Check the format of section II by confirming that:

(1) Terms are listed in alphabetical order.

(2) Definitions are set on the first line below the term and on the same page as the term.

7-33. Acronyms and abbreviations

a. Overview. The acronym and abbreviation verification consists of a check and several sweeps. It is based on the assumption that the final edit identified all acronyms and abbreviations used in text and that section I lists them. (See paras 5-15b, 9-3, 9-4, and 10-7b, TR 25-36 for guidance on acronym and abbreviation usage.)

(1) The acronym and abbreviation check confirms:

- (a) The glossary lists all acronyms and abbreviations used in text in the publication.
 - (b) Each acronym or abbreviation is assigned only one meaning in the publication.
 - (c) No listed acronym or abbreviation is used fewer than four times in text.
 - (d) Abbreviations are used in text only as specified in para 9-4.
 - (e) Acronyms and abbreviations used only in graphics are not listed in the glossary.
 - (f) The glossary lists correct full forms for all acronyms and abbreviations listed.
 - (g) Acronyms established by the publication conform with guidance in para 9-3e.
- (2) The acronym and abbreviation sweep confirms:
- (a) All acronyms and abbreviations used in text in the publication are listed in the glossary.
 - (b) Full forms of acronyms and abbreviation introduced in text are correct and match those listed in the glossary.
 - (c) Acronyms used as subjects of sentences agree with the verb in number.
 - (d) Acronyms used in titles and headings follow a consistent style. (See DA Pam 25-40 for acronyms permitted in titles.)
- (3) Usage of acronyms, abbreviations, and alternative word forms in graphics is included in the design and content checks of graphics. (See para 7-27 for legend checks.)
- b. Acronym and abbreviation check. Perform the acronym and abbreviation check noted in table L-1.
- (1) Scan section I to confirm that each acronym or abbreviation is assigned only one meaning in the publication (except for FM, which can represent both field manual and frequency modulated). If an acronym or abbreviation is assigned more than one meaning, eliminate all usages of one meaning in text.
 - (2) Use the word processing program's Search function to confirm that all acronyms and abbreviation listed in the glossary are cited in text in the publication. Eliminate all acronyms used three times or less in text unless there is an editorial reason to use them. (See paras 5-15b and 9-3, and TR 25-36 for examples of these reasons.) Remove acronyms and abbreviations used only in graphics from the glossary.
 - (3) Abbreviations are rarely used in text and therefore seldom appear in the glossary. Confirm that any use of abbreviations in text conforms with guidance in para 9-4.

(4) Verify the full forms of listed acronyms and abbreviations, using FM 1-02.1, the DOD Dictionary of Military and Associated Terms, or an authority listed in para 9-3b.

(5) Confirm that any acronyms established by the publication conform with guidance in para 9-3e. (If an acronym is not listed in one of the authorities listed in para 9-3b, using it in the publication establishes it as an Army acronym.)

(6) Confirm that abbreviations are not followed by periods.

c. Acronym and abbreviation sweep. The acronym and abbreviation sweep confirms that the use of acronyms and abbreviations in text conforms with guidance in para 9-3.

(1) During the final edit, the editor ensures the glossary lists all acronyms and abbreviations used in text. If this did not occur, complete this task. Add to the glossary any acronyms and abbreviations identified in text but not listed.

(2) Confirm that all acronyms are introduced first use in text. (See para 9-3 for exceptions.)

(a) Confirm that the full form is introduced by placing the acronym in parentheses after its full form.

(b) Confirm that the full form used in text matches the full form listed in the glossary.

(c) If an acronym with a singular full form is introduced as a plural, ensure the acronym is followed by a lower case s.

(3) Next, search for all uses of the acronym in text.

(a) Confirm that acronyms are not introduced in the body or appendixes more than once unless there is an editorial reason to do so.

(b) Confirm that acronyms are not introduced in headings.

(c) If acronyms are used in headings, confirm that they follow a consistent style.

(d) Ensure that no publication designators (for example, FM or ATP), including those for non-Army publications, are spelled out first use. Confirm that the glossary includes the publication designators for all numbered publications cited in text.

7-34. Terms

a. Term checks. To perform the term check, examine each term and definition listed in section II individually. (See table L-2 for term sweep.) Confirm that:

(1) All terms for which the publication is the proponent are listed.

(2) There are no spelling errors in terms or definitions.

(3) Terms for which the publication is the proponent are preceded with an asterisk.

(4) All term definitions are correct. Check every definition against entries in the proponent publication for the term; use FM 1-02.1 and the DOD Dictionary of Military and Associated Terms to determine proponent.

(5) All definitions other than those for which the publication is proponent are followed by the proponent publication designator and number in parentheses.

(6) Terms prescribed by the publication, joint terms, and multi-Service terms are correctly identified. (See TR 25-36 to properly identify terms.)

b. Term sweeps.

(1) If the publication is the proponent for any terms locate where the term is defined in text and ensure:

(a) The term and definition are correctly formatted. (See TR 25-36 for formatting terms and definitions.)

(b) The term and definition are identical to the listing in the glossary.

(c) The term is defined in text only once.

(d) The summary of changes addresses the term if needed. (See para 4-9g for formatting.)

(2) During the final edit, the editor ensures terms defined in text are properly formatted. (See para 4-11 for formatting glossary.) Confirm that all terms and definitions in text are:

(a) Correctly worded, punctuated, and cited.

(b) Correctly formatted.

(c) Match the corresponding definition in the glossary.

7-35. Changes to publication

Changes to publications require many of the same checks and sweeps as a complete publication. The editor determines the required checks and sweeps based on the length and complexity of the

change. In addition to ensuring the change document meets Army publication standards, the editor ensures the changed material integrates into the basic publication as cleanly as possible. This pertains to both design and content. (See para 4-29 for guidance on preparing changes to publications. See table M-1 for specifications for changes to publications.)

7-36. Required elements

All changes to publications require a change transmittal page and an authentication page. (See paras 4-29 and 4-30 for change transmittals. See table G-7 for specifications for authentication pages. See table M-1 for specifications for change transmittal pages.)

Chapter 8 Publication

a. The actions associated with actually publishing a product occur during phase 4 of the doctrine process. APD publishes publications. However, proponents are responsible for several publishing-related tasks that occur during phases 2 and 3. Most of these are associated with gathering information needed to complete the DA Form 260-1, completing any required staff actions (such as requests for exception to policy), and completing the checks listed on TF 25-36-1. (See TR 25-36 for the details of submitting a doctrinal publication for publication, including preparation of TF 25-36-1.) In addition, proponents must complete several follow-up actions after authentication.

b. Publishing involves the following tasks:

- (1) Obtain approval of signature draft.
- (2) Obtain approval of DA Form 260-1.
- (3) Prepare a final electronic file.
- (4) Complete Publications Control Office processing.
- (5) Authenticate the publication.
- (6) Disseminate the publication to users.
- (7) Perform post-publication follow-up checks.

8-1. Signature draft approval

When the writing team completes the signature draft, proponents obtain approval. The CAC Commanding General approves ADPs and FMs. Proponents obtain approval of Army techniques publications and training publications from the proponent's center of excellence commanding general or commandant. For all publications, proponents' commanding general or designated representative sign block 16 on the DA Form 260-1.

8-2. DA Form 260-1 approval

a. After the authority approves the publication content, the writing team prepares the final electronic file. The project leader prepares the DA Form 260-1. For doctrinal publications, the agency head signs block 16. For training publications, the agency head signs both block 16 and block 18. The project leader then assembles the publication request packet. (See para 8-8 for packet information.)

b. For doctrinal publications, the project leader sends the DA Form 260-1 request packet to CADD for processing. For training publications, the project leader sends the packet to ATSC for processing.

c. For doctrinal publications, CADD and ATSC check the publication for met standards. CADD returns noncompliant submissions or submissions with discrepancies to the proponent for corrective action. Once the proponent has made the necessary corrections, the Director, CADD, reviews the publication request packet and signs block 18 of the DA Form 260-1. CADD then sends the DA Form 260-1 publication request packet to the Publications Control Office at ATSC.

d. For training publications, ATSC checks the publication for met standards. ATSC returns noncompliant submissions or submissions with discrepancies to the proponent for corrective action. Once the proponent has made the necessary corrections, ATSC processes the DA Form 260-1 publication request packet as described in para 8-4.

8-3. Final approved draft

a. The final approved draft is an unofficial copy of the final electronic file that can be disseminated as a prepublication copy. (See TR 25-36 for information on final electronic files.) Final approved drafts are labeled as drafts and do not include an authentication page.

b. Between publication approval and APD authentication, proponents may post the final approved draft on a password-protected website. They must label and date the final approved draft with “Final Approved Draft” or “FAD” on each page. Proponents remove the final approved draft from the proponent’s website once the publication is authenticated.

8-4. Publications control and forms management office processing

When the Publications Control and Forms Management Office at ATSC receives a DA Form 260-1 publication request packet, the TRADOC Publication Control and Forms Officers verify that all applicable requirements have been satisfied. The Publications Control Officer signs the DA Form 260-1 in block 17 and sends the packet to APD for authentication. APD performs a forms review and final checks. Should any significant changes to the file be required, APD notifies ATSC and the proponent (action officer). (For a doctrinal publication, ATSC informs CADD that the publication was returned to the proponent.) The editor makes the required corrections and returns a corrected final electronic file through CADD (doctrine only), through ATSC, to APD.

8-5. Authentication

When all issues have been resolved, APD completes the following authentication-related actions:

- a. Assigns the publication a date.
- b. Places an authentication block number (also called ABN) and the signature of the Administrative Assistant to the Secretary of the Army on the authentication page.
- c. Creates an entry in the APD publications index.
- d. Takes actions needed to disseminate the publication.

8-6. Dissemination

a. Proponents determine the appropriate publication media as part of planning (phase 2 of the Army doctrine process). (See para 2-5 for initial planning.) APD posts authenticated unclassified publications to the Army publications repository on the Non-classified Internet Protocol Router Network (NIPRNET). ATSC posts a copy of the publication to the CAR on the Army Training Network. Proponents for classified publications post those publications on the appropriate classified network. For publications authorized for distribution in print, AMC Printing Management Division contracts a printer, provides the bill to ATSC, and the AMC Print and Media Distribution Center (known as PMDC) disseminates the printed copies in accordance with the distribution plan on the DA Form 260-1. The AMC Print and Media Distribution Center also maintains a stock of printed publications to ship to customers that order through their AMC publications account and to meet future requirements.

b. Proponents are responsible for managing command publications posted to the CAR and other websites available to Soldiers Army wide. This responsibility includes removing or directing the removal of command publications from these sites when the publications are superseded or rescinded.

8-7. Post-publication follow-up checks

When APD publishes the publication, proponents perform the following checks and take corrective action as necessary:

- a. Page-check the posted version of the publication to ensure no discrepancies were introduced during publication processing.
- b. If the publication prescribes a form, ensure the form is posted to the APD forms repository.
- c. If the publication supersedes or rescinds a form, verify that the online DA Publication Index entry for the form reflects the correct supersession information in the Authority block.
- d. Verify that the online DA Publication Index entries for the publication and any forms it prescribes are correct.
- e. If the publication supersedes a publication with the same or a different number, verify that the online DA Publication Index entry for that publication reflects the correct supersession information in the Authority block for a publication with a different number and Superseded block for a publication with same number.

8-8. Department of the Army Form 260-1 publication request packet

a. DA-authenticated doctrinal and training publications and other publishing mediums are submitted to the Director, Army Publishing Directorate (AAHS-PAT), 9301 Chapek Road, Building 1458, Fort Belvoir, VA 22060-5527 thorough ATSC (Publications Control Officer), 3306 Wilson Avenue Rm 2, Fort Eustis, VA 23604. Doctrine proponents submit their publication package to CADD. Training proponents submit their publication package to ATSC via email to usarmy.jble.mbx.atsc-adtlp@army.mil. For publications too large to send via email, send the package to the publications control officer via the DOD SAFE website <https://safe.apps.mil/>.

b. The DA Form 260-1 publication request packet always includes the following:

- o A completed and signed DA Form 260-1.
- o The publication's final electronic file as a PDF.
- o TF 25-36-1 (also called *the checklist*).

c. The DA Form 260-1 publication request packet may include the following:

(1) Final APD-approved version of any form the publication prescribes with DD Form 67 (Form Processing Action Request) signed by TRADOC Departmental Forms Management Officer. Forms illustrated within the publication will be of the APD-approved version filled with "dummy data" with the word "sample" stamped across it. (See DA Pam 25-40 for form publishing and this publication for prescribing new forms.)

(2) Copyright approvals/releases.

(3) Special distribution lists, initial distribution lists, or both types of lists.

(4) Approval from AMC Printing Management Division to include color graphics in a printed publication. (See AR 25-38 for using color.)

(5) Approval from CADD to publish a publication in volumes. (If the approval document is the approved program directive, note that in block 14 of the DA Form 260-1 and enclose a copy of the program directive.)

(6) Waiver approval from APD to cite a command or installation publication.

d. See paras 8-12 and 8-13 for procedures for requesting authentication of a classified publication.

e. If it is a classified training publication, proponents follow the same with the exception that they do not include CADD.

8-9. Initial distribution of printed publications

a. The initial distribution system ensures account holders and proponent targeted organizations will receive new publications, revisions to existing publications, or separately published changes to existing publications when they are published.

b. Proponents will periodically review and update the initial distribution list for their printed publications. Proponents include the updated initial distribution list with the request for publication for a printed publication. (See TR 25-36 for updating an initial distribution list.)

8-10. First-year instructional requirements

Proponents contact U.S. Army schools to determine first-year requirements for copies of printed publications in addition to the publication's initial distribution. Proponents submit these requirements with requests for publication as a special distribution list. (See para 8-11 for special distribution.) This allows AMC to procure and deliver enough printed copies.

8-11. Special distribution of printed publications

Proponents may request special distribution when submitting a new or revised publication for publishing. Request special distribution when a required number of copies are needed to be sent directly from the printer to the proponent or other designated address. Special distribution is a one-time push of hard copies to a specific designated organization. A complete list of addresses and the amount requested are listed in block 19 of the DA Form 260-1.

8-12. Requests to publish a Confidential or Secret publication

a. The procedure for processing the DA Form 260-1 publication request packet for a confidential or secret publication is the same as for processing a request to publish an unclassified publication except that proponents do not send a copy of the final electronic file to ATSC. Proponents submit the final electronic file directly to APD via SECRET Internet Protocol Router Network (SIPRNET) once the DA Form 260-1 publication request is approved by the Director, CADD.

b. If the DA Form 260-1 and supporting documents are unclassified, proponents submit them to CADD via NIPRNET per para 8-2. After the Director, CADD approves the DA Form 260-1 publication request packet, CADD sends the packet to the TRADOC Publications Control Office at ATSC via NIPRNET for processing per para 8-4. If any document in the DA Form 260-1 publication request packet is classified, the proponent contacts CADD for submission instructions. (For example, if the title of the publication is classified, the DA Form 260-1 and any other documents containing the title are classified.)

c. If a placeholder page for the publication is to be placed on the APD and CAR websites, the proponent lists contact information and access instructions for the page in block 14 (Remarks) of the DA Form 260-1. If a placeholder page is not to be shown, the proponent places the following statement in block 14 instead: "This publication will not be posted to the APD or Central Army Registry (CAR) websites."

d. Once authentication is complete, APD forwards a copy of the authenticated publication to the proponent. Proponents are responsible for disseminating their classified publications. Most classified publications are distributed in electronic media only. Should print dissemination be

necessary, proponents address print-related questions through ATSC to the AMC Printing Management Division.

8-13. Requests to publish a Top Secret publication

a. Publishing tasks. The procedure for processing the DA Form 260-1 publication request packet for a Top Secret publication is the same as for processing a request to publish an unclassified publication except as described below.

(1) Proponents do not send a copy of the final electronic file to ATSC or APD. ATSC and APD do not review the final electronic file for Top Secret publications. Proponents are responsible for ensuring the authenticated publication meets publication standards established in this pamphlet and TR 25-36. CADD assists proponents in this task by reviewing the final electronic file.

(2) If the DA Form 260-1 and supporting documents are unclassified, proponents submit them to CADD for processing per para 8-3. After the Director, CADD, approves the DA Form 260-1 publication request packet, CADD sends the packet to the TRADOC Publications Control Office via NIPRNET for processing per para 8-4. If any document in the DA Form 260-1 publication request packet is classified, the proponent contacts CADD for submission instructions.

(3) The TRADOC Publications Control Office processes the DA Form 260-1 publication request packet. In place of the forms review, the TRADOC Forms Management Officer reviews the forms entry in block 14 of the DA Form 260-1 to ensure any forms that are prescribed or referenced are current. When processing is complete, the TRADOC Publications Control Office forwards the packet to APD.

(4) APD performs the authentication tasks as described in para 8-5. In place of a forms review, APD reviews the forms entry in block 14 of the DA Form 260-1 to verify that any forms that are prescribed or referenced are current. Upon completion of the authentication tasks, APD provides the proponent with the following:

- o Publication date.
- o Authentication block number.
- o Signature of the Administrative Assistant to the Secretary of the Army.
- o Publication identification number (also called PIN).

(5) The proponent prepares the final publication files by performing the following tasks:

(a) Place the publication date on the cover (month and year only), title page, authentication page, and running foot of all pages except blank pages and the title page.

(b) Place the signature of the Administrative Assistant to the Secretary of the Army above the appropriate signature block on the authentication page.

(c) Place the authentication block number below the signature block of the Administrative Assistant to the Secretary of the Army on the authentication page.

(d) Place the publication inventory number at the lower right corner of the outside back cover above the banner marking.

(6) The proponent then disseminates the publication. Proponents are responsible for disseminating their classified publications. Most classified publications are distributed in electronic media only. Should print dissemination be necessary, proponents address print-related questions to the AMC Printing Management Division.

b. DA record copy of top secret publications. Since APD does not receive a copy of the top secret publications they authenticate, the proponent is responsible for maintaining the DA record copy of these publications. This is a permanent file.

c. DA Form 260-1 preparation. Prepare the DA Form 260-1 as described in AR 25-30.

8-14. Changes to publications

a. Proponents may amend or add to their publication by issuing numbered changes to the current edition of the publication. (See para 4-28 for guidance on changes.)

b. The DA Form 260-1 publication request packet for a change includes:

(1) DA Form 260-1.

(2) Change only file (PDF version). This document includes the change transmittal page (which contains instructions for removing and inserting pages), change authentication placeholder, and change pages to insert into the basic publication (including blank pages).

(3) Change incorporated file (PDF version). This file includes the entire publication with the changes (including the change transmittal page) incorporated.

(4) The same distribution documentation required for the publication being changed. (See app M for creating a change.)

Part Three—Style Guidelines

Chapter 9 Grammar and Usage

9-1. Grammar and usage

a. DA Pam 25-40 provides the overall guidelines for the Army writing style. If the information cannot be found in DA Pam 25-40, consult the following authorities for details on specifics. If authorities conflict, apply them in the order listed this chapter, the GPO Style Manual, a commercially produced style guide such as Chicago Manual of Style, and a dictionary.

b. In the English language, it is not unusual for more than one expression or style to be grammatically correct. However, using the same expression to describe the same thing contributes to a single shared understanding of a topic. Following the usage standards established in this chapter contributes to consistency in the language used in doctrinal publications and a common shared understanding of doctrine across the force.

9-2. Alternative word forms

Alternative word forms are widely used among the general public. Each occupation has its standard abbreviations, acronyms, nicknames, and symbols. Properly used, alternative word forms are convenient, concise ways to avoid repetition and to shorten long phrases. Yet, when they are unfamiliar, inappropriate, or excessive, they can make comprehension difficult. They disrupt continuity when they force readers to pause and decode them. Use alternative word forms cautiously and only when they facilitate reading and comprehension. (See para 10-7 for guidance on listing alternative word forms in legends of graphics.)

9-3. Acronyms

a. Text format for acronyms.

(1) General format.

(a) Most acronyms are formed from the initial or key letters of compound terms without periods, for example, “APC” for armored personnel carrier. (See para 5-15 for additional guidance using acronyms in text. See TR 25-36 for guidance to formally create acronyms.)

(b) Initial-cap the full form of the phrase that an acronym represents only if the acronym represents a proper noun: for example, FORSCOM represents “U.S. Army Forces Command,” the actual name of an organization; therefore, the full form of the acronym is initial-capped. In contrast, DRU represents “direct reporting unit,” a category of Army organizations; therefore, the full form of the acronym is set in lowercase.

(c) When the full form of an acronym includes proper nouns, initial-cap only the proper nouns: for example, the full form for “ASCC” is “Army Service component command.” “Army” and “Service” are both treated as proper nouns in doctrinal publications and are therefore upper-

cased. However, the entire term represents a category of Army organizations. Thus, the common nouns in the full form of the acronym are set in lowercase.

(d) An acronym may represent only one full form in a single publication. When two words associated with the same acronym are used in the same publication, the writing team uses the acronym for one and the full form for the other. The only exception to this rule is “FM,” which may represent both “field manual” and “frequency modulation.”

(2) Exceptions to the rule for the general format of acronyms are:

(a) The inclusion of periods in “U.S.” when used as an adjective to indicate the United States. However, omit the periods when “U.S.” forms part of a compound acronym as, for example, in USSOCOM for United States Special Operations Command. (Spell out “United States” when used as a noun.)

(b) Copyrighted logos or word forms established by law, such as “ConEMA” for Conveyor Equipment Manufacturers Association.

(c) Word forms used as proper names or nicknames, such as “Aramco” for Arabian-American Oil Company.

(d) Words originally formed as acronyms but currently defined as words in a standard dictionary, such as “radar” for radio detecting and ranging and “scuba” for self-contained underwater breathing apparatus.

(e) Administrative acronyms, such as “ACofS” for Assistant Chief of Staff.

(f) Other-Service abbreviations for some military ranks. (See para 9-3a(4) for ranks.)

(2) Plural acronyms and plurals of acronyms.

(a) Full forms of most acronyms are singular. Add a lowercase “s” to form the plural of all acronyms whose full form is singular: for example, “MOSs” for military occupational specialties and NCOs for noncommissioned officers.

(b) For acronyms whose full form is plural, do not add an “s” to form a plural: for example, TTP for tactics, techniques, and procedures.

(c) When an acronym is the subject of a sentence, the predicate must agree with the acronym in number. A singular acronym requires a singular verb form: for example, “The noncommissioned officer (NCO) is responsible for individual training of his or her subordinates.” A plural acronym requires a plural verb form: for example, “NCOs are responsible for individual training of their subordinates.”

(d) To avoid using a lowercase “s” in a title or heading that is otherwise entirely uppercase, write out plural terms in titles: for example, write “Identifying Military Occupational Specialties” instead of “Identifying military occupational specialties (MOSs).”

(3) Possessive form of acronyms.

Apply the traditional rules of grammar for forming singular and plural possessives to acronyms. For example:

(a) The duty roster is on the NCO's desk. [This form of "NCO" is the singular possessive. It indicates only one NCO is responsible for the desk.]

(b) The NCOs' recommendation is excellent. [This form of "NCO" is the plural possessive. It indicates more than one NCO made the recommendation].

(4) Military ranks.

(a) Treat the abbreviations for military ranks as acronyms when the rank precedes a name: for example, CPT for captain, SGT for sergeant. Otherwise, spell out the full form of the rank as in, for example: Most company-sized organizations are commanded by a captain.

(b) Using the full form for other-Service and foreign force ranks is preferred except when doing so would reduce readability. When using abbreviations is necessary follow these conventions:

o When another Service's abbreviation for a military rank includes lowercase or periods, use the form preferred by the Service and follow the name with the acronym for the Service: for example, CAPT John Jones, USN for Captain John Jones, United States Navy.

o When referring to a member of a foreign force, use the abbreviation preferred by the corresponding U.S. Service and follow the name with the name of the foreign country and the Service. For example, CPT Sam Smith, British Army.

b. Full form authorities. The general rule is to use full forms of joint and Army acronyms from the DOD Dictionary of Military and Associated Terms or FM 1-02.1 without variation. Consult the following authorities in this order to determine the full form of military acronyms:

(1) FM 1-02.1.

(2) The DOD Dictionary of Military and Associated Terms.

(3) The appropriate Service dictionary or publication for other-Service acronyms.

(4) The proponent publication for the acronym. If usage is not consistent among publications, follow usage in the publication whose topic is most closely related to the full form of the acronym.

c. Introducing acronyms.

(1) Acronyms are introduced upon their first use as exclusive entities within the preface, body, tables and figures. After an acronym is introduced, its full form should not appear in text (except as specified in para 9-3d(2)). This requirement includes commonly used acronyms such as "U.S." (for United States) or "DA" (for Department of the Army).

(2) Introduce acronyms by placing the acronym in parentheses after its full form.

(3) For the purposes of acronyms, in text includes special segments. However, writing teams may introduce unfamiliar acronyms both in text and in special segments when necessary for understandability.

(4) Graphics are considered separate from both text and special segments. All acronyms used in a graphic must appear in the legend for that graphic, even if the acronym has been introduced in text or is used in another graphic. Conversely, an acronym that appears in text the first time after being used in a graphic must be introduced.

(5) Writing teams may introduce unfamiliar acronyms more than once in a publication. This technique should be limited to longer publications where the uses of the acronym are separated by multiple chapters. It is inappropriate for acronyms used throughout a publication and should be used rarely.

(6) Acronyms representing categories of government publications (such as ATP for Army techniques publication) are not introduced first use. However, their full forms must be listed in Glossary. (See para 9-3c(7) and TR 25-36 for other exceptions the first-use introduction rule.)

(7) Other exceptions to the requirement to introduce acronyms first use in the front matter and in body text are as follows:

(a) As specified in TR 25-36.

(b) The acronyms representing staff officer designators, that is, S-2, G-3, J-4, and so forth.

(c) Abbreviations and acronyms for classifications and caveats used in portion markings.

(d) U.S. Postal Service abbreviations for states and U.S. territories.

(8) Do not introduce acronyms in titles or headings.

d. Using acronyms.

(1) Avoid using acronyms used fewer than four times in the text except:

(a) Acronyms with long full forms that appear multiple times in a discussion shorter than half a page.

(b) Acronyms that meet the TR 25-36 exceptions for being better known than their full forms.

(2) Once an acronym is introduced in the text, do not show its full form again except in:

(a) Titles and headings, including special segment titles.

- (b) Graphic captions.
- (c) Glossary entries.
- (d) Proper names.
- (e) Formally defined terms or proper names that include the full form.

(3) Acronyms are normally not used in titles and headings; however, acronyms may replace full forms in titles and headings to make them shorter or easier to read. When that is done, the acronym should be used in all headings in place of the full form except as specified in para 9-3c(7). This usage is appropriate when an acronym appears in multiple headings throughout the publication.

- (4) Acronyms may be used as the first word of a sentence.

(5) Avoid using memory aid acronyms as nouns or adjectives. Memory aid acronyms help Soldiers remember lists and components of things. Use the name of the thing itself as the adjective rather than the memory aid for its parts. For example, “METT-TC” is the aid for remembering the factors considered during a mission analysis (the mission variables). Text should refer to “mission analysis,” not “METT-TC analysis.”

(6) Avoid using acronyms as verbs. This informal usage is slang. It should be replaced with a predicate that describes the action being performed.

(7) To mention acronyms for information only, use the following format: [full form] (also called [acronym]). For example, Bradley fighting vehicle (also called BFV). Acronyms referenced this way are not used in later text and not listed in the Glossary.

- (8) See para 9-4h for guidance on brevity codes for foreign country names.

- (9) Do not list acronyms not used in text in the glossary.

e. Establishing acronyms.

(1) Create acronyms with three or more letters. Two-letter acronyms introduce a lack of clarity without significantly enhancing readability.

(2) Do not create a new acronym when another is already in common use Army wide. For example, do not use “private motor vehicle (PMV)” instead of “privately owned vehicle (POV).”

- (3) Do not create an acronym with a full form that includes another acronym.

(4) Do not create acronyms by combining existing acronyms. For example, “C/J/G/S-3” or “C-3/J-3/G-3/S-3.” Use a descriptive phrase instead: for example, “operations officers” or “operations officers at all echelons.”

(5) Do not create an acronym for a joint or Army term that has no associated acronym. See terms listed in FM 1-02.1 and the DOD Dictionary of Military and Associated Terms.

9-4. Abbreviations

a. Do not use abbreviations in text except as explained below:

(1) Some titles that traditionally appear as abbreviations are abbreviated in text. Examples are “Mr.” and “Dr.” when they appear with a name.

(2) Symbols for, or abbreviations of, units of measure (for example, 3’15” and 9 mm) may be used with numbers in technical and scientific works that contain many measurements. (See paras 9-7 and 10-19d for guidance on setting symbols and abbreviations of units of measure in tables.)

(3) Equations and tabulated data may contain abbreviations and symbols. (See paras 9-6 and 9-7 for symbols.)

(4) Abbreviate the year when it appears with FY (for fiscal year). For example, FY18. Otherwise, spell out dates in text, as in 17 July 2018.

(5) An abbreviation may be used in text when its usage as an acronym is so well established that it would confuse readers to treat it otherwise: for example, “CI” for counterintelligence, “WARNORD” for warning order, and most abbreviations for military ranks. (See para 9-3a(4) for guidance on military ranks.)

b. When abbreviations are used in text, they fall under the same usage rules as acronyms do. However, most nonmilitary abbreviations such as “Mr.” for mister,” do not need to be introduced first use in text under provisions of TR 25-36. Introducing well-known abbreviations first use detracts from readability and should be avoided.

c. Consult the following authorities in this order to resolve questions regarding abbreviations not addressed in this paragraph:

(1) The DOD Dictionary of Military and Associated Terms.

(2) FM 1-02.1.

(3) The appropriate Service dictionary or publication for other-Service acronyms.

(4) The GPO Style Manual for nonmilitary abbreviations and letter symbols, including those associated with information technology.

d. Abbreviations in graphics may be set in either uppercase or lowercase, as long as they appear consistently. However, all abbreviations are set in lowercase in the glossary.

e. Singular and plural abbreviations are usually identical, for example:

amt	amount(s)		p	page
hr	hour(s)	but	pp	pages
km	kilometer(s)			

f. Do not place periods after abbreviations.

g. Use the U.S. Postal Service abbreviations for states and territories in text and graphics.

h. Do not use abbreviations for foreign states or territories in text. When necessary to use shorten forms of foreign country names in graphics, use the brevity codes in FM 1-02.1.

i. Graphics are considered separate from both text and special segments. All abbreviations used in a graphic must be listed in the legend for that graphic, even if the abbreviation has been introduced in text or is used in another graphic. Abbreviations used only in graphics are not listed in the glossary.

9-5. Nicknames

A nickname is a substitute for the proper name of a familiar person, place, or thing. In Army communications, nicknames are most often associated with equipment and certain control measures. Nicknames do not appear in the Glossary. They may be included in the Index.

a. Nicknames of equipment.

(1) Initial-cap nicknames associated with friendly and threat equipment and systems: for example, Quick Fix, Hind, and Abrams. The style used for nicknames varies widely. Some nicknames, such as those listed above, are plain words. Others, such as, JSTARS [for Joint Surveillance Attack Radar System] are also acronyms. Still others, such as Trojan SPIRIT [for Special Purpose Integrated Remote Intelligence Terminal], combine words and acronyms.

(2) Treat nicknames that are acronyms or whose full form contains acronyms as acronyms. List them in the glossary. Treat other nicknames as proper nouns. Do not list them in the glossary.

(3) Introduce nicknames in text as described in para 5-15b(4).

b. Nicknames associated with control measures.

(1) In text, including scenarios and vignettes, spell out control measures and initial-cap nicknames associated with them. For example, “Objective Red” not “Objective RED,” “Obj Red,” or “OBJ RED.”

(2) For labeling control measure graphics in figures, follow guidelines FM 1-02.2 or the appropriate doctrinal publication.

9-6. Letter symbols

a. Some letter symbols stand for chemical elements, units of measure, or quantities. Letter symbols include those International System of Units (also called SI) designators. Examples are Au for gold, C for Celsius, and A for ampere. Office file symbols and compass directions are examples of other letter symbols used in text.

b. Some letter symbols formed by combining uppercase and lowercase letters, such as mHz, MHz, cGy, dB, and Au, must appear in uppercase and lowercase wherever they are located in a publication, even in graphics. Bring such cases to the attention of the graphic artist.

9-7. Signs and symbols

a. Do not use the following symbols in text:

(1) % for percent.

(2) “ [for inches]. (See exception in para 9-4a).

(3) ‘ [for feet]. (See exception in para 9-4a).

(4) @ for at. However, this symbol may be included in email addresses that meet the requirements established in DA Pam 25-40.

(5) & except in acronyms such as S&S.

b. Avoid using the solidus (/) (known as a slash or slash mark). The solidus can indicate either “and” or “or.” Writing teams replace it with the appropriate word or a descriptive noun (for example, use “intelligence officers” for “G-2/S-2”).

c. Identify technical symbols in the glossary or in the legend of graphics in which they appear.

d. Symbols may be used when referring to temperature, gravity, angles, or coordinates, as in:

(1) “28°C” for 28 degrees Celsius.

(2) An en dash to indicate a minus sign: “–28°C” for 28 degrees below zero, Celsius.

(3) “30°15’20”N” for 30 degrees, 15 minutes, 30 seconds North Latitude.

e. However, if Celsius or Fahrenheit is written out, then write out the word degrees. (See para 10-19d for setting symbols and abbreviations of units of measure in tables.)

9-8. Usage

Follow these conventions when writing doctrinal and training publications.

a. Do not use shortened forms of words in text or graphics. For example, do not use “thru” in place of “through.”

b. Avoid redundancy between an acronym and the parts of its full form. For example, do not use HNS support. The S in HNS means support. “HNS support” would mean “host-nation support support.”

c. Do not assign more than one meaning to any alternative word form in the same publication. For example, do not use “CP” to mean “command post” in one place and “checkpoint” in another place. The exception is “FM;” it may be used for “field manual” and “frequency modulated” in the same publication.

d. Use “U.S.” only as an adjective, as in, for example, U.S. Forces. Do not use “U.S.” to represent United States when used as a noun. For example, write “The United States is a party to the North Atlantic Treaty” not “The U.S. is a party to the North Atlantic Treaty.”

9-9. Capitalization

a. Capitalize only proper nouns and adjectives. Some writers believe that capitals confer distinction and reflect personal values and tend to capitalize all words that seem important. This indiscriminate capitalization only causes confusion. Follow capitalization guidance in paras 9-10 through 9-10 for doctrinal and training publications.

b. Consult the following authorities in the order listed to resolve compounding questions not addressed in this section:

(1) The DOD Dictionary of Military and Associated Terms.

(2) FM 1-02.1.

(3) GPO Style Manual.

9-10. Organizations and organizational elements

a. Follow guidance in paras 9-10a(1) through 9-10(4) for capitalizing general nouns such as allies, state, federal government, and government. Refer to GPO Style Manual for exceptions. See para 9-19a for capitalization of the word “service.”

(1) Capitalize “federal” only when it is part of an official title such as the Federal Reserve Board. Refer to GPO Style Manual for exceptions.

(2) Capitalize “state” only when it is part of a title, when it follows the name of the state, or when it is part of a nickname such as “New York State, also called the Empire State, is the location of Albany State University.”

(3) Capitalize “allies” only when it refers to members of the political alliances that participated in World Wars I and II.

(4) Capitalize “government” when it is part of a proper title, proper name, and proper adjective, and when referring to the U.S. or Federal Government.

b. Capitalize military designations only when they name specific organizations:

1st Platoon		a platoon
12th Battalion		advance guard
53d Division		signal element
First United States Army	but	the armies, theater army
Army National Guard		reserve component
Special Forces		military activity
Reserve Components		the reserves
U.S. Forces		armed Service branches
Russian Army		the threat

c. The names of one-of-a-kind organizations that are not assigned a number. For example, the Army Geospatial Intelligence Battalion or the Army Cryptologic Organization are usually treated as proper nouns.

9-11. Ranks and positions

Capitalize ranks and positions only when they precede names. As an exception, capitalize president when referring to the President of the United States such as President Wilson, the President.

General Smith **but** the general

9-12. Nouns with numbers and letters

a. Capitalize nouns with numbers or letters when used as titles. Do not capitalize these in text.

b. Words such as block, column, item, line, note, paragraph, and step appear lowercase in text.

9-13. Categories of publications and courses

Do not capitalize general categories of publications and courses such as concepts, field manuals, training circulars, Soldier training publications, mission training plans, drill books, interactive courseware, Army correspondence courses, and Army regulations.

9-14. Publication divisions

Do not capitalize foreword, table of contents, preface, introduction, glossary, references, and index when used as general nouns. Capitalize them when referring to specific divisions of a particular publication.

Example. A committee of general officers authored the Preface to ADP 3-0. General Smith wrote and signed the Foreword. An introduction will not be necessary. The Table of Contents needs to be revised to list the new material chap 7 and appendix F. This publication needs an index.

9-15. Titles and headings

a. Book divisions.

(1) Initial-cap all major elements of book, part, and chapter titles and section headings, main headings, and subheadings. Lower-case articles and prepositions shorter than four letters.

(2) Initial-cap the first and all major elements of hyphenated compounds in titles and headings in which major elements are initial-capped. These elements include book, part, and chapter titles and section headings, main headings, and subheadings. For example, Off-Post Activities and Follow-Up Training.

b. Task titles. Initial-cap the first and all major elements of formal task titles taken from the “Army Universal Task List” or training publications (including command publications like “Combined Arms Training Strategies”).

9-16. Items of equipment

a. Apply the standard rules of capitalization to equipment nomenclature. See table 9-1 for examples.

Table 9-1.
Examples of capitalization of equipment

Equipment	Applicable grammar rule
M-1 Abrams tank	M-1 is the equipment model. Abrams is a nickname and is capitalized as explained in para 9-5. See para 5-15d for guidance on using nicknames in text
radio teletypewriter, AN/GRC-122	radio teletypewriter is a common noun and not capitalized
electronic information delivery system	This is a common noun and not capitalized

b. Lower-case the names of weapons systems and other equipment unless the name is initial-capped in the DOD Dictionary of Military and Associated Terms or FM 1-02.1, for example, multiple launch rocket system, but Army Tactical Missile System.

c. Initial-cap nicknames associated with friendly and threat equipment and systems and with control measure graphics. (See paras 5-15d and 9-5 for additional guidance on nicknames.)

9-17. Programs and systems

Generally do not initial-cap programs and systems unless it is part of a title, a proper name (such as Army Battle Command System), or the name of an organization (such as the Mission Command Training Program). Check the DOD Dictionary of Military and Associated Terms and FM 1-02.1 for listings.

9-18. Classification categories and caveats

- a. Initial-cap classification and sensitivity categories when referring to them in text, for example, “Secret,” “Confidential,” and “Controlled Unclassified Information.”
- b. When a category is part of a name, follow the style used by the appropriate authority, for example, SECRET Internet Protocol Router Network.

9-19. Army-designated proper nouns

a. Treat the following as proper nouns in accordance with AR 25-50 and the GPO Style Manual:

- (1) “Soldier” when referring to uniformed members of the U.S. Army.
 - (2) “Service” when referring to one or more of the Armed Forces.
 - (3) The noun used to designate members of the other armed forces: Sailor, Airman, Marine, Coast Guardsman.
 - (4) The noun used to designate members of other nations’ armed forces only when the nation is stated, for example, British Soldiers.
 - (5) “Civilian” when referring to an individual DA Civilian or member of the Army Civilian Corps. However, do not capitalize “civilian” when used as an adjective (for example, civilian equivalent).
 - (6) “Families” when referring to U.S. Army Families and only when used with Soldiers and DA Civilians.
- b. Avoid using “service member.” If it must be used, treat it as a common noun.
- c. Do not use “force” to indicate an individual member of one of the Armed Forces. Use the appropriate noun or nouns from para 9-19a.
- d. Treat “family” as a proper noun only in discussions of the Families of Soldiers.

9-20. Compounds

Compounds take one of three forms: open, solid, or hyphenated. They may be permanent or temporary. Their use and meaning often determine the form they take. For example, “timeline” (a schedule of planned events) is correct in most military training contexts; nonetheless, “time line” (a dated list of events that happened in the past) is also correct in some cases. When there is any question concerning the correct form of a compound, consult a dictionary. For compounds in Army doctrinal and training publications, see the GPO Style Manual for guidance.

9-21. Numbers

Depending on the purpose and tone of the text, numbers may be expressed as figures or as words. Because figures visually differ from the words that surround them, they automatically stand out in text. In statistical, scientific, and technical texts, figures are appropriate. In literary texts, all numbers that can be expressed in one or two words are spelled out. Consult the GPO Style Manual to express numbers in text.

9-22. Punctuation

Punctuation is to writing what inflection is to speaking. Like the alphabet itself, punctuation is part of the writing system—a set of visual clues that support the syntax of sentences, clarifying the grammar and intended meaning. The conventions that govern punctuation are not absolute; they have changed, and they vary slightly by locale and by occupation. Yet, each punctuation mark has specific functions established by tradition and need. Like correct spelling, correct and consistent punctuation is a necessity, not a luxury. For punctuation rules in Army doctrinal and training publications, see the GPO Style Manual for guidance.

9-23. Spelling, usage, and word division

As doctrine changes and equipment becomes more sophisticated, so does terminology. Publications written for a few specialists well versed in trade jargon can use a flexible, highly technical vocabulary, perhaps even unconventional syntax or spelling. However, doctrinal and training publications intended for large, diverse audiences cannot assume that all readers will be equally knowledgeable, motivated, and quick to learn. Unusual terms, nonstandard usage, eccentric spellings, and incorrect word divisions impede the flow of information. To reach their audiences effectively, Army doctrinal and training publications must include clear terminology, normal spelling, and standard usage.

9-24. Spelling

Correct and consistent spelling is essential to quality doctrinal and training publications. It is essential to comprehension, readability, and credibility. If a troublesome word is not listed here, use the preferred dictionary spelling. Always use the same spelling throughout the publication.

- a. Preferred and correct spellings. “Adversary” and “adversarial.” (Use “adversary” to modify a noun when the adjective refers to a threat entity, for example, an adversary position refers to a position occupied by an adversary. In contrast, “adversarial” refers to a type of action, for example, an adversarial proceeding. That sense seldom occurs in doctrinal publication.)

advisor		adviser
align		aline
appendixes		appendices
enclose	rather than	inclose
endorse		indorse
entrench		intrench
gauge		gage
go/no-go		go-no-go; go, no-go
inquire		enquire
judgment		judgement
reinforce		reenforce

supersede	supercede
toward	towards
usable	useable

b. Frequently misspelled words.

accessible	collocate	receive
accommodation	consensus	rescission
assess	occurred	supersession
audible	public	susceptible

9-25. Usage

Be guided by dictionary labels that identify words as obsolete, dialectal, substandard, and slang. To reach the widest audience, avoid regional or archaic words, jargon, and verbiage that is either too pretentious or too colloquial for its subject and audience. To select words appropriate for their contexts, use your knowledge of denotation (dictionary meaning) and connotation (suggested or implied meaning).

a. Word choice.

(1) Newly coined words, jargon borrowed from other specialized fields, and parts of speech used abnormally can interrupt the flow of information by forcing readers to pause to consider the meaning. For example, avoid using “remote” and “weather vane” as verbs. Be cautious about transferring words (such as “proactive” which has two meanings and one of them is a term from the field of psychology) to Army training where their intended meanings are different:

- o The exercise plan called for “remoting” the command post.
- o The rocket may “weather vane” into the wind.
- o People “dark-adapt” to varying degrees and at different rates.
- o Aircraft repairs are “work-ordered” to the supporting AVIM.

(2) Ensure all words used can be found in a standard dictionary or are clearly defined in a glossary. Examples are deconfliction and attrit.

b. Words used incorrectly. Avoid other words, such as these, that may cause confusion or be used incorrectly:

acclimatization	palliative
agoraphobia	playability
muskeg	remediate

9-26. Word division

Syllable breaks are not always correct end-of-line breaks. Use the dictionary to determine syllables and apply the following guidelines for dividing words at the ends of lines of type.

a. Never divide one-syllable words such as helped, passed, spelled.

b. Never divide the following suffixes:

-ceous	-ious
-cial	-sial
-cion	-sion
-cious	-tial
-geous	-tion
-gion	-tious

c. Never divide words that begin with one-letter syllables at the first syllable:

amend-ment		a-mendment
across	not	a-cross
evic-tion		e-viction
against		a-against

d. Keep vowels that form a syllable on the first line:

sepa-rate		sep-arate
leci-thin	not	lec-ithin
evalua-tion		evalu-ation

e. Refer to the dictionary for the division of words formed with “-ible” and “-able.” In many cases, these suffixes may not be divided.

f. Words beginning with two-letter syllables may be divided after that syllable. Keep two-letter endings with the word:

co-ordinate		coordinat-ed
in-ternal	but not	internal-ly
po-sition		position-al

g. Divide hyphenated compounds only at the hyphen:

court-martial	not	court-mar-tial
self-reliant		self-re-liant

h. Avoid divisions that might confuse and distract readers when either part of the division could be misinterpreted:

wind-ing	inter-rogate
pray-er	refer-ence

i. Keep an individual’s name on one line.

j. To the extent possible, keep dates and numbers and their related elements on the same line:

Example. Proponents are responsible to ensure that material published conforms to AR 27-60, the copyright laws of 17 USC, and the copyright policy in paras 3-8 and 3-9.

- k. Never interject a graphic between two parts of a divided word.
- l. Never divide words between pages, and avoid dividing them between columns.
- m. Never divide acronyms.

9-27. Names of Services and major military organizations

a. Do not place “U.S.” before the names of the Services except in discussions of multinational operations. In those cases, include “U.S.” only when necessary to distinguish between U.S. and foreign military organizations.

b. Include “U.S.” with the names of combatant commands, for example, U.S. Northern Command. Spell out “United States” when introducing the acronym for a combatant command.

c. Do not place “US” before the shortened forms of Army commands (also called ACOMs) (See AR 10-87 for a list of Army commands and direct reporting units.) Do not place “US” before the shortened forms of or direct reporting units except as follows:

(1) When it is necessary for clarity.

(2) When there is no shortened form of the organization’s official name, for example, USMA for the United States Military Academy.

(3) When “U.S. Army” is omitted in common usage, for example, TRADOC.

d. Do not place “U.S.” before the names or shortened forms of Army organizations unless it is necessary for clarity or to be consistent with common usage, for example, “Army Training Support Center (ATSC).”

e. Do not use “Marines” to refer to the U.S. Marine Corps. Use “Marine Corps.” A Marine is a uniformed member of the Marine Corps, just as a Soldier is a uniformed member of the Army.

9-28. Names of U.S. Government organizations

a. Refer to cabinet-level departments as Department of [name]. Do not shorten this to [name] Department. For example, use “Department of State,” not “State Department.”

b. Do not place “U.S.” before the names of U.S. Government organizations except when necessary to distinguish them from state or foreign government organizations.

c. Precede the full forms of names of U.S. Government organizations with “the.” Do not place “the” before the shortened forms of these organizations.

9-29. Members of the Armed Forces

- a. Use “Soldier” to refer to uniformed members of the U.S. Army.
- b. Refer to members of other Services as follows: Sailor, Airman, Marine, Coast Guardsman. (See para 9-27e for guidance on referring to Marines and the Marine Corps.)
- c. Avoid the use of “servicemember” or “service member.” If it must be used, treat it as a common noun.
- d. Do not use “force” to indicate an individual member of one of the Armed Forces. Use the appropriate noun or nouns from para 9-19a.
- e. See para 9-9 for guidance on capitalization of these nouns.

9-30. Textual references

- a. Set most textual references off with parentheses and write them as complete sentences or clauses. For example, write, “Commanders organize their command posts by functional and integrating cells. (See figure 1-1.)” Do not write, “Commanders organize their command posts by functional and integrating cells (figure 1-1).”
- b. If a sentence contains multiple textual references with a one at the end of the sentence, write the reference at the end of the sentence as a parenthetical clause. For example: “Commanders organize their command posts by functional cells (see figure 1-1) and integrating cells (see figure 1-2).”
- c. When appropriate to the context, textual references may be written as a prepositional phrases or nonparenthetical sentences. For example: “As shown in figure 1-1, commanders organize their command posts by functional and integrating cells. Table 1-1 lists examples of stability operations. (See FM 3-07 for a discussion of stability operations.)”

9-31. Definitions

Follow guidelines in TR 25-36 regarding the formatting of Army and joint terms and their definitions in text. See para 5-15a for guidance on when to define terms in text.

9-32. Legal prohibitions

a. Names of individuals and credits. Do not include the names of any person in doctrinal or training publications except for the signature blocks in the foreword and authentication pages and as required in the source notes and references. Do not include the names of individuals involved in preparation of a publication.

b. Trade or brand names.

(1) Avoid using trade or brand names of products. Instead, use a standard Army equipment nomenclature or specifications, or a generic category when referring to a product. For example,

use “photocopier” instead of “Xerox,” “facial tissue” instead of “Kleenex,” and “adhesive bandage” instead of “Band-Aid.”

(2) Do not use product names in any way that may indicate an endorsement of the product. When in doubt, consult the Office of the Staff Judge Advocate for guidance.

(3) If the use of a trade or brand name cannot be avoided, place the following disclaimer in the preface: “The use of a trade or brand name does not constitute endorsement of any specific commercial product, commodity, service, or enterprise by the United States Army.”

c. Trademarks. Do not include any manufacturer’s symbol or trademark in doctrinal or training publications.

9-33. Humor

Humor has no place in Army doctrinal and training publications with the possible exception of illustrating a point with an amusing anecdote. Doctrinal and training publications are a serious and important part of Soldiers’ training and the conduct of operations; humor detracts from the professional tone appropriate to their subject.

9-34. Identifying classified references

a. There is no requirement to state the classification of an unclassified reference or text. The author may note the classification of a classified or CUI reference, but it is not required. Should the writing team decide to identify classified references in text, include the classification set off by parentheses in textual references to classified publications; for example, “(U) FM 3-01.13 (S) (Document is classified Secret).”

b. If the classification of one classified reference is identified in text, the classification of all classified references will be identified in text.

c. If a publication’s contents falls under an authority that requires it to be marked differently from this paragraph, comply with the requirements of that authority.

d. See app D for guidance on listing classified references in the references division of classified publications.

e. See para F-10 for guidance on listing classified references in the references division of unclassified publications.

9-35. Use of “Commander” versus “Commanding General”

When referring to the head of an organization in narrative text, use the individual’s official title. See DA Pam 25-40 for examples and guidance on citing a mailing address.

9-36. Boldface, italics, and underlining

- a. Avoid using boldface, italics, and underlining except as specified in this paragraph or elsewhere in this pamphlet.
 - b. Use italics to refer to a word as a word. Do not use quotation marks for this purpose.
 - c. Use italics to informally define a word in text; that is, when readers need to know the precise definition of a word to understand a discussion but it is not appropriate to formally establish the word as an Army term.
 - d. Use underlining or bold underlining only to emphasize single letters in text, such as introducing or discussing elements of an acronym. For example, The **M** in METT-TC stands for mission.
 - e. Do not use boldface, italics, or underlining to emphasize passages or individual words.
 - f. Use boldface, italics, and underlining to differentiate terms and definitions in multi-Service publications if necessary.
-

Chapter 10**Graphics**

Graphics in doctrinal and training publications fall into two categories: figures and tables. This chapter discusses characteristics and requirements common to both categories. It also discusses factors specific to figures and addresses factors specific to tables. The tables in app K summarize design and content specifications.

10-1. Using graphics

a. A graphic is a boxed display of information set apart from the body text. Graphics explain or clarify material or replace a complex narrative with a simpler, more easily understood explanation. For the purposes of this pamphlet, “graphics” refers only to figures and tables. Although set apart from the text, other boxed material to include callouts, textual notes, various types of notices, and special segments are not considered graphics. (See paras 4-13 through 4-17 and 5-21.) Graphics may be set in the introduction, chapters, and appendixes. They do not appear in the preface or glossary.

b. Figures and tables perform their explanatory function differently. (See figure 10-1.)

(1) Figures consist primarily of objects. They are best used to portray processes and relationships among things.

(2) In contrast, tables are almost exclusively text. They are used primarily to present reference material, such as weights, measures, and troubleshooting information. Most tables use columns to present the same type of information about several topics. However, text tables are

appropriate for presenting lists, especially, long lists that would distract readers if included in the body text.

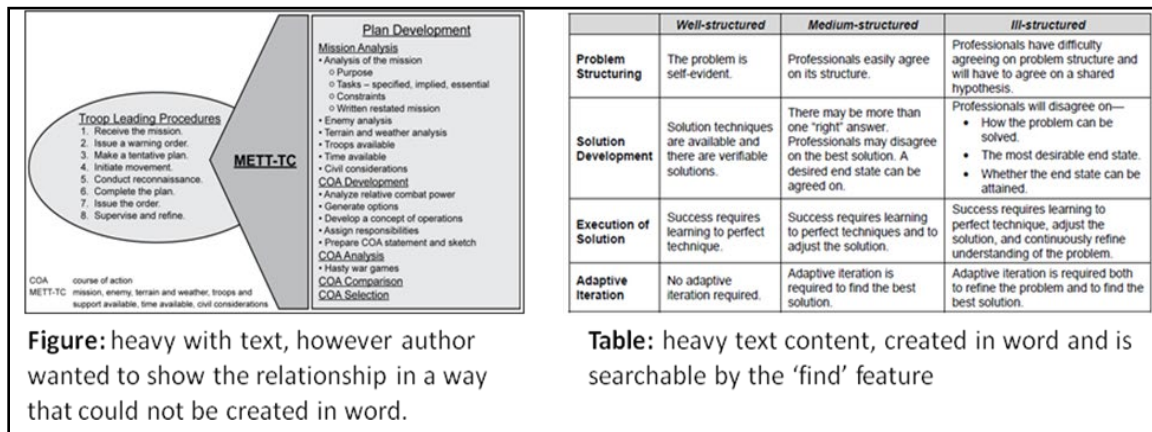


Figure 10-1. Figure versus table

c. The graphic artist creates most figures containing artwork. Authors and editors create tables and figures containing only text. This division of labor makes best use of the graphic artist's skills and makes it easier to adjust the content of graphics containing only text.

d. Authors will ensure information contained in graphics is accurate. Editors will ensure graphics and text support each other. Graphic artists will ensure symbology used in graphics is doctrinally correct and will prepare figures that meet the standards in this chapter and tables K-2 through K-5. All members of the writing team will check each other's work to ensure accuracy, clarity, and consistency.

10-2. Size

a. Graphics should be sized to fit the material displayed. Complex figures need to be large enough to present the subject matter clearly. All text in figures must be readable except when the text is included to illustrate a format and not for content. (See figure 10-4 on page 231 for an example of blurring out nonessential text that would distract readers from the main point of the figure.)

b. Simple figures should be no larger than needed to portray their contents. A figure that is too large for its content overwhelms readers and gives it content an inappropriate prominence. That said, the size of graphics should be consistent throughout a publication. All graphics need not, and probably should not, be the same size. However, use as few sizes as possible within a single publication, normally two or three (small, medium, large). When resizing graphics during layout, ensure all graphics are reasonably close to one of the standard sizes. (See figure 10-2 for the maximum dimensions for graphics.)

c. The orientation for most graphics is portrait, that is, with the top of the graphic at the top of the page (as shown in figure 10-2.) Large graphics may be laid out broadside (also called landscape), that is, oriented so the top of the graphic is at the left page margin. (See para 10-3f.)

10-3. Design

Design of graphics includes several factors. (See tables K-1 through K-4 for design specifications for graphics. See app D for design considerations for graphics in classified and CUI publications.)

a. Appearance.

(1) Graphics should follow a consistent design throughout a publication. Similarity of style and technique enhance publication’s credibility. All figures should look as though they were prepared by the same graphic artist. All tables should be prepared in similar formats.

(2) Content in figures needs to be displayed in a single style throughout a publication. Similar information should be portrayed the same way in all figures. For example, organizational charts may use either military symbols or labeled blocks but not a mix of the two.

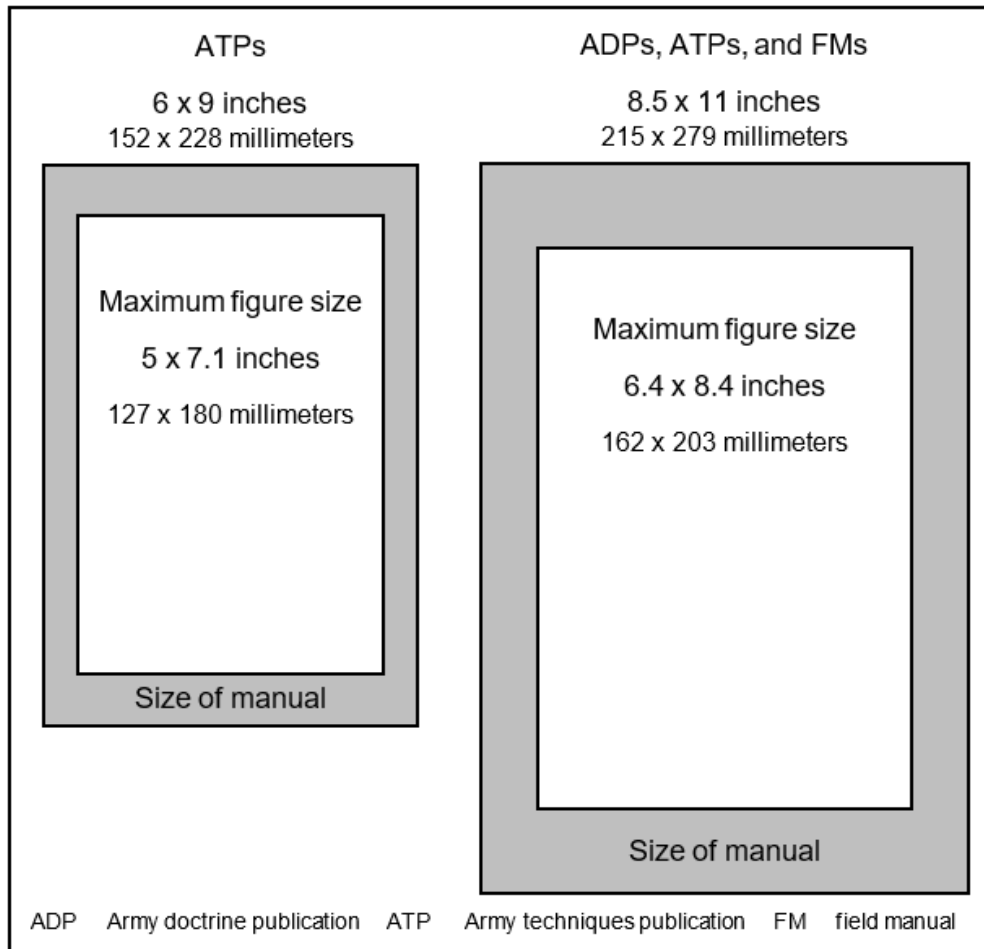


Figure 10-2. Maximum graphic sizes

(3) The graphic artist will ensure consistency in the appearance of graphics. The editor will ensure consistent placement of graphics. However, other writing team members assist whenever they review graphics and laid-out drafts. When more than one graphic artist contributes artwork

or the artist assigned to the project changes, the project leader will ensure all concerned are aware of the graphic style conventions for the project.

(4) The portrayal of information in figures should be consistent with how similar information is portrayed in the publication. For example, terms used and order of words in figures should mirror the terms used in text and the order in which they are discussed.

b. Color.

(1) In doctrinal and training publications, color is used only in figures. Determining color's use is a function of design.

(2) Figures should be designed in black and white or grayscale. Drop shadows and other decorative elements can be used to draw attention to a specific element or provide clarity to a complex graphic. However, unnecessary embellishments should be avoided.

(3) Color should only be used when it serves a functional purpose. Do not use color for cosmetic effects. This standard applies whether the publication is disseminated electronically or in print. Preparing graphics in black and white or grayscale reduces file size, making publications easier to download under limited bandwidth conditions. Labeling figure elements helps reduce confusion when the figure is not in color. (See AR 25-38 for Army policy on use of color in DA publications.)

(4) When color is used, information conveyed by color combinations must be conveyed when printed in black and white also. Graphic artists can use varying line widths and other design features to allow for this. When publications use color to convey information of vital operational importance, designers still have to create distinguishing features that print in greyscale.

(5) Publishing color figures in printed publications requires an approved exception to policy from AMC Printing Management Division per AR 25-38. (See para B-4 for printing in color.) It is advisable to obtain this approval prior to staffing the initial draft.

c. Placement.

(1) Graphics may be placed in the introduction, chapters, and appendixes. They do not appear in the preface or glossary.

(2) Although a design task, placing graphics is closely related to composition. The writing team determines the placement for graphics based on the flow of the discussion, the size and content of the graphic, and the available space. Graphics must always follow their introduction in text. (See para 10-8a for citation placement.) Beyond that, rules for positioning graphics are flexible. Arrange text and graphics in the order that presents the material most clearly.

d. Font. Use Arial for all type within graphics. Use a consistent font style (size and attributes) for each type of graphic:

- o For tables, use the appropriate font styles in the Doctrine Publication Template.
 - o For figures, use a font size appropriate for how the text is used in the figure. Use a font size no smaller than nine points. Text may be bolded and italicized for emphasis.
 - o Use eight-point font size only for legends. Use larger font in the graphic.
- e. Balloon callouts. Balloon callouts are used primarily in figures. On rare occasions, they may be appropriate for tables.

(1) In the context of graphics, a balloon callout refers to information contained in a graphic that helps readers understand the graphic. (For the use of callouts in text, see para 4-14.) Balloon callouts in graphics normally take one of two forms:

- o Numbers, equipment nomenclature, or letters that relate key information or parts of illustrations to a legend or explanation. These are usually placed within a shape, such as a circle.
- o Words, numbers, phrases, or symbols in a graphic that refer readers to a specific part of the graphic. Often, these look like balloons pointing to and containing information that explains that part of the graphic. (See figure 4-3 on page 50 for example.)

(2) The format used for balloon callouts needs to be consistent within a publication for all figures portraying similar information.

(a) All boxed lists within a graphic must be grammatically parallel and in a single format.

(b) As much as possible, explanatory material in balloon callouts in a publication should follow the same writing style. However, the balloon callout style needs to fit the information each graphic portrays and the manner in which the graphic portrays the information.

(c) Similarly, numbers or letters used to identify parts of a graphic follow a single convention; for example, only numbers or only upper case letters. If more than one graphic uses different designators for different information categories, all graphics use the same designators for the corresponding information categories.

(d) Numbers or letters used to identify parts of a graphic may be set in shapes to make them stand out. When this is done, use the same shape in all graphics. The legend should portray the convention used.

(3) Unlike callouts in text, balloon callouts in graphics are integral to the graphic. Clarity is important, but so is consistency. Inconsistency among graphics can distract or confuse readers. It can lead some readers to question the quality of the information.

f. Oversized graphics and foldouts. Incorporating a graphic too large for a single page into a printed or PDF publication can be done in one of two ways: Print the material broadside (that is, orienting the long axis of the graphic parallel to the binding) or divide the graphic between two facing pages.

(1) Implementing either of these solutions requires collaboration among members of the writing team. The editor identifies the need and works with the author and graphic artist to

synchronize the publication design, the graphic, and the text. The project leader approves the solution. Ideally, this collaboration occurs during the writing task and the solution is incorporated into staffing drafts. This allows the field to provide comments on whether the solution adequately portrays the information.

(2) Material printed broadside is oriented with the bottom of the graphic on the right side of the page. (In printer's terms, the even page is positioned foot-to-gutter and the odd page is positioned head-to-gutter.) The caption (and continuation caption, if necessary) are placed above the running foot.

(3) On rare occasions, an oversized graphic in a printed publication may require a foldout. A foldout is a horizontally extended page that must be folded at least once to fit within the regular page width. (See para B-5 for printing foldouts.)

10-4. Captions

a. General. Identify all graphics with captions. The caption serves as a graphic's title; it expresses the graphic's topic as a noun phrase. Captions are not sentences and do not end with a period. Captions are not part of the graphic itself. Do not include a title in a graphic that duplicates the caption. When using a slide from a presentation program as the base for a figure, remove its title or heading. Use parallel wording in captions for graphics that display similar content. (See table K-8 for caption specifications.)

b. Placement. Center captions above tables and below figures and any subcategories of figures. Use the appropriate font style for captions of different graphics categories. Place captions for graphics prepared broadside above the running foot. Make the wording of all captions within a publication grammatically parallel.

c. Numbering. Begin each caption with the type of graphic followed by a number, for example, "Figure 1-1." Use two-part numbers for graphics in publications that use two-part page numbers. Use one-part numbers in publications that use one-part page numbers. Number each graphic category separately. Restart the numbering of each category in each chapter or appendix. (See para 4-31d(2) for guidance on numbering graphics in multivolume publications.)

d. Format. Write captions in the following style (see figure 10-3 for examples):

- (1) Initial-cap the type of graphic.
- (2) Place a period after the graphic number.
- (3) Upper-case only proper nouns and the first word of the actual caption.
- (4) Do not end a caption with a period.

**Figure 2-1. This is the format for a caption for figure
Table 2-1. This is the format for a caption for a table
Table 2-1. This is the format for a continuation caption (continued)**

Figure 10-3. Format for captions

e. Continuation. For graphics that extend beyond one page, label each segment of with a continuation caption. A continuation caption is worded identically to the base graphic caption and followed by “continued.” (See figure 10-3.) Assign the appropriate template style to continuation captions to prevent their being displayed in the supplemental tables of contents.

10-5. Military symbols

a. Overview. Military symbology is a language that translates written words into symbols. Writing teams use the correct military symbols from FM 1-02.2 to identify units, equipment, and installations in graphics. Most symbols have interchangeable parts (shapes, icons, modifiers, and amplifiers) to create a symbol that translates written words into symbology. (See paras 5-15d and 9-7 for usage guidance on referring to control measure graphics in text.)

b. Creating.

(1) FM 1-02.2 is the Army proponent publication for military and control measure symbols. It implements Military Standard (MIL-STD)-2525D for the Army. FM 1-02.2 provides a single standard for developing and depicting hand-drawn and computer-generated military symbols for use during all types of military operations. It discusses how to create symbols that portray individuals, units, organizations, equipment, installations, and activities.

(2) When constructing symbols, writing teams will use only shapes, icons, modifiers, and amplifiers contained in FM 1-02.2. Teams will not create, combine, or modify any symbols in ways that differ from those addressed in FM 1-02.2.

(3) If the writing team determines no approved symbols meet a required need, the project leader may recommend creation of a new symbol. (See TR 25-36 for creating a new symbol.) The project leader coordinates with the Army symbologist at CADD before submitting the request. Authenticated publications may not include proposed symbols. Therefore, project leader will submit proposals as early in development as possible.

10-6. Examples

a. Examples may be set as either figures or special segments. (See para 5-37 for integrating graphics and special segments.)

b. Do not format examples as tables, even if the example has the appearance of a table (for example, a decision matrix). Examples portray information in notional contexts; they show ways in which readers can apply doctrine or use information. In contrast, tables contain real-world information readers can apply directly.

10-7. Legends

a. Overview.

(1) All graphics containing alternative word forms require a legend. Symbols should be included in a legend if readers may not be familiar with symbols used in the figure. (See para 10-5 for symbols.) Equipment nomenclatures (for example, AN/GRC-122) may be included in legends but are not required.

(2) For graphics longer than one page, prepare a separate legend for each segment unless the segments are on facing pages. The legend for a segment should contain only shortened word forms or symbols used in that segment.

b. Alternative word forms. Alternative word forms include acronyms, abbreviations, and nicknames.

(1) All graphics in which acronyms and abbreviations appear require a legend except as specified in para 10-7b(5).

(2) When preparing legends, follow the formatting guidance for acronyms and abbreviations in paras 9-3 and 9-4.

(3) The full form of acronyms listed in a legend must reflect how the graphic uses acronyms, even if they do not match the full form in the appropriate authority. (See para 9-3b for authorities.) The general rule is to use full forms of joint and Army acronyms from the DOD Dictionary of Military and Associated Terms or FM 1-02.1 without variation. However, writing teams are allowed some latitude for graphics due to space limitations. For example, if a graphic uses “S-2” to represent an “intelligence staff section,” the legend should show that meaning, even though FM 1-02.1 shows the full form of “S-2” to be “battalion or brigade intelligence staff officer.”

(4) In some graphics, it is better to spell out acronyms at the first use than to use a legend. This is often the case in text tables. Writing team members work together to determine the best format for clearly presenting full forms of acronyms used in each graphic. Acronyms will be introduced in only one way in a graphic, either at first use or in a legend. Graphics with a legend will not spell out acronyms first use. Abbreviations are not spelled out first use in graphics. Graphics that use abbreviations require a legend.

(5) If a graphic contains only one acronym and that acronym is used prominently throughout the publication, it is acceptable to omit the legend. For example, in a publication whose subject is technical intelligence, it is unnecessary to create a legend explaining TECHINT if that acronym is the only one used in a graphic. However, if a graphic has a legend, that legend must include all acronyms and abbreviations used in that graphic (for the above-mentioned example, including TECHINT).

(6) If an acronym used in a graphic uses “also called” (or known as) full form name and is not used in text, include an “also called” (or known as) parenthetical phrase showing the acronym with the first use of the term in the text.

(7) Nicknames associated with friendly and threat equipment and systems may be listed in legends but are not required to be listed.

c. Military symbols.

(1) When readers may not be familiar with symbols used in a graphic, include symbols in the legend of the graphic in which they occur. If this is infeasible, create an appendix containing the symbols used in the publication. When this is done, the appendix must include all symbols the publication uses.

(2) Military symbols used in graphics do not have to appear in a legend if the exact meaning of each symbol is clear. Normally, this occurs in graphics such as organization charts that display both the symbol for an organizational type and text stating identifying information. However, if one symbol appears in the legend, all symbols must.

(3) Military symbols and other symbols used to represent organizational types (such as plain boxes) will not appear in the same graphic.

(4) For labeling control measure graphics in figures, follow guidelines FM 1-02.2 or the appropriate doctrinal publication.

d. Other signs and symbols.

(1) List letter symbols like those addressed in para 9-7 in legends.

(2) Do not list commonly understood signs and symbols, such as those addressed in para 9-7, in legends.

10-8. Text citations

Text citations for graphics include introductions and cross-references. Cite only the graphic’s type and number, not its title. Text citations are a type of textual reference. (See para 5-16 for textual references.) Therefore, set them off with parentheses except in rare cases where doing so disrupts the flow of the discussion. (See table J-4 for citation checks.)

a. Introductions.

(1) Most introductions for graphics are short sentences or parenthetical clauses within a sentence. Introduce all graphics before the graphic appears. This helps readers understand how the graphic fits into the discussion. Most often, introductions appear in the paragraph immediately preceding the graphic. However, when necessary for layout purposes or discussion flow, one or more paragraphs may be set between a graphic and its introduction. (See para 5-37 for guidance on graphics integration.)

(2) The most common placement of a graphic is on the same page as the paragraph that introduces it. When this is not possible, place the graphic on the facing page. (The facing page will always be a right-hand page.) See AR 25-30 and DA Pam 25-40 for more information on graphic placement.

(3) If more than one discussion refers to a graphic, it is usually appropriate to introduce the graphic with the first discussion and refer to it by the graphic number and page number in future discussions. It is occasionally appropriate to introduce the graphic at the later discussion. In those cases, treat citations of a graphic before it is introduced as cross-references. (See para 10-8b for cross-references.) The author and editor make this design decision.

Example. Textual references to figure 10-4 on page 241 are an example of such decisions. The discussion of figure 10-4 does not fit into the flow of chap 10 until paragraph 10-13. However, that figure contains material that illustrates details that are not central to the discussion in paragraph 10-13 but are addressed in paragraphs 10-2a and 10-4a for graphic sizes and captions respectively. It makes more sense to refer to figure 10-4 in those two paragraphs than to prepare two additional graphics.

(4) As much as possible, use a consistent style to introduce or refer to graphics throughout a publication. For example, “(See figure 2-1.)” or “(Figure 2-1 portrays....)” However, introduce each graphic in a style that fits the discussion it supports. An introduction may be either a separate sentence or a clause within a sentence. (See para 5-16 for style guidelines for textual references within sentences.) Do not lead into graphics with a sentence ending in “the following” or a colon. Lower-case the graphic type when using “(See figure 2-1.)” method.

(5) Introductions should be as short as possible. When an introduction follows text explaining what the graphic contains or how to use the information portrayed, it may be appropriate for the introduction to read only, “See” followed by the graphic number. Avoid redundant introductions. It may be appropriate to briefly state in the introduction what the graphic shows. However, an introduction should not repeat information addressed elsewhere in the discussion it accompanies.

(6) In some cases, writing teams may choose to introduce multiple graphics in a single paragraph or chain of paragraphs.

(a) This technique is suitable for introducing a set of tables where each table contains similar information of a different category. In that case, an introductory sentence for each table would be redundant with the table captions. A single introduction (for example, “Figures C-1 through C-3 display the formats for the three types of complementary technical reports.”) is all that is required.

(b) The technique is appropriate when one or more of a set of figures require a complete page to display and readers can understand each figure without a detailed explanation adjacent to it. It also works when the alternative is to introduce each figure with a single sentence. Readers may miss single sentences on pages that display a single large graphic or that fall between graphics on a single page. Introducing all the graphics in one place tells readers they can page

through the graphics without looking for text. It increases readability by focusing readers' attention on the graphics.

Example. A named area of interest matrix, named area of interest work sheet, and named area of interest overlay each display closely related information pertaining to a single task. The figures could be introduced at the end of a description of the task that includes the purpose of each tool.

(c) Alternatively, if the discussion includes detailed descriptions of how to prepare each tool or use its contents, each figure may need explanations in adjacent text. In that situation, the writing team needs to determine the most effective way to include text and figures that display information detailed enough for readers to understand the material. One solution might be to replace part of the text with callouts in the graphics. (See para 10-3e for callouts.) Another could be to use only a portion of each graphic. However, if these or other solutions are not feasible, it may be necessary to accept white space on pages displaying the figures or on facing pages. Collaboration with the author and editor is necessary to determine the optimal solution.

(7) Writing teams can also use a family of figures and their introductions to lead readers through a discussion and sometimes an entire publication.

(a) One way to do this is to introduce the discussion of a process with a base figure. Each activity of the process can be introduced with a grayed-out version of that graphic containing a callout showing the steps of that activity. The figures frame the discussion, showing the context for each activity and step.

(b) Another technique is using a figure to introduce a topic and the same graphic with parts of it highlighted to introduce discussions of its elements. This is a common briefing technique. When this is done, portions of figure that are not highlighted should be blurred out. That said, writing teams should consider listing elements of a discussion in callout boxes unless using the graphic adds significant value. (See para 4-14 for callouts.)

b. Cross-references. A cross-reference to a graphic is any textual reference to the graphic other than its introduction. Cross-references to graphics must include a page number unless the reference is on the same page as the graphic or a facing page. Follow the style and formatting guidelines in para 5-16.

c. Forms portrayed in figures. Cite graphics portraying examples of completed forms as figures. (See chap 12 for forms.)

10-9. Footnotes

a. Footnotes (sometimes called notes) may be used to provide explanatory information in figures and tables.

b. Number footnotes keyed to text in the graphic sequentially within each graphic using Arabic numbers.

c. Set footnotes at the bottom of the graphic. When a legend is used, set the footnotes in a separate field below the legend. (See figure 10-6 on page 245 for an example.) Separate the footnotes from the legend or the body of the graphic with a one-point line. Number footnotes consecutively from top to bottom. Footnotes may be set in columns. When that is done, the number of the note at the top of a column is the next in sequence from the number of the note at the bottom of the column to its left.

d. Place the word “Notes” (set in initial caps, bold, italic) on the first line of the field containing the footnotes. Place the first footnote on the next line. (Tables in this pamphlet use this format.) When a graphic contains only one footnote, make the word “Note” singular and follow it with an asterisk and the footnote.

e. Footnotes that are tied to single-digit callouts in figures may be indicated by letters, numbers, or both, depending on the design of the figure. (See para 10-3e for callouts.) When a figure employs both letters and numbers callouts, list the numbered footnotes below the lettered footnotes.

10-10. Supplemental tables of contents

Doctrinal and training publications require supplemental tables of contents for figures and tables if the publication contains either category of graphic. Supplemental tables of contents for specific types of figures, such as maps, are optional. (See para 7-28 for tables of contents.)

10-11. Intellectual property rights

The use of graphics, including all photographs, is subject to intellectual property rights law. Writing teams must obtain copyright releases for all graphics or their derivatives that are taken from copyrighted or copyright-protected sources and credit them as specified in para 3-9. (See para 3-8 for guidance on using copyrighted material.)

10-12. Classified and controlled unclassified information publications

See app D for guidance on portion marking graphics and graphic captions in classified and CUI publications.

10-13. Figures

a. A figure is a digitally produced image that appears in the body of a publication as boxed material set apart from the body text. Writing teams develop a figure when they determine an image can clarify a point or a complex construct or can express it more effectively than words can. Figures may also be used to make information easier to absorb, help readers retain information longer, or trigger recall of information. (See table K-3 for design and format specifications for figures.) Common figure types include:

- (1) Illustrations, line art, and technical drawings.
- (2) Flow charts. (See table 10-1 for flow charts.)
- (3) Diagrams.

- (4) Photographs.
- (5) Maps.
- (6) Graphs.
- (7) Illustrated forms. (See para 12-5 for illustrating forms.)
- (8) Sample formats of memorandums or text-based graphics. (See para 12-6 for formats.)

Table 10-1.
Types of flow charts

Specified-action charts	These charts show related actions that are usually taken in a certain sequence.
Decision logic-charts	These charts prescribe actions that depend on certain conditions. They show an if-then relationship. If certain conditions exist, then certain actions are taken.

b. There are two types of images used for figures: raster and vector. Raster images, sometimes called bitmaps, are computerized pictures consisting of rows of tiny dots called pixels (for picture elements). In contrast, vector images contains coordinate-based data structures represented by x (horizontal) and y (vertical) coordinates. Maps and photographs are generally raster images. Line art images are generally vector images.

c. Figures should be the original work of the writing team. Figures in a publication under revision may be carried forward into the revised publication if they effectively convey the required information in the revised context and are consistent with the style used for figures in the revision. Figures prepared for a publication change follow the style and format of the base publication. (See para 4-28 for guidance on publication changes.)

d. Figures in doctrinal publications generally require more detail than illustrations for audiovisual presentations (briefings). (See figure 10-4 for a comparison.) Briefings move quickly and expose audience to visuals for a short duration. Slides supporting briefings require only enough detail to create a visual impression while the speaker elaborates. In contrast, readers of doctrinal publications may spend considerable time studying figures. Figures for these publications require enough detail to stand close, intense scrutiny.

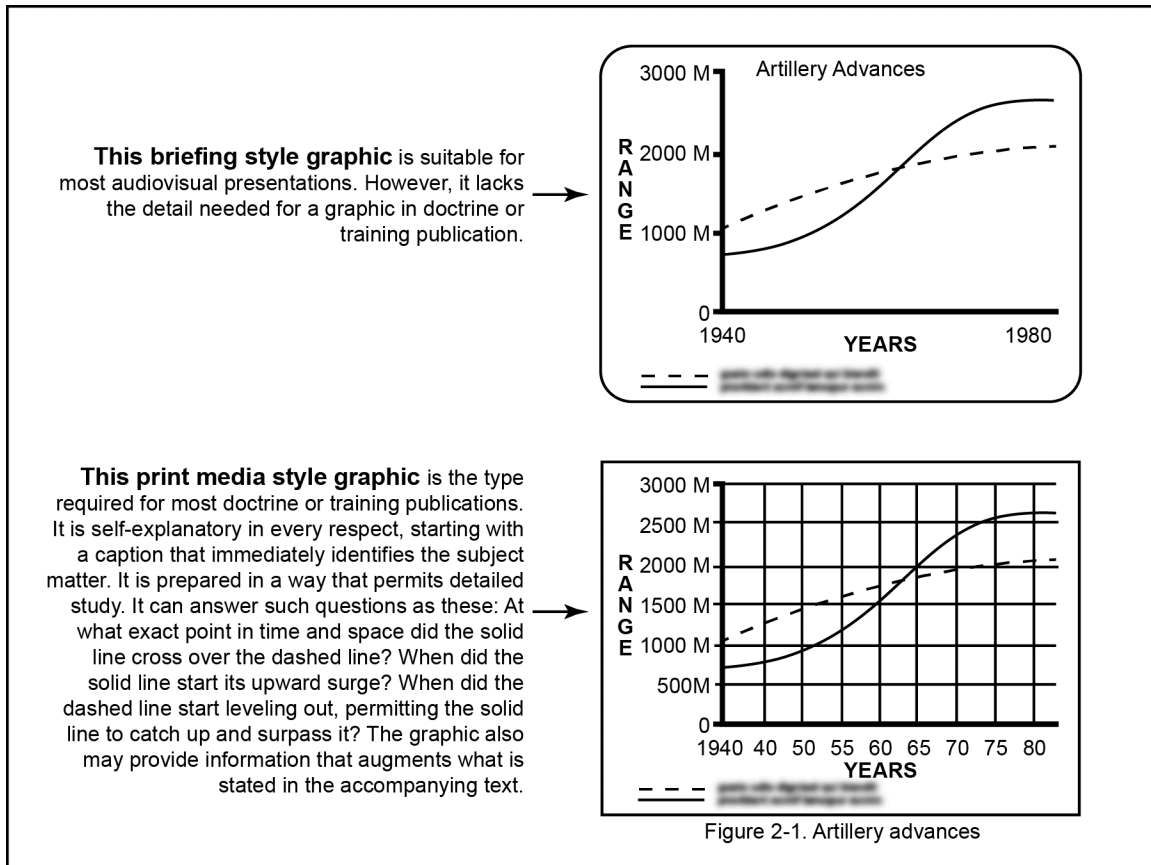


Figure 10-4. Briefing style versus print media style

10-14. Characteristics of effective figures

Effective figures are of high visual quality. Professionally prepared graphics contribute to a publication’s authority. More importantly, they make the contents easier to understand. Conversely, poorly prepared figures distract readers and detract from a publication’s quality. Often, readers look at figures before they read text. Low-quality figures can undermine the authority of well-prepared text before users begin reading it. Effective figures are beneficial, functional, self-explanatory, and proper.

a. Beneficial.

(1) A beneficial figure adds value to a discussion, such as enlarging upon or adding another dimension to the text. It augments the text by contributing an expanded perspective or additional relevant information to aid readers’ understanding. A beneficial figure accomplishes one or more of the following:

- o Contributes to a clearer understanding of the subject matter.
- o Is necessary for reader comprehension.
- o Permits a substantial reduction in the narrative portion of the text.

(2) Writing teams use figures to emphasize important points. Figures, beneficial or not, attract attention. Readers assume all figures contain important information, otherwise, the authors would not have included them.

(3) Writing teams avoid cosmetic figures. Cosmetic figures (sometimes called mood figures) draw attention to themselves and away from the material being presented. Most often, cosmetic figures are designed solely to attract attention or to make a publication look pretty. Figures depicting common knowledge or containing information not directly related to the immediate discussion or subject of the publication are also cosmetic.

b. Functional.

(1) Functional figures convey their content effectively. They make their content clear and understandable. Well-designed figures can often express or clarify a point or a complex construct more effectively than words can. A functional figure is as simple as the content allows. It does not contain so many lines, boxes, circles, or arrows that hinders an uninitiated reader from perceiving the main point. Too many lines, shades, words, bullets, or symbols can distract more than clarify.

(2) The tables in app K summarize the most important the attributes of functional figures. Effective integration of a figure into its supported discussion also contributes to its functionality.

c. Self-explanatory.

(1) Effective graphics convey their main point independently of the text. The text can, and often should, elaborate on the material its supporting figures portray. The text and figure support each other, each increasing the other's effectiveness. The text explains the significance of what a figure portrays. A figure captures, portrays, and sometimes summarizes, the idea discussed in text. The writing, design, and illustrating tasks come together in creating effective discussions supported by quality graphics. An effective writing team (graphic artist, author, and editor) achieves this synthesis by collaborating throughout development. The project leader ensures the final product portrays the information in a way the target audience can comprehend.

(2) Writing teams avoid montages, mural-type illustrations, and figures that rely heavily on symbolism. Such illustrations work for briefings, where the briefer can explain their significance; however, no briefer is present when Soldiers are reading doctrinal publications. Figures must be readily understood without outside explanations. Montages and symbolic figures distract most readers.

(3) Self-explanatory figures are easily understood by readers. Readers should not have to look beyond the immediate context for an explanation of a figure. Writing teams can use callouts, footnotes, and legends to make a figure self-explanatory and reinforce the content of the text the figure illustrates.

d. Proper.

(1) Figures must meet the requirements of propriety and good taste. They must not contain controversial or frivolous material. In addition, figures must not, in any way, produce an unfavorable effect on Soldiers or the public. Figures must not contradict or compromise any Army programs.

(2) Figures, especially photographs, must not violate anyone's privacy. (See para 10-15c for privacy concerns.)

10-15. Photographs

a. Photographs should be used only when the information they contain cannot be portrayed by a line drawing or similar form of graphic. As with color graphics, photographs increase the file size of electronic publications. This makes publications more difficult to download in places with limited bandwidth. Effective writing teams use the fewest number of photographs needed to portray the required information. For the same reason, writing teams should use black and white photographs unless color is essential to convey the information. Photographs should be of sufficient quality and resolution to provide a clear image when printed in grayscale.

b. When color photographs are authorized for use, color combinations still must be legible when printed in black and white. When that cannot be accomplished, include the statements in AR 25-38 for using color in DA publication with the affected graphics and in the publication introduction.

c. Photographs showing actual people can raise potential privacy, security, legal (especially ethical), and public affairs concerns. Photographs must not reveal any person's name, rank, or identity. Figures will not contain personally identifiable information, such as name tags, social security numbers, or addresses. Graphic artists will blur unit names and insignia and name tags in photographs. If needed, they should blur faces and other identifiable information. Prior to using any pictures, writing teams should observe the parameters outlined in para 10-22 and coordinate any such use with the servicing public affairs office and Office of the Staff Judge Advocate, as necessary.

10-16. Line drawings

A line drawing is a drawing without any middle tones. Shading is created with black and white crosshatched lines or with screen tint overlays. Line drawings can effectively present complicated charts, diagrams, graphs, and exploded perspective views. Line reproduction can offer not only the highest degree of fidelity in printing but the greatest economy. In some contexts, line drawings can replace photographs (and reduce the size of the electronic file). A well-crafted line drawing can often portray information more clearly than a photograph. (See figure 10-5 for military symbols.)

10-17. Forms and format implications

DA-authenticated publications illustrate forms and formats in figures only to show readers how to complete or use the form. No figure can contain a blank form or format. No figure can contain a form or format with blank blocks. (See paras 12-5 and 12-6 for guidance on figures portraying forms and formats. See table K-5 for form and format specifications.) (See para 12-3 for prescribing new forms.)

10-18. Tables

a. A table is a systematic listing of information in columns and rows. Tables usually present reference information. Tables, like figures, can be used to explain or clarify material or to replace complex narratives with simpler and more easily understood explanations.

b. In doctrinal and training publications, only graphics that contain actual reference information are designated as tables. Graphics showing examples of how to portray information (that is, formats; see para 12-6 for formats) are figures. Said another way, if a graphic's purpose is to display elements of information and it uses a tabular rather than a narrative format, the graphic is a table. If the graphic's purpose is to show a way of portraying information and any information it contains is for example purposes, the graphic is a figure.

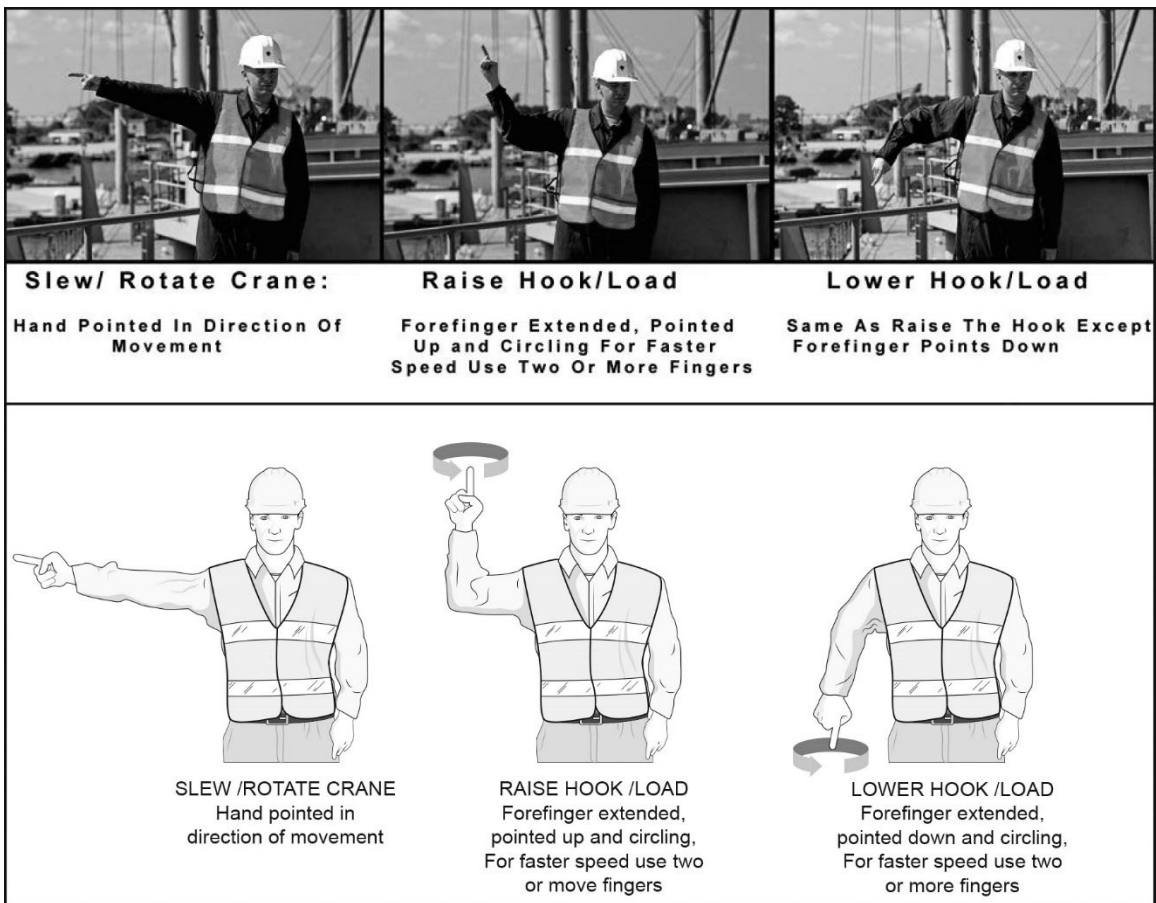


Figure 10-5. Comparison of line drawing to photograph

c. Tables improve the readability of a publication by presenting content visually so that it is easier to understand and use. Carefully planned and properly presented, tables can simplify the presentation of complicated material. Tables can summarize and systematically arrange comparative data in columns and rows for easy reference and rapid comprehension. Tables can also reduce the complexity of discussions by providing, in a compact format, information to support and explain concepts.

d. A good table is an extension of the text. It explains, summarizes, or amplifies textual information. For example, a discussion of equipment required for a command post can be enhanced by a table that lists requirements and the equipment needed to meet them. The two types of tables most often used in doctrinal and training publications are standard tables and text tables.

10-19. Standard tables

a. Standard tables arrange data in columns and rows. (See figure 10-6.) They present the same type of information about several topics. Often this is numerical data that lends itself to a tabular display, such as weights and measures. However, standard tables can be used to format textual information pertaining to a list of related topics. For example, the related topics in figure 10-6 are the threat levels related to operational area security. The information common to each topic are the descriptions of each threat and the friendly force response to it.

Table heading row	<i>Threat level</i>	<i>Description</i>	<i>Friendly force response</i>
Table content rows	<i>Level I</i>	A small enemy force that can be defeated by those units normally operating in the echelon support area or by the perimeter defenses established by friendly bases and base clusters	Base defense forces
	<i>Level II</i>	An enemy force or activities that can be defeated by a base or base cluster's defensive capabilities when augmented by a response force	Maneuver enhancement brigade response force
	<i>Level III</i>	An enemy force or activities beyond the defensive capability of both the base and base cluster and any local reserve or response force.	Tactical combat force
Legend for acronyms	When necessary, a legend is set below the last table row containing data. The legend may be set in one to three columns. Adjust column width to best display the information.		
Note	<i>Notes.</i> When used, place notes below the legend or the last row containing data.		

Figure 10-6. Sample standard table.

b. Designing a standard table involves determining:

- (1) Topics to be addressed.
- (2) Common information to be presented about each topic.
- (3) The order in which to list the topics.
- (4) The order in which to present the common information.

c. Standard tables list topics in the left-hand column. These column headings should be concise, clear descriptions of the topics in the table. The topics should be listed in parallel

construction and using the same part of speech for each. (See para 5-5c for guidance on parallel construction.) Try to limit tables to six columns for ease of reading.

d. The other column headings identify the categories of the common information. Column headings should be short but descriptive. When necessary to include units of measure in a table, try to specify them in column headings or enclose them in parentheses beneath the headings.

e. The body of the table consists of data or information placed in cells to the right of the column headings. The table portrays sorted data or information.

f. Figure 10-6 illustrates the basic format for standard tables in doctrinal and training publications. Writing teams may vary this format to fit the information display requirements. However, teams still use the font styles for table text and headings in the Doctrine Publication Template and follow the basic format as much as possible.

g. The Doctrine Publication Template includes styles needed to construct most standard tables. Writers can construct tables using a word processing program. Doing this simplifies editing the tables and frees the graphic artist to create figures.

h. An effective standard table addresses only one category of topics. Column headings should not change midway through the table. If column headings need to change to portray the material, organize that material as a separate table.

i. Similarly, standard tables should not be divided into sections with horizontal headings. Designing a table this way makes it difficult for readers to identify information categories labelled by the headings. Headings embedded in a table do not stand out as well as table captions set above individual tables. The more columns a table has, the more likely an internal heading will be lost among them.

10-20. Text tables

Text tables are used to make information easier to absorb, help readers retain information longer, or trigger information recall. They do this by setting textual material apart from the body text and placing it in a simple format. Like standard tables, text tables often contain reference information. Text tables can be set in either a one-column or two-column format.

a. One-column tables.

(1) One-column tables usually contain information about a discussion that is important but that readers do not need to read to follow the discussion or understand its main point. This type of table is appropriate for presenting lists, especially, long lists that would distract readers if included in the body text. If a passage includes one or more bulleted lists that take up half a page or more, consider placing the information in one or more text tables. One-column tables often contain reference information that readers can refer to later.

Example. Table 3-1 on page 30 lists potential information sources writing teams might consult during research. Readers do not need to read the entire list to understand the discussion. However, they may want to consult the list once they begin their research.

Similarly, table 5-8 on page 139 lists questions to ask when assessing how well a draft publication presents its information. Readers do not need to read the list to follow the assessment discussion; rather, they use the list as a reference when performing an actual assessment.

(2) Unlike standard tables, one-column text tables can include horizontal headings. This is because one-column tables have no interior lines and contain more white space than standard tables. When used, headings in one-column tables function similarly to subheadings under a main heading in text. Whether to use interior headings is a design decision based on the content and layout of the table.

Example. Tables 5-7, 5-8, and 5-9 (beginning on page 134) present an assessment framework in terms of three major categories: design, writing, and graphics. The headings within tables 5-7 and 5-8 divide the major categories those tables show into subcategories. The headings break up the white space within the tables, making the lists easier to read. Making each subcategory into its own table would unbalance the framework by making the subcategories equal in importance to the design category in table 5-6. However, had one or more of those tables been longer than a page, the writing team may have decided to use individual tables rather than interior headings and possibly have placed the tables in an appendix. (See para 10-21 for design considerations for tables.)

b. Two-column tables.

(1) Like standard tables, two-column tables portray information about a group of related topics. Unlike standard tables, the information about each topic is limited to one category. Two column tables can be designed with headings running horizontally across the top (see table 4-1 on page 44) or vertically down the left side (see table 10-1 on page 239).

(2) Two-column text tables are especially appropriate as substitutes for bulleted lists when:

- o Bullets consist of more than two short sentences.
- o Some bullets include explanatory information and others do not.
- o The length of explanatory information varies among bullets.

(3) Well-constructed bulleted lists have a parallel construction and should not be used as subparagraphs. (See para 5-14 for bulleted lists.) However, some discussions include bullets that require supporting information longer than two sentences but does not merit a separate numbered paragraph. Other discussions include bulleted lists containing some bullets that require more explanation than others. Placing the information in two-columned tables rather than bulleted lists may provide a solution in these cases.

Example. Paragraph 10-13a includes a bulleted list of possible figure types, among them flow charts. Two types of flow charts are specified-action charts and decision-logic charts. The discussion needs to include a short description of these chart types for readers not familiar with them. Making the chart types second-level bullets and including the descriptions would unbalance the bulleted list, since no other bullet includes explanatory material. Placing the descriptions in a numbered paragraph would unbalance the discussion and give the two chart types more prominence than they merit. Furthermore, the description of one chart type is longer than the description of the other. The solution is to place the two chart types and their descriptions in table 10-1. This keeps the bulleted list in paragraph 10-13a balanced and parallel. It also allows readers familiar with specified-action charts and decision-logic charts to skip the explanatory material, making the passage more readable.

c. Nonstandard tables.

(1) Writing teams have some flexibility in determining a table's design. Teams should design tables to portray information as clearly as possible, even if it does not correspond exactly to any of those discussed above.

(2) For example, table 5-6 on page 105, which portrays four possible formats bulleted list, can be characterized as a two-column table with interior headings. The chosen design portrays the required information effectively, regardless of how it is described. The logic for this design decision is this:

(a) The table is set at the end of a discussion of formatting bulleted lists. An individual discussion of each format is not needed. Therefore, placing the information in four separate tables is not appropriate. It would also separate material that is best viewed together.

(b) A one-column format with interior headings and set at the outside margin would portray the information adequately; however, the height of the resulting table would be almost as long as the height of the image area of the page. That page design is not used elsewhere in this pamphlet and would therefore be distracting.

(c) The design used also portrays the formats the discussion says to use together (A and C, and B and D) in the same column. Placing the corresponding formats next to each other allows readers to compare them.

10-21. Design and layout considerations

a. Multiple-page tables should be avoided. Ideally, a table fits on one page. Tables longer than two pages are difficult to use and may defeat the purpose of placing the information in a tabular format. For tables that go longer than a page, see if the information can be broken into categories and set in multiple tables. Portraying information in smaller tables by category makes it easier for readers to find specific information.

b. Tables that fit on a single page should not be divided between pages. A table that breaks between two pages should be combined on a single page and the text laid out to go around it. In contrast, excessively long tables can often be broken into shorter tables by category.

c. Tables containing similar information should be formatted similarly. All tables need not be formatted identically. Use a format that best displays the information.

d. If the subject requires placing a large amount of information in a number of tables with little intervening text, consider placing the tables in an appendix. Large numbers of tables placed one after another in a chapter break up the flow of the text, distract readers, and detract from the quality of the publication.

e. Writing teams lay out pages and tables in the way that best presents the material. Teams consider the flow of the discussion, the information a table contains, and whether the table breaks on facing pages when making layout decisions. (See para 5-37 for guidance on graphics integration. See table K-4 for design and format specifications for tables.)

10-22. Graphic sources

a. The writing team can build figures and tables. Those built by the writing team do not require acknowledgements, source notes, or reference citations.

b. The writing team can take photographs or coordinate with other government organizations (such as Army public affairs) to take photographs.

c. The writing team can download photographs from the U.S. Army's photostream on flickr website and the U.S. Department of Defense Multimedia/Photos website. Include a credit for all Government photographs in the source notes. Credit the appropriate agency.

d. When researching, use the original (earliest) source for citation information and copyright releases. Citations require full bibliographic information. Authors complete source files for photographs with name of photographer, location of photograph, date photograph taken, subject of photograph, and any other pertinent information. Only make copies if permitted by the copyright owner. Otherwise save just the links.

Chapter 11 Training Publications

11-1. Types of training publications

The two types of training publications are Soldier training publications (STPs) and training circulars (TCs). Publishing procedures for STPs are covered in TRADOC Pamphlet (TP) 350-70-1 and those for TCs are covered in TP 350-70-14, as well as this publication.

a. STPs.

(1) STPs are publications that contain critical tasks and other training information used for job training and that serve as a basis for individual training in units. The STP identifies individual military occupational specialty (MOS) or area of concentration (AOC) training requirements. STPs serve to standardize individual training for the whole Army; provide information and guidance for conducting individual training in the unit; and aid the Soldier, officer, NCO, and commander in training critical tasks.

(2) STP type description.

(a) Soldier's manual of common tasks (SMCT). SMCT are base documents for all common Soldier and common skill level individual task training and evaluation. For example, they are found in the following: STP 21-1-SMCT and STP 21-24-SMCT.

(b) Soldier's manual (sometimes called SM). Soldier's manuals are base documents for branch MOS or AOC-specific tasks, skill level 1. For example, they are found in STP 7-11C1-SM-TG, Soldier's Manual and Trainer's Guide, MOS 11C, Indirect Fire Infantryman, Skill Level 1.

(c) Soldier's Manual and Trainer's Guide (SM-TG). SM-TGs are documents that provide commanders and unit trainers information needed to plan and conduct Soldier training and evaluations, for MOS-specific tasks in the unit, skill level 2, 3, and 4. For example, they are found in STP 7-11C24-SM-TG, Soldier's Manual and Trainer's Guide, MOS 11C, Indirect Fire Infantryman, Skill Levels 2-4.

(d) Officer foundation standards (OFS) manuals. For officer common tasks, the sub-number must consist of the OFS level (I, II, or III) minus the officer specialty. For example, they are found in STP 34-350F-OFS, Officer Foundation Standards (OFS) for MOS 350F All-Source Intelligence Technician.

(3) TR 350-70 establishes the ADDIE process as the Army's instructional system design which is used to identify and develop training requirements, tasks, and learning materials. TP 350-70-1 provides detailed descriptions on the analysis, design, and development of individual tasks. The critical task and site selection board is a critical step in the ADDIE process to identify which individual tasks are critical and will be included in an STP.

b. TCs are publications (paper or computer-based) that provide a means to distribute unit or individual Soldier training information that does not fit standard requirements for other established types of training publications.

(1) TCs do not have a prescribed format. Proponents structure them to meet the training need. (See TP 350-70-14 for evaluating that need.) Proponents use structured writing and formatting procedures whenever possible. Doctrine proponents that develop TCs may use the Doctrine Publication Template to format and the doctrine number scheme to show a TC correlation to the doctrinal publication it supports. (See TR 25-36 for the template and DA Pam 25-40 for the numbering.)

(2) Proponents must also annotate appropriate security, foreign disclosure, copyright, safety, and environmental warnings and markings when required. (See DODI 5200.48 for marking CUI, DODI 5230.24 for distribution statements, and TR 350-70 for other applicable annotations.)

11-2. Purpose of the Soldier training publication

The purpose of the STPs is to:

- a. Provide critical tasks and other training information used for job training.
- b. Identify individual military occupational specialty training requirements.
- c. Standardize individual training for the whole Army.
- d. Provide information and guidance for the conduct of individual training in the unit.
- e. Aid the individual, officer, NCO, and commander in training critical tasks.

11-3. Components of the Soldier training publication

STPs must conform to current publication guidance and to proponent standards. Table 11-1 shows the general content and format changes (that is, the administrative changes) required by component and STP type. Figure 11-1 shows the content organization. Proponents are encouraged to use the preformatted STP template posted on the TED-T website. The STP template contains all STP formatting requirements.

Table 11-1.
Content and format changes by component and Soldier training publication type

Components	SM	OFS	WT	Content	Format
Cover, Web links, Title page	Y	Y	Y	Update with current and required information.	Change to Arial if desired
Preface	Y	Y	Y	Make administrative changes.	
Introduction	Y	Y	Y	Make administrative changes.	If generated content is obsolete or incorrect, rewrite as needed, including any administrative changes.
Task Table	Y	N	Y	Make administrative changes.	If time allows, proponent may reorder tasks numerically within subject areas, both in critical task table and in task chapter.
Tasks	Y	Y	Y	Make administrative changes.	
Battle drills	N	N	Y	Make administrative changes.	
School/ agency codes	N	N	Y	TP 350-70-1	

Table 11-1. Content and format changes by component and Soldier training publication type, cont.

Components	SM	OFS	WT	Content	Format		
Glossary	Y	Y	Y	Make administrative changes. Define all terms in publication; include all definitions used in publication.			
References	Y	Y	Y	Make administrative changes. Check references.	Use to correct references at end of each task.		
Index	N	N	N	Not applicable	Note. The term “indexed” means included in Army publications database.		
N	no			SM	Soldier’s manual	WT	warrior task
OFS	officer foundation standards			TP	TRADOC pamphlet	Y	yes

<p>1. Front matter</p> <ul style="list-style-type: none"> a. Outside front cover. b. Table of contents. c. Preface. <p>2. Chapter 1 – Overview of Army, branch, MOS, or job training strategy</p> <ul style="list-style-type: none"> a. Army training system. b. Task summary format. c. Training responsibilities (which provide): <ul style="list-style-type: none"> (1) General or remedial training feedback to individual Soldier. (2) Product improvement feedback to task proponent. <p>3. Chapter 2 – Training guide (that includes):</p> <ul style="list-style-type: none"> a. The career management field (CMF). b. All critical tasks for all skill levels or grades of a job. c. Any self-development training by skill level including branch reading program. d. Cross-training requirements (if appropriate). <p>4. Chapter 3 – Job-specific task summaries (including shared tasks).</p> <p>5. Chapter 4 – Job-unique duty position tasks.</p> <p>6. Back matter</p> <p>Appendix A: (optional) Training Ammunition, Pyrotechnics and Explosives.</p> <p>Appendix B: (optional) DA Form 5165-R (Field Expedient Squad Book).</p> <p>Appendix C: (optional) An appendix to add additional information.</p> <p>Glossary</p> <p>References</p> <p>Authentication Page</p>	<p>DA</p> <p>MOS</p>	<p>Department of the Army</p> <p>military occupational specialty</p>
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Figure 11-1. Soldier training publication content organization

- a. Introductory chapter.

(1) Each type of STP has an introductory chapter. The proponent ensures all information and referenced doctrine is correct.

(2) The proponent can rewrite the content completely or in part as required or needed.

b. Trainer's guide or training guide.

(1) Two types of STPs have a task table as their chapter 2. In each case, the core of the chapter is a table of the tasks contained in the STP. It has columns that allow trainers to quickly find specific training requirements for each task.

(a) Soldier's manuals contain a trainer's guide, whose primary content is a critical task table. This provides leaders with the following planning information for each task:

- o Initial training locations.
- o Sustainment training frequencies.
- o Duty positions.
- o Cross-training duty positions.
- o Train-up and merger duty positions.

(b) Warrior task manuals contain a training guide. This guide (or warrior leader training plan) provides training managers with the following planning information for each task:

- o Training locations.
- o Sustainment training frequencies.

c. Task chapter.

(1) All STPs contain a task chapter.

(a) Each Soldier's manual contains one or more skill levels between 1 and 4 in a particular MOS.

(b) Each OFS manual contains officer tasks.

(c) The two SMCTs contain warrior and warrior leader tasks skills and warrior tasks each contains common tasks.

11-4. Other Relevant Pamphlets

Table 11-2 lists the purposes of the TRADOC 350-70 series of circulars, pamphlets, and regulations. It lists publications from most to least impact on development of individual training.

Note. The pamphlets in this chart will be updated as the task database and training development model evolve.

Table 11-2. Other relevant pamphlets

Publication	Title	Main topics
TP 350-70-1	Training Development in Support of the Operational Training Domain	Collective and Individual tasks. Drills.
TP 350-70-14	Training and Education Development in Support of the Institutional Training Domain	Role of training proponents; courses and lessons; Army Learning Model; task-and education-based lessons; and job aids, graphic training aids, and training circulars.
TP 350-70-3	Staff and Faculty Development	Plan for training all personnel to training-related duties.
TP 350-70-7	Army Educational Processes	Educational processes for Army PME programs.
TP 350-70-9	Budgeting and Resourcing	Planning and budgeting of training resources through the Training Requirements Analysis System (TRAS).
TP 350-70-12	The Army Distributed Learning (DL) Guide	Distributed learning management and development.
TP 350-70-13	System Training Integration	Identification and documentation of integrated training and training support requirements in support of Joint Capabilities Integration and Development System (JCIDS) and Defense Acquisition System (DAS).
TP 350-70-4 TP 350-70-5 TP 350-70-6 TP 350-70-10	Systems Approach to Training: Evaluation Systems Approach to Training: Testing Systems Approach to Training: Analysis Systems Approach to Training Validation	SAT publications provide sound guidelines for executing ADDIE processes but reference outdated materials and systems. They will be superseded with the publication of the revised TP 350-70-14.
TC 350-70-1	Medical Support to Training	Guidelines for appropriate medical support based on risk associated with raining events.
ADDIE PME SAT TC	analysis, design, development, implementation, and evaluation professional military education systems approach to training training circular	TP TR TRADOC United States Army Training and Doctrine Command

11-5. Changes considerations

a. The purpose of this section is to help leaders distinguish what they must do from what they can do to balance speed with quality when publishing STPs. As described in TP 350-70-1, proponents must ensure that administrative (regulatory and legal) requirements are met before authenticating a publication. Examples include updating administrative information such as inside cover links, or adding a required legal statement to the preface, glossary, or references.

b. Beyond the required changes, leaders must choose carefully how to organize personnel and workflow, how extensively to have personnel review the text (some organizations that produce training publications do not have editors), and which document and text format changes to make.

c. Changes to the text chapters are made the same as with doctrinal publications: either directly by the reviewer, or marked up by the reviewer and implemented by the author. Changes to the task chapters are made the same way, except that each task is opened and changed as a separate file in the task database. The person making the changes cannot compare, scroll, or copy-paste between the files.

11-6. Teamwork

a. Leaders with editorial support should use the support throughout the development process.

b. Chap 6 describes the types of support editors can provide and the benefits of taking advantage of that support. Para 6-4a also defines progressive editing and its advantages.

11-7. Document format

a. Tasks and battle drills.

(1) The Training Development Capability (TDC) is the authoritative database for all tasks and battle drills. The publication of an STP may not be approved if the tasks and battle drills in the STP deviate from the approved tasks and battles drills in the TDC. See the TED-T website for STP checklists and the STP template.

(2) Task and battle drill standards are published in TR 350-70 and TP 350-70-1. Standards checklists for tasks and battle drills are available on the TED-T website. Army University reviews all new tasks and battle drills in accordance with TR 350-70 to ensure standards compliance.

(3) Proponents complete the editing of any task or battle drill in the TDC to ensure consistency of the task and battle drill across all the systems that reference the task or battle drill in TDC. Changes to tasks and battle drills in the TDC may require an additional review by Army University and re-approval by the proponent commandant.

(4) The format of tasks and battle drills in STPs should look as close to identical as possible to the tasks and battle drills in the TDC and their publication version on the CAR website.

(5) Each task and battle drill begins on a new page.

b. STP.

(1) The STP format is described in detail in TP 350-70-1. An STP checklist is available on TED-T website.

(2) Otherwise, STPs follow standard publication guidelines.

(3) Tasks are organized within subject area. If multiple skill levels are included in an STP, tasks are organized within subject area within each skill level.

11-8. Text format

a. Template. The TED-T website contains the official STP template. This template dictates the official style for STPs. The TDC provides STP output that ensures the exact tasks and battle drills are included and organized properly. However, the STP template in the TDC will require additional reformatting before it is suitable for publication.

b. Box Notices. The STP uses many box notices: note, danger, export control, and caution. All box notices are preformatted in the STP template on TED-T website, under Job Aids Operational Job Aids.

11-9. Prepare and edit back matter

a. Glossary. Proponents include every acronym and every definition used in the publication. Proponents ensure acronyms are consistent throughout document.

b. References. Proponents verify and include every reference used in the publication. Proponents ensure references are consistent throughout document.

Part Four—Forms and Publications Management

Chapter 12

Forms

12-1. Definition and policy

a. A form is a fixed arrangement of captioned spaces designed for gathering, organizing, and transmitting prescribed information quickly and efficiently. It also serves as a historical record. A form may be in hard copy, electronic, or other media. Certificates are forms. Items such as labels, stickers, tags, instruction sheets, notices, and file covers do not require insertion of information; however, they may still be considered forms for procurement purposes. See AR 25-30 for the Army policy on forms.

b. Forms management is the systematic process of increasing productivity and reducing errors in information capture, transmission, storage, and retrieval. It includes developing forms and instructions for their use. See DA Pam 25-40 for procedures for Army forms management.

12-2. Types of forms

The forms most commonly referenced in doctrinal and training publications are DA forms, DD forms, U.S. Government standard forms, and U.S. Government optional forms. (See DA Pam 25-40 for other types of forms.)

a. DA forms are used exclusively within the DA and are for use by more than one DA agency or command. APD approves these forms.

b. DD forms are used with one or more DOD components. The Washington Headquarters Services (Information Management Division, Executive Services Directorate) reviews and approves DD forms.

c. U.S. Government standard forms (abbreviated SF) are designed and prescribed for mandatory use by two or more Government agencies and approved by the General Services Administration. These forms are available on the General Services Administration website.

d. U.S. Government optional forms (abbreviated OF) are developed for use by two or more federal agencies and are approved by the General Services Administration for nonmandatory use throughout the Government. These forms are available on the General Services Administration website.

12-3. Preparing forms

Proponents refer to AR 25-30 to create, revise, transfer, or rescind a form.

a. Prior to creating a new form, proponents will verify one is not already established that performs the same function. Forms should be prescribed at the highest level feasible.

b. Proponents complete a DD Form 67 and electronically forward it to the TRADOC Forms Management Officer along with the draft form and a PDF copy of the draft publication prescribing directive. Proponents prepare a separate DD Form 67 for each new or revised form. Proponents also prepare a DD Form 67 to rescind or cancel an obsolete form.

c. When applicable, forward additional required documentation with the DD Form 67. Examples may include a privacy act statement, a justification letter for collecting social security numbers in accordance with DODI 1000.30, an approved requirement control symbol number, or new records schedule when one is not established.

12-4. Citing forms

a. Internal references. Cite only current forms. If a form is obsolete, the author determines whether using that form is essential to performing the tasks described. If it is, the publication will either have to prescribe a new form or establish a format to use to perform the task. Either approach must be staffed. DA Pam 25-40 details citing forms in the body of a publication.

b. References division listings.

(1) The references division of all doctrinal and training publications must include two forms-related headings: Prescribed Forms and Referenced Forms. If a heading has no entries, place the following statement below it: “This section contains no entries.”

(2) List under prescribed forms only forms prescribed by the publication.

(3) List cited forms prescribed by other publications under referenced forms. If the publication cites a significant number of forms from different categories (for example, DA forms and DD forms), the forms may be listed under subheadings by category.

(4) List forms in alphanumeric order. List only the form designator, number, and title. Do not include the form date. For example: “DA Form 260-1. Request for Publishing—DA Training, Doctrinal, Technical, and Equipment Publications.” When subheadings are used, list them in alphabetical order.

(5) Include the availability statement established by APD for each category of form cited in the publication. Place the statement either under the main heading or appropriate subheading, or after the form title as an annotation. Use the wording for availability statements prescribed by DA Pam 25-40. APD has established standard statements for DA forms, DD forms, standard forms (abbreviated SF), and printed forms (those not available electronically). For other categories of forms, provide an availability statement similar to those provided for references. (See para F-13 for availability statements.)

(6) List DA Form 2028 as a referenced form in all doctrinal and training publications.

12-5. Illustrating forms in figures

DA Pam 25-40 details illustrating forms in the body of a publication.

12-6. Format versus form

a. A format is an information management tool. Formats are not considered forms and can be placed in text or a graphic. They are intended to portray a sample layout. It may be appropriate to establish a format when one or more of the following condition apply:

(1) The purpose of a product is to arrange information logically so as to present it more clearly.

(2) A product focuses on information presentation rather than information gathering, organizing, and transmitting.

(3) Information to be managed is primarily narrative and varies in length significantly between products.

(4) The categories of information to be managed change so frequently that they cannot be standardized for any meaningful length of time.

(5) The categories of information to be managed vary across operational environments to such an extent that they cannot be standardized Army wide.

(6) Establishing an official form would unduly restrict the local commander's prerogatives.

b. Figures portraying formats are stand-alone text that may depart from the normal format or structure of the publication. See DA Pam 25-40 for guidance on portraying examples of memoranda.

Chapter 13

Other Publication Actions

This chapter discusses publishing actions not directly related to the publication development functions. It addresses actions that affect published publications. With the exception of redacting a publication for foreign dissemination or in response to a FOIA request (see para 3-7), proponents initiate these actions. This chapter also describes management functions performed by ATSC with input from doctrine proponents.

13-1. Replenishments and reprints

a. When the stock of a doctrinal publication or form at the AMC Print and Media Distribution Center reaches a level that requires the printing of more copies, the division sends a status request to the TRADOC Publications Control Officer for action. TRADOC funds the reprints of doctrinal and training publications.

b. The TRADOC Publications Control Officer, in turn, informs the proponent of the low stock and requests guidance on whether to replenish it. The proponent reviews the publication for any pending action (such as a planned revision, change, or rescission) and informs the Publications Control Officer of the publication's status and whether to replenish the stock.

c. If a revision is in progress and close to publication, reprinting should be avoided unless the stock available for issue will be depleted prior to publication of the revision. Avoid reprints of publications designated for rescission.

13-2. Rescinding and reinstating a publication

a. When a proponent determines that a publication is no longer needed, the proponent requests rescission of the publication.

b. To rescind a publication, the proponent submits a DA Form 260-1 through the TRADOC Publications Control Officer through ATSC to APD. APD updates the online DA Publication Index to show the publication as obsolete. The AMC Media Distribution Division removes the item from the Point and Click Ordering system and destroys any remaining stock, if applicable.

c. The rescission request specifies whether or not the publication prescribes forms. Publications that prescribe forms that are still needed cannot be rescinded until the forms are assigned to another prescribing directive.

d. Proponents may reinstate an obsolete publication by submitting a DA Form 260-1. The revised-reinstated publication can retain the publication designator and number, but it will be assigned a new publication date. It will also have to meet the publication standards. The DA Form 260-1 will include the following statement in Remarks block: "Request previously obsolete publication with the same publication designator and number and title be reinstated."

13-3. Withdrawal of a publication

a. Withdrawal refers to the immediate removal of a publication from the APD publications website. A withdrawal is an interim measure that allows proponents and APD to address a situation requiring immediate action, such as a possible spillage of classified information. A withdrawal must be followed by a formal request to rescind the publication. That request completes the action of designating the publication as obsolete and removing it from the Army inventory.

b. When a publication must be withdrawn, the proponent sends a request to the TRADOC Publications Control Officer via email. The Publications Control Officer sends an email notification to the APD DA Form 260-1 in-box. APD withdraws the publication and notifies CAR of the withdrawal.

c. Within seven calendar days of a withdrawal, the proponent must submit a DA Form 260-1 through the TRADOC Publications Control Officer at ATSC to APD to rescind the publication. The proponent may reinstate the publication by following the procedure in chap 8.

13-4. Foreign disclosure and Freedom Information Act requests

Proponents will forward foreign disclosure requests to the servicing foreign disclosure office to obtain processing requirements in accordance with AR 380-10, TRADOC Supplement 1 to AR 380-10, TR 25-30 and TR 350-70.

13-5. Freedom of Information Act requests

Proponents will forward FOIA requests from individuals or organizations to the servicing FOIA office to obtain processing requirement guidance in accordance with AR 25-55, AR 25-22, and TRADOC Supplement 1 to AR 25-1. See the TRADOC FOIA website at <https://www.tradoc.army.mil/foia/> for contact information.

Chapter 14

Army-Level Publication Management

14-1. Distribution of printed publications

AMC provides management and centralized control of the Army's distribution of DA publications and blank forms in all media, to include printed. The AMC Media Distribution Division manages and centrally controls the distribution and storage of Army publications and blank forms. They also provide management oversight of overseas Army publications and blank forms distribution centers.

14-2. Army doctrine and training initial print/publishing schedule

a. The fiscal year Army doctrine and training initial print/publishing schedule lists projected publications for publishing during the fiscal year. Publications are annotated for distribution either as a print requirement or electronic means only. Army doctrinal and training publications listed on the print schedule should have an approved development requirement. The print schedule contains the following information:

- (1) Priority.
- (2) Center of excellence or school code or name.
- (3) Publication designator and number.
- (4) Actual or proposed title.
- (5) Type of action (new publication, change, revision, or consolidation).
- (6) Any publications a product supersedes.
- (7) Estimated number of pages.
- (8) Estimated number of printed copies (initial distribution list).
- (9) Fiscal year and quarter to be forwarded for Army publishing action.
- (10) Whether the product is distributed by electronic means only.

b. A consolidated initial print or publishing schedule provides ATSC an estimate of the fiscal year workload and supports justification to obtain funding to cover printing requirements. Proponents are encouraged to provide changes and updates to their schedule as they occur so ATSC can make necessary adjustments.

c. For information regarding the schedule, contact the ATSC Replication and Distribution Office via email at usarmy.jble.CAC.mbx.atsc-adtlp@army.mil.

Appendix A References

Section I

Required Publications

Unless otherwise indicated, TRADOC publications and forms are available at <https://adminpubs.tradoc.army.mil>. Army publications and forms are available on the Army Publishing Directorate website at <https://armypubs.army.mil/default.aspx>. DOD issuances and forms are available at <https://www.esd.whs.mil/DD/>.

ADP 1-01
Doctrinal Primer

AR 25-30
Army Publishing Program

AR 25-55
The Department of the Army Freedom of Information Act Program

AR 34-1
Interoperability

DA Pam 25-40
Army Publishing Program Procedures

DODI 5230.24
Distribution Statements on Technical Documents

FM 1-02.1
Operational Terms

Government Publishing Office Style Manual: An Official Guide to the Form and Style of Federal Government Publications

TR 25-30
Army Doctrinal and Training Publishing Program

TR 25-36
The U.S. Army Training and Doctrine Command Doctrine Publishing Program

TR 71-20
Concept Development, Capabilities Determination, and Capabilities Integration

TR 350-70
Army Learning Policy and Systems

Section II

Related Publications

A related publication is a source of additional information. The user does not have to read a related reference to understand this publication.

ADP 2-0
Intelligence

ADP 3-0
Operations

ADP 3-90
Offense and Defense

ADP 6-22
Army Leadership and the Profession

“Aerospace Operations in Urban Environments: Exploring New Concepts.” Alan Vick, John Stillion, et al. RAND Document No. MR-1187-AF. 2002. Available online at Rand Corporation Published Research: <http://www.rand.org/publications/>. Search for the document number.

AR 5-22
The Army Force Modernization Proponent System

AR 10-87
Army Commands, Army Service Component Commands, Direct Reporting Units

AR 11-33
Army Lessons Learned Program

AR 25-38
Army Printing and Distribution Program

AR 25-22
The Army Privacy and Civil Liberties Program

AR 25-400-2
The Army Records Management Program

AR 27-60
Intellectual Property

AR 380-5
Army Information Security Program

AR 380-10
Foreign Disclosure and Contacts with Foreign Representatives

AR 381-10
US Army Intelligence Activities

ATP 2-01.3
Intelligence Preparation of the Battlefield

ATP 2-22.2-1
Counterintelligence Volume 1: Investigations, Analysis and Production, and Technical Services and Support Activities

ATP 2-22.85/MCRP 10-10F.1/NTTP 3-07.16/AFTTP 3-2.85
Multi-Service Tactics, Techniques, and Procedures for Tactical Employment of Biometrics in Support of Operations

“Controlled Unclassified Information Markings.” Available online at <https://www.dodcui.mil/portal>.

“Comments by Russian President Vladimir Putin to the UN General Assembly.” Vladimir Putin. *Military Review* 96, no. 1 (January–February, 2016): 16–21. Available online: United States Army Combined Arms Center, Fort Leavenworth, Kansas, *Military Review* at [http://usacac.army.mil/CAC2/Military Review/](http://usacac.army.mil/CAC2/Military%20Review/).

DOD Dictionary of Military and Associated Terms (<https://jdeis.js.mil/jdeis/index.jsp>)

DOD 5240.1-R
Procedures Governing the Activities of DoD Intelligence Components that Affect United States Persons

DODI 5200.48
Controlled Unclassified Information

DODM 5200.01, Volume 2
DoD Information Security Program: Marking of Information

DODI 5230.24
Distribution Statements on Technical Documents

EO 12333
United States Intelligence Activities (Available at <https://www.govinfo.gov/>)

FM 1-02.2
Military Symbols

FM 2-0
Intelligence

TRADOC Pamphlet 25-40

FM 3-01.13

(U) Air Defense Artillery Operational Planning Data (S/NF)

FM 3-07

Stability

FM 3-24

Insurgencies and Countering Insurgencies

FM 3-55

Information Collection

FM 5-0

The Operations Process (obsolete)

FM 6-27/MCTP 10-11C

The Commander's Handbook on the Law of Land Warfare

FM 6-99

U.S. Army Report and Message Formats

Future War: Non-Lethal Weapons in Twenty-First Century Warfare. John B. Alexander. New York: Saint Martin's Press. 1999.

MIL-STD-2525D

Joint Military Symbology (Available at <https://assistca.dla.mil/>)

National Incident Management System: Intelligence/Investigations Function Guidance and Field Operations Guide. Available online: <https://www.fema.gov/>

Privacy Act of 1974 (Section 552a, Title 5, United States Code). (<http://uscode.house.gov/>)

Public Law 104-321

Joint Resolution Granting the Consent of Congress to the Emergency Management Assistance Compact

STP 7-11C1-SM-TG

Soldier's Manual and Trainer's Guide, MOS 11C, Indirect Fire Infantryman, Skill Level 1

STP 7-11C24-SM-TG

Soldier's Manual and Trainer's Guide, MOS 11C, Indirect Fire Infantryman, Skill Levels 2–4

STP 21-1-SMCT

Soldier's Manual of Common Tasks: Warrior Skills Level 1

STP 21-24-SMCT

Soldier's Manual of Common Tasks: Warrior Leader Skills Level 2, 3, and 4

STP 34-350F-OFS

Officer Foundation Standards (OFS) for MOS 350F All-Source Intelligence Technician

Section 2002.14 of Title 32, Code of Federal Regulations (CFR)

Information Security Oversight Office, National Archives and Records Administration

(Available at <https://www.ecfr.gov/>)

Title 10, United States Code

Armed Forces

TM 9-1005-206-14&P-1.

Operator's, Organizational, Direct Support and General Support Maintenance Manual Including Repair Parts and Special Tools List for Revolver, CAL. .38 Special: Smith and Wesson, Military and Police, M10, Round Butt 4-Inch Barrel (NSN 1005-00-937-5839) 2-Inch Barrel (1005-00-937-5840); Square Butt, 4-Inch Barrel (1005-00-214-0934) and Revolver, Cal. .38 Special: Ruger Service Six, 4-Inch Barrel, M108; Square Butt w/o Lanyard Loop (1005-01-040-8989); w/Lanyard Loop (1005-01-040-8990) and Round Butt w/Lanyard Loop (1005-01-094-7045). 28 August 1985.

TC 350-70-1

Medical Support to Training

TP 350-70-1

Training Development in Support of the Operational Training Domain

TP 350-70-3

Staff and Faculty Development

TP 350-70-4

Systems Approach to Training: Evaluation

TP 350-70-5

Systems Approach to Training: Testing

TP 350-70-6

Systems Approach to Training: Analysis

TP 350-70-7

Army Educational Processes

TP 350-70-9

Budgeting and Resourcing

TP 350-70-10

Systems Approach to Training Course and Courseware Validation

TRADOC Pamphlet 25-40

TP 350-70-12

The Army Distributed Learning (DL) Guide

TP 350-70-13

System Training Integration

TP 350-70-14

Training and Education Development in Support of the Institutional Domain

TRADOC Supplement 1 to AR 25-1

Army Information Technology

TRADOC Supplement 1 to AR 380-1

Foreign Disclosure and Contacts with Foreign Representatives

Section III

Referenced Websites

Army Doctrine Terms and Military Symbols

<https://jdeis.js.mil/jdeis/index.jsp?pindex=207#>

Army photostream on flickr

<https://www.flickr.com/photos/soldiersmediacenter>

Army Publishing Directorate

<https://armypubs.army.mil>

Army Training Network

<http://www.train.army.mil/>

Central Army Registry

<https://rdl.train.army.mil/catalog/dashboard>

Combined Arms Doctrine Directorate milBook (CADD milBook)

<https://www.milsuite.mil/book/groups/cadd/content>

Center for Army Lessons Learned

<https://usacac.army.mil/organizations/mccoe/call/>

Defense Imagery Management Operations Center

<https://www.dimoc.mil/>

Defense Technical Information Center (DTIC)

<https://discover.dtic.mil/>

Department of Defense Multimedia/Photos

<http://www.defense.gov/multimedia/multimedia.aspx>

DoD CUI Program
<https://www.dodcui.mil>

DOD Plain Language
<https://www.esd.whs.mil/dd/plainlanguage/>

DOD SAFE
<https://safe.apps.mil/>

General Services Administration
www.gsa.gov

Homeland Security Digital Library
<http://www.hsdl.org>

Joint Electronic Library
<https://www.jcs.mil/Doctrine/>

Government Publishing Office
<http://www.gpo.gov/>

Joint Electronic Library Plus
<https://jdeis.js.mil/my.policy>

National Technical Information Service (NTIS)
<https://www.ntis.gov/>

Official Homepage of the United States Army
<https://www.army.mil/>

TRADOC Freedom of Information Act
<https://www.tradoc.army.mil/foia/>

Training and Education Developer Toolbox (TED-T)
<https://cacmdc.army.mil/army/TEDT/Pages/Toolbox.aspx>

U.S. Army Center of Military History
<https://history.army.mil/>

U.S. Army Heritage and Education Center
<https://arena.usahec.org/>

U.S. Army Training and Doctrine Command Administrative Publications
<http://adminpubs.tradoc.army.mil/index.html>

United States Code
<http://uscode.house.gov>

Section IV Prescribed Forms

This section contains no entries.

Section V Referenced Forms

DA Form 260-1
Request for Publishing - DA Training, Doctrinal, Technical, and Equipment Publications

DA Form 2028
Recommended Changes to Publications and Blank Forms

DA Form 5165-R
Field Expedient Squad Book

DD Form 67
Form Processing Action Request

TF 25-36-1
Publishing Checklist–TRADOC’s Army Doctrinal and Training Publishing Program

Appendix B Printed Publications

B-1. Overview

This appendix addresses binding, size, and color specifications for printed publications. Proponents determine a printed publication’s specifications during planning.

B-2. Binding

Printed publications may be loose-leaf or bound.

a. In loose-leaf publications, the pages are separate and drilled so users can update a publication by replacing pages when a formal change is published. (See figure B-1.) Side-stitching usually serves as a temporary binding for loose-leaf publications. Publications too large to be side-stitched may be held together by shrink wrap or banding for shipping.

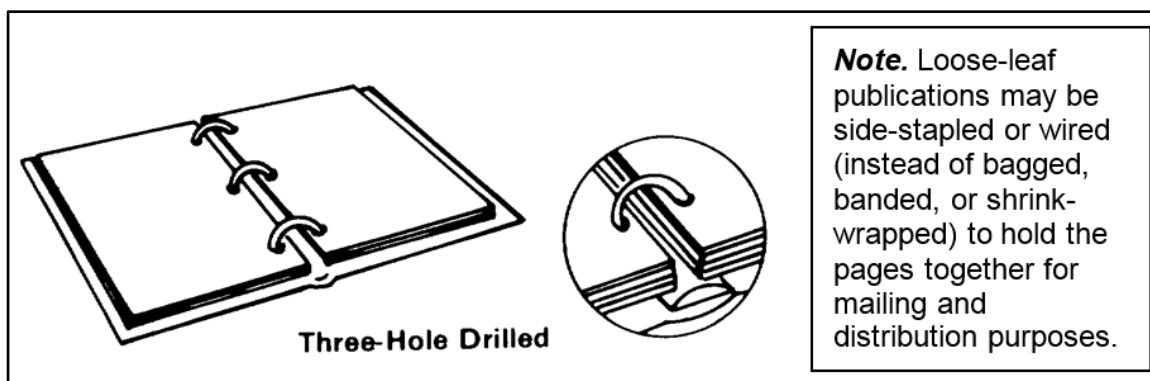


Figure B-1. Configuration of loose-leaf publications.

b. Binding alternatives are perfect binding, saddle-stitch, and side-stitch. (See figure B-2.) Bound publications may also be drilled.

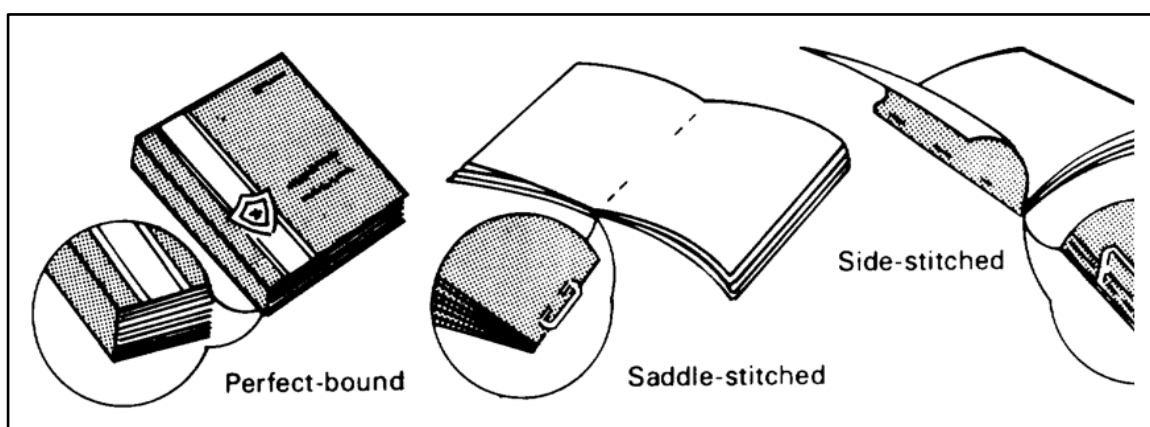


Figure B-2. Configuration of bound publications.

(1) In perfect binding, flexible adhesives hold the pages together and affix them to the cover. The perfect bound publication is the only one of these three alternatives that has a spine.

(2) In saddle-stitching, the folded pages are gathered together, nesting one inside the other and held together by staples through the fold at the center.

(3) In side-stitching, staples placed parallel to the inside edge and inserted from front to back covers bind the pages together.

c. On DA Form 260-1, proponents specify the type of binding required, and whether they want the publication drilled.

d. For perfect bound publications of 100 or more pages, proponents prepare a spine that shows the publication designator, number, title, and month and year of issue. The font for the title on the spine must match the font for the title on the cover, that is, both must be either initial caps or all caps. For perfect bound multivolume publications, include the overall title, volume number, and volume title on the spine. If space is short, omit the volume title.

e. Loose-leaf publications longer than 400 pages are too thick to be side-stitched. They are distributed shrink-wrapped.

f. Printed changes to publications are normally side-stitched but may be shrink-wrapped.

B-3. Size

a. The standard final electronic file size of 8 1/2 by 11 inches (216 by 279 millimeters) meets most Army doctrine and training publication user needs. However, pocket size is appropriate for publications Soldiers must carry with them and refer to often during training or operations. When considering a size smaller than standard, reducing a publication’s size increases its thickness. At some point an overly thick publication becomes too bulky to carry and therefore useless. Factors to consider when deciding whether to print a publication in a size other than a standard size include its intended use, as well as the subject matter, primary audience, anticipated number of pages, and format.

b. When preparing a publication in a 6 by 9 inch (152 by 228 millimeters) size publication, use the DocTemplate2013_small for publications.

c. Table B-1 shows the sizes for doctrinal and training publications. See DA Pam 25-40 for all standard trim sizes for doctrinal and training publications.

Table B-1.
Sizes for printed Army doctrinal and training publications

	Trim sizes in inches (in millimeters)		
	4 1/8 x 6 1/4 (104 x 159)	6 x 9 (152 x 228)	8 1/2 x 11 (216 x 279)
Soldier training publication (STP)		X	
Army doctrine publication (ADP)		X	
Field manual (FM)			X
Army techniques publication (ATP)		X	X
Training circular (TC)			X
Technical manual (TM)			X
Soldier’s manual of common tasks ¹	X		
Soldier’s manual–trainer’s guide ²	X		
Note 1. Soldier’s manuals of common tasks must be separate publication.			
Note 2. Soldier’s manuals and trainer’s guide may be combined into one publication or produced separately.			

B-4. Color

See AR 25-38 for guidance on using color in printed publications. Request exceptions to policy in AR 25-38 through Commander, U.S. ATSC, Replication and Distribution Office via email usarmy.jble.CAC.mbx.atsc-adtlp@army.mil to the attention of the Director, AMC Printing Media Division. Fully explain the situation and the reasons why the additional color or colors are justified.

B-5. Foldouts

a. A foldout is a horizontally extended page that must be folded at least once to fit within the regular page width. Foldouts are rarely used due to their expense. In addition, electronic publications include capabilities that make most foldouts unnecessary. Including a foldout in a doctrinal or training publication requires an approved exception to policy from APD.

b. Foldouts have traditionally been used for the following purposes:

(1) Facilitate merging of graphics and text. (Most of these issues can be resolved by reordering discussions.)

(2) Provide a basic page with information in support of several other pages. (Most PDF reading programs allow readers to open additional windows. This capability provides the same function as a foldout with supporting information.)

(3) Permit handling an oversized compilation of data that should not be separated, such as procedural steps in a process that would lose continuity if segmented.

(4) Permit handling of graphics too large to fit within the image area of the publication without losing the resolution needed to understand them.

(5) Insert a large table that would not make sense if divided up on multiple pages.

c. Implementing any of these solutions requires collaboration among members of the writing team.

d. Foldouts are normally placed behind the authentication page. The text introduction for a foldout identifies the foldout's location.

B-6. Distribution statement

The distribution statement for printed publications includes the initial distribution number (also called IDN) for the publication. (See para 4-11g for placement.)

a. The distribution statement for printed publications is worded, "For printed publications: DISTRIBUTION: Active Army, the Army National Guard, and the United States Army Reserve: To be distributed in accordance with the initial distribution number (IDN) #####, requirements for [publication designator and number]."

b. The distribution statement for electronic publications is worded, "For publications published in electronic media only: DISTRIBUTION: Active Army, Army National Guard, and United States Army Reserve: Not to be distributed; electronic media only."

c. The initial distribution number of a publication is reused if the publication is superseded or changed.

d. If the publication is a new publication and to be distributed in printed copies, the writing team sets a placeholder for the initial distribution number. APD assigns a number and sets it during authentication.

Appendix C

Research Information

C-1. Databases and Libraries

- a. Governmental agencies, including DOD and the Services, maintain multiple databases.
- b. DA Publication Index is an online searchable database at <https://armypubs.army.mil/> that lists all DA-authenticated publications and forms, including those that are superseded. It denotes whether publications and forms are active, inactive, or rescinded.
- c. Libraries, including military libraries at installations and Army schools, have numerous bibliographies that may provide further leads in the search for material.

C-2. Proponent files

Doctrine proponents are required to maintain historical files for all their publications. (See AR 25-400-2 for maintaining historical files.) These files may contain suggestions and comments from the field that may apply to publications scheduled for change or revision. Files may also contain information on new or related publications. These files include publications posted to milBook.

C-3. Applicable international agreements

a. Under NATO and the ABCANZ Standardization Program, the United States agrees to implement interoperability agreements. (See AR 34-1 for interoperability agreements.) These include interoperability agreements. The Army does this by ensuring that United States doctrine is similar to NATO doctrine and does not conflict with it.

b. To determine which standardization agreements or standards should be implemented in Army doctrine, writing teams should contact the appropriate representatives at their centers of excellence or schools. Teams can also contact the NATO and ABCANZ points of contact for TRADOC in the Joint and Multinational Division, CADD, CAC via email at usarmy.leavenworth.mccoe.mbx.cadd-org-mailbox@army.mil. Each publication that implements an international agreement contains a statement to that effect. The statement normally appears in the preface and is repeated at the beginning of passages in the publication that implement that agreement.

C-4. Equipment

To gather information on new and modified equipment, writing team members review courses of instruction, and visit field exercises during combat training center rotations, test and evaluations, and unit operations involving employment of units and equipment.

C-5. Scientific and technological reports

a. The Defense Technical Information Center (DTIC) and the Department of Commerce's National Technical Information Service (NTIS) maintain scientific and technological reports for DOD.

b. DTIC is a component of the DOD Scientific and Technical Information Program. It contributes to the management and conduct of defense research and development efforts by providing access to, and transfer of, scientific and technical information for government personnel, DOD contractors, and others. DTIC material is indexed and accessed through one or more of the DTIC databases available at DTIC website.

c. NTIS serves as the largest central resource for government-funded scientific, technical, engineering, and business-related information available today. The NTIS database contains current, in-depth information on government sponsored research. Access to the NTIS database is available at the NTIS website.

C-6. Historical documents

The U.S. Army Center of Military History manages the U.S. Army Heritage and Education Center's library, archive, and research facility, covering military history and strategic studies for the U.S. Army. The institute's holdings cover the Army's history from before its formation to current operations. It houses 52 series of U.S. Army doctrinal, training, and administrative publications and over 300,000 field, training, and equipment manuals. More information is available at the U.S. Army Heritage and Education Center website and the U.S. Army Center of Military History website.

C-7. Films, videotapes, photographs

The Defense Visual Information Component of the Defense Media Activity is the repository for films, videotapes, and still photographs for all Services. It produces and distributes all material cleared for public release. This material is accessed through the Defense Imagery Management Operations Center website.

C-8. Joint and Army websites

a. Official Homepage of the United States Army. The Official Homepage of the United States Army is a website that contains a list of references that includes the Army's Strategic Online Resources, the Army's Strategic Documents, and a list of online libraries and DOD sources.

b. Army Publishing Directorate. The APD website is the official repository for DA publications. It contains the current Army doctrinal and training publications as well as links to other Army publications, forms, and regulations.

c. Army Training Network. The Army Training Network provides a one-stop shop for links to Army training materials and resources.

d. Central Army Registry. The CAR website is TRADOC's official publications repository. It contains current Army doctrinal and training publications. It also contains command

publications. Command publications cannot be cited as references in Army doctrinal and training publications. However, writing teams may consult them to determine current best practices. Information incorporated into DA-authenticated publications from command publications becomes Army doctrine.

e. Joint Electronic Library. The Joint Electronic Library is the repository for joint publications. It has links to other Services' websites and to some multinational publications websites. Publications requiring a common access card (sometimes called CAC) to access the website are available at the Joint Electronic Library Plus website.

f. Combined Arms Doctrine Directorate. The CADD milBook website provides the latest doctrine developer's guidance, doctrine updates, and author resources. The author resources folder contains documents and templates.

Appendix D

Classified and Controlled Unclassified Information Publications

This appendix describes additional requirements pertaining to doctrinal and training publications containing classified and/or CUI. No instructions in this appendix apply to publications containing ONLY unclassified information.

D-1. Safeguarding classified and controlled unclassified information

All writing team members are responsible for protecting classified information and CUI (as defined in Section 2002.14 of Title 32, CFR) associated with the project.

a. Project leader. The project leader will coordinate for security reviews per local procedure.

b. Authors. Authors will:

(1) Determine the classification or CUI designation of portions. Derivatively apply classification based on source documents or any applicable security classification guides. Mark CUI information based on a properly marked source document and any laws, regulations, or other government-wide policy that identifies the information is not appropriate to share with the public.

(2) Ensure all input received from subject matter experts is portion marked before accepting it.

(3) Ensure all versions of the publication are correctly marked in accordance with DODM 5200.01, Volume 2 and DODI 5200.48, as applicable.

c. Editors. Editors will ensure that all pages and all portions, both text and graphic, are correctly marked for all versions of the publication, especially the final electronic file. Editors check portion markings as carefully as they do details of grammar and layout. Editors are not responsible for identifying classified information and CUI; rather, they are responsible for knowing what portions are and how they are marked. Editors must incorporate sweeps for

portion markings into their preparation of final electronic files. (See para D-4 for producing publication.)

d. Graphic artists. Graphic artists will apply portion marking to all graphics for all versions of the publication. (See para D-4e for portion marking.)

D-2. Format

DODM 5200.01, Volume 2 and DODI 5200.48 allow limited discretion in the formatting used to mark classified and CUI publications, respectively. To facilitate a uniform appearance of doctrine and training publications, this paragraph standardizes the style and placement of classification and CUI markings for these publications. In cases of conflict, DODM 5200.01, Volume 2 (for classified information) and DODI 5200.48 (for CUI) take precedence. In cases where a publication requires clearance by a non-TRADOC agency, that agency's requirements may be followed.

Note. The DOD "Controlled Unclassified Information Markings" guide, available on the DoD CUI Program, <https://www.dodcui.mil/>, provides illustrations that demonstrate the placement of markings.

a. Covers and title pages.

(1) Banner marking of covers and the title page.

(a) Mark the top and bottom of the front cover, back cover, and title page of classified publications with the highest applicable security classification.

(b) Mark the top and bottom of the front cover, back cover, and title page of CUI publications with "CUI."

(c) Use 20-point font for banner markings on the covers and title page. Place banner markings approximately one-half inch (12 millimeters) from the page edge.

(2) Statements and notices.

This subparagraph discusses statements and notices listed in table 4-2 that pertain only to classified and CUI publications.

(a) General requirements.

o The writing team identifies requirements for handling statements during research. (See para 4-3 for statements.)

o List statements and notices in the order in which they appear in table 4-2.

Place statements and notices above the classification authority block on the cover and title page of classified publications. (See figures D-1 and D-4.)

o Position statements, notices, and the classification authority block on classified publication title pages so that the last line of the classification authority block is approximately six points of space above the page number in the footer.

- o Place statements and notices below the CUI designation indicator on the front cover and title page of CUI publications. (See figures D-2 and D-5.) (See DODI 5200.48 for CUI designation indicator instructions.)

- o Position statements, notices, and the CUI designation indicator on CUI publication title pages so that the last statement/notice is approximately six points of space above of the page number in the footer.

- o Format the run-in headings for all handling statements as bold, all caps. Format statements in sentence case.

- o Place all statements and notices on both the front cover and the title page. The wording of statements and notices must be identical in both places. (See para D-2a(c) for exception.)

CLASSIFICATION

ATP x-xx.x

(U) Publication Title

Publication Date

DESTRUCTION NOTICE: Follow the destruction standards outlined in AR 380-5.
This publication supersedes [Publication designation and number], dated [DD MONTH YYYY].

Classified by:
Derived from:
Declassify on:

Headquarters, Department of the Army

CLASSIFICATION

Figure D-1. Example cover for classified publication

CUI

ATP x-xx.x

(U) Publication Title

Publication Date

Controlled by:
CUI Category(ies):
Limited Dissemination Control:
POC:

DESTRUCTION NOTICE: Destroy by means approved for destroying classified information or by any other means making it unreadable, indecipherable, and unrecoverable in accordance with Section 2002.14 of Title 32, CFR.
This publication supersedes [Publication designation and number], dated [DD MONTH YYYY].

Headquarters, Department of the Army

CUI

Figure D-2. Example cover for a controlled unclassified information publication

CLASSIFICATION

ATP x-xx.x

(U) Publication Title

Publication Date

This content is classified at the [insert highest classification level of the source data] level and may contain elements of controlled unclassified information (CUI), unclassified, or information classified at a lower level than the overall classification displayed. This content shall not be used as a source of derivative classification; refer instead to [cite specific reference, where possible, or state "the applicable classification guide(s)"]. It must be reviewed for both Classified National Security Information (CNSI) and CUI in accordance with DODI 5230.09 prior to public release.

Classified by:	Controlled by:
Derived from:	CUI Category(ies):
Declassify on:	Limited Dissemination Control:
	POC:

DESTRUCTION NOTICE: Follow the destruction standards outlined in AR 380-5.

This publication supersedes [Publication designation and number], dated [DD MONTH YYYY].

Headquarters, Department of the Army

CLASSIFICATION

Figure D-3. Example cover for a classified publication containing controlled unclassified information

CLASSIFICATION

***ATP X-XX.X**

Army Techniques Publication
No. x-xx.x

Headquarters
Department of the Army
Washington, DC, DD MONTH YYYY

(U) Book Title

(U) Contents

	Page
(U) PREFACE	iii
(U) INTRODUCTION	vii
PART ONE (U) PART TITLE	
Chapter 1 (U) CHAPTER TITLE	1-1
(U) Section I – Section Title	1-1
(U) Main Heading	1-1
(U) Main Heading	1-1
(U) Section II – Section Title	1-1
(U) Main Heading	1-1
(U) Main Heading	1-1
Chapter 2 (U) CHAPTER TITLE	2-1
(U) Main Heading	2-1
(U) Main Heading	2-1
Appendix A (U) APPENDIX TITLE	A-1
Appendix B (U) APPENDIX TITLE	B-1
(U) GLOSSARY	Glossary-1
(U) REFERENCES	References-1
(U) INDEX	Index-1

DESTRUCTION NOTICE: Follow the destruction standards outlined in AR 380-5.

*This publication supersedes [Publication designation and number], dated [DD MONTH YYYY].

Classified by:

Derived from:

Declassify on:

ATP x-xx.x

i

CLASSIFICATION

Figure D-4. Example title page for a classified publication

CUI

***ATP X-XX.X**

Army Techniques Publication
No. x-xx.x

Headquarters
Department of the Army
Washington, DC, DD MONTH YYYY

(U) Book Title

(U) Contents

		Page
	(U) PREFACE	iii
	(U) INTRODUCTION	vii
PART ONE (U) PART TITLE		
Chapter 1	(U) CHAPTER TITLE	1-1
	(U) Section I – Section Title	1-1
	(U) Main Heading	1-1
	(U) Main Heading	1-1
	(U) Section II – Section Title	1-1
	(U) Main Heading	1-1
	(U) Main Heading	1-1
Chapter 2	(U) CHAPTER TITLE	2-1
	(U) Main Heading	2-1
	(U) Main Heading	2-1
Appendix A	(U) APPENDIX TITLE	A-1
Appendix B	(U) APPENDIX TITLE	B-1
	(U) GLOSSARY	Glossary-1
	(U) REFERENCES	References-1
	(U) INDEX.....	Index-1

Controlled by:
CUI Category(ies):
Limited Dissemination Control:
POC:

DESTRUCTION NOTICE: Destroy by means approved for destroying classified information or by any other means making it unreadable, indecipherable, and unrecoverable in accordance with Section 2002.14 of Title 32, CFR.

*This publication supersedes [Publication designation and number], dated [DD MONTH YYYY].

ATP x-xx.x

i

CUI

Figure D-5. Example title page for a controlled unclassified information publication

CLASSIFICATION

***ATP X-XX.X**

Army Techniques Publication
No. x-xx.x

Headquarters
Department of the Army
Washington, DC, DD MONTH YYYY

(U) Book Title

(U) Contents

	Page
(U) PREFACE	iii
(U) INTRODUCTION	vii
PART ONE (U) PART TITLE	
Chapter 1 (U) CHAPTER TITLE	1-1
(U) Section I – Section Title	1-1
(U) Main Heading	1-1
(U) Main Heading	1-1
(U) Section II – Section Title	1-1
(U) Main Heading	1-1
(U) Main Heading	1-1
Chapter 2 (U) CHAPTER TITLE	2-1
(U) Main Heading	2-1
(U) Main Heading	2-1
Appendix A (U) APPENDIX TITLE	A-1
Appendix B (U) APPENDIX TITLE	B-1
(U) GLOSSARY	Glossary-1
(U) REFERENCES	References-1
(U) INDEX	Index-1

Classified by:	Controlled by:
Derived from:	CUI Category(ies):
Declassify on:	Limited Dissemination Control:
	POC:

DESTRUCTION NOTICE: Follow the destruction standards outlined in AR 380-5.

*This publication supersedes [Publication designation and number], dated [DD MONTH YYYY].

ATP x-xx.x

i

CLASSIFICATION

Figure D-6. Example title page for a classified publication containing controlled unclassified information

(b) Distribution statements and limited dissemination control.

- o Only mark classified publications with a distribution restriction statement in accordance with DODI 5230.24 if they contain technical information as defined in DODI 5230.24. Do not mark classified publications with a distribution restriction statement when the publication does not contain technical information.

- o Mark CUI publications with the appropriate limited dissemination control from DODI 5200.48. When CUI publications contain technical information as defined in DODI 5230.24, mark them with the appropriate distribution restriction statement in accordance with DODI 5230.24.

(c) Warning statements. Mark classified publications containing CUI with a warning statement according to DODI 5200.48 on the front cover to alert readers of the presence of CUI in the publication. Place the classification authority block toward the left margin below the warning statement. Place the CUI designation indicator toward the right margin below the warning statement. (See figure D-3.)

(d) Destruction notices. Publications with restricted distribution statements must also be marked with a destruction notice (see DA Pam 25-40):

- o Classified publications are marked with the following destruction statement: “DESTRUCTION NOTICE: Follow the destruction standards outlined in AR 380-5

- o CUI publications are marked with the following destruction notice: “DESTRUCTION NOTICE: Destroy by means approved for destroying classified information or by any other means making it unreadable, indecipherable, and unrecoverable in accordance with Section 2002.14 of Title 32, CFR.”

- o Classification authority block . On the front cover of classified publications, place the classification authority block toward the left margin approximately one inch (25 millimeters) above “HEADQUARTERS, DEPARTMENT OF THE ARMY.” On the title page of classified publications, place the classification authority block toward the left margin below the last statement and approximately six points of space above the page number. Include the classification authorities in the references division. (See para D-2h(4) for references.)

- o CUI designation indicator. On the front cover of CUI publications, place the CUI designation indicator toward the right margin approximately 10 points of space above the destruction notice. (See figure D-2.) On the title page of CUI publications, place the CUI designation indicator toward the right margin 10 points of space below the border top. Include the CUI-designating authorities in the references division. (See para D-2h(4) for references.)

b. Foreword. When a classified or CUI publication includes a foreword on the inside front cover, include banner markings on the inside cover. Use 20-point font for banner markings on the inside front cover.

c. Availability statement. For classified publications, replace the first sentence of the availability statement with the following: “This publication is available at [insert the name of the website on the classified network where the publication resides] ([insert a hyperlink to that website]).”

d. Proponent statement. If the proponent office does not have a SIPRNET or Joint Worldwide Intelligence Communications System (JWICS) [as appropriate] e-mail address, include another form of contact information. For classified publications, replace the instructions for sending comments with the following: “Treat all comments as classified. Follow procedures in AR 380-5 when sending classified comments via U.S. Mail. To obtain instructions on submitting classified comments via SIPRNET or JWICS [as appropriate], contact [insert the appropriate office] at [insert generic e-mail address].”

e. Page-marking of interior pages.

(1) Follow the guidance in DODM 5200.01, Volume 2, and DODI 5200.48 for marking interior pages of classified and CUI documents respectively.

(2) Page-mark classified publications at the top and bottom of each page. (See D-7 and D-8.)

(3) Page-mark CUI publications with “CUI” at the top and bottom of each page, as specified in DODI 5200.48 and DODM 5200.01, Volume 2. (See figures D-7 and D-8, except replace “CLASSIFICATION” with “CUI.”)

(4) Use 16-point font for all interior pages.

(5) Place 12 points of space between banner markings and other information in the running head (see figure D-7) or running foot (see figure D-8).

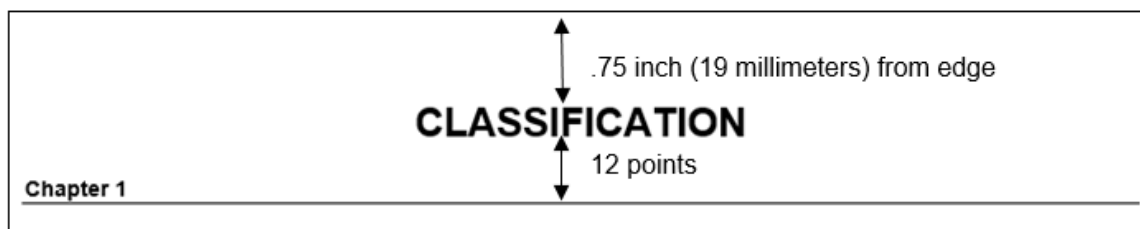


Figure D-7. Example banner marking of running head for a classified publication

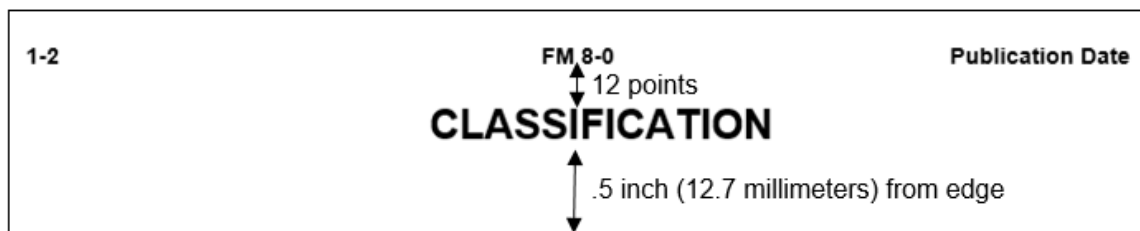


Figure D-8. Example banner marking of running foot for a classified publication

f. Portion marking of headings and text. The following guidelines establish a single format for consistency in portion marking of headings and text in doctrinal and training publications. (See para D-2k for guidance on portion marking graphics.)

(1) General requirements.

(a) Classified publications.

Portion mark all headings, text, and the content of graphics of classified publications as specified in DODM 5200.01, Volume 2. Place portion markings of numbered paragraphs between the period following the paragraph number and the first word of the paragraph: for example, “1-1. (U) Sentence start.”

(b) CUI publications.

Portion mark all headings, text, and the content of graphics of CUI publications as specified in DODI 5200.48. This makes it easier to redact CUI when necessary. (See para 14-4.)

(2) Bulleted lists.

(a) Portion mark bulleted lists by exception as required to identify the classified information or CUI they contain.

(b) If the classification or CUI designation of all bullets in a list is the same as the classification of the paragraph, it is unnecessary to portion mark individual bullets.

(c) If the classification or CUI designation of one or more bullets in a list is different from the classification of the paragraph, portion mark all bullets in the list.

(d) If the classification or CUI designation of bullets in a list varies between bullets, portion mark all bullets in the list.

g. Portion marking of glossary entries.

(1) Acronyms.

(a) Entries in the acronym list of classified and CUI publications are normally not portion marked unless the acronym list contains classified entries. Place the following statement in the introduction to glossaries that do not contain classified acronyms: “(U) All acronyms are unclassified.”

(b) When an acronym list contains classified entries, portion mark only the classified acronyms and place the following statement in the introduction to the glossary: “(U) Acronyms are unclassified unless otherwise marked.”

(c) Place the appropriate annotation from para D-2g(1)(a) or (b) on a separate line below the statements mandated in para 4-11c.

(2) Terms. Portion mark terms as headings. Portion mark definitions as paragraphs.

h. References division. For classified and CUI publications, follow the following guidance in addition to that specified in app F.

(1) Identifying unclassified references. In classified and CUI publications, portion mark unclassified references individually: for example, “(U) ATP X-XX.X. Title (U). DD Month YYYY.”

(2) Identifying classified references. In classified and CUI publications, portion mark classified references individually and annotate them as identified on the APD website: for example, “(U) ATP X-XX.X-X. (U) Title (S). DD Month YYYY.” For classified references that are not identified on the APD website, include access instructions: for example, “(U) DHE-M XXX.XXX. Title (U). DD Month YYYY. The DHE-M is available online at [active uniform resource locator to the publication’s repository on SIPRNET] on SIPRNET.”

(3) References with a classified title. For a reference with a classified title, the classification marking for the title will be listed at the beginning of the title. If the title is unclassified but the document is classified, the classification of the document may be noted after the title.

Note. An approved exception to policy from APD is required to list a reference with a classified title in an Army doctrinal or training publication.

(4) Classification and restricted distribution authorities.

(a) CUI publications. For CUI publications, if an authority is cited in the CUI designation indicator, list the authority under related references.

(b) Classified publications. For classified publications, list all original and derivative classification authorities from all sources used. Include all declassification or downgrading instructions to determine the correct derivative classification authority block for the publication under development.

(5) Availability statements in classified and CUI publications.

(a) Place the APD-established availability statements for publications and forms in the references divisions of classified and CUI publications: for example, “(U) Most Army doctrinal publications are available on the Army Publishing Directorate website: <https://armypubs.army.mil>.”

(b) When unclassified publications and forms are available from a repository on the classified network on which the publication is posted, include access instructions for the appropriate repository before the corresponding availability statement. When possible, include an active uniform resource locator (URL) to the repository. Follow a format similar to the following: “(U) Most joint publications are available online on SIPRNET: [active URL to the joint publication’s repository on SIPRNET]. Most unclassified joint publications are available online on NIPRNET: [active URL to the joint publication’s repository on NIPRNET].” If the repository posts only classified publications, change the first statement to reflect that fact.

(c) Include access instructions to publications and forms not available from a repository on the classified network on which the publication is posted: for example, “(U) USSID XXXXX.

(U) Title. DD Month YYYY. In order to access this USSID online at [active JWICS URL] one must be on JWICS.”

i. Index.

(1) Indexes of classified and CUI publications are normally not portion marked unless the index contains classified entries. Place the following statement in the introduction to an index that does not contain classified entries: “(U) Entries are unclassified.”

(2) When an index contains classified entries, portion mark only the classified entries and place the following statement in the introduction to the index: “(U) Entries are unclassified unless otherwise marked.”

(3) Place the appropriate annotation from para D-2i(1) or (2) on a separate line below the statement mandated in para 4-11e.

j. Authentication page.

(1) Mark the top and bottom of the authentication page of classified publications with the highest applicable security classification.

(2) Mark the top and bottom of the authentication page of CUI publications with “CUI.”

(3) Use 20-point font for banner markings on the authentication page. Place banner markings approximately one-half inch (12 millimeters) from the page edge.

k. Portion marking of graphics.

(1) Portion mark graphics in classified publications at the top and bottom, with the portion markings embedded in the graphic.

(2) Portion mark CUI graphics in classified publications at the top and bottom, with the portion markings embedded in the graphic.

(3) Portion mark all graphics in CUI publications at the top and bottom, with the portion markings embedded in the graphic.

(4) Use the same font size for portion markings of graphics throughout a publication. Determine the font size based on guidance in DODM 5200.1, Volume 2 and DODI 5200.48. As an exception, portion markings embedded in photographs need not be altered.

(5) Set portion markings in Arial, bold, black text on a white background. Follow a consistent style throughout a publication.

(6) Use “(X)” as a placeholder for portion markings in unclassified examples that would contain classified information during operations, for example, reporting formats.

(7) Portion mark the content of graphics per guidance in para D-2e(1).

(8) Place portion markings of graphic captions between the period after the graphic number and the first word of the actual caption: “Figure D-X. (U) Graphic caption.”

1. Classified addendums to unclassified publications.

(1) When it is necessary to include classified material in a predominantly unclassified publication, the proponent may elect to publish the classified material in a separate classified addendum. This is usually done to facilitate the widest possible distribution of the unclassified material. The writing team should make this determination during planning and address it in the program directive. (See chap 2 for planning and program directive.)

(2) For production purposes, a classified addendum is processed as a separate volume. The unclassified publication and classified addendum must meet the same requirements as a multivolume publication, including obtaining approval of an exception to policy to publish the final product in volumes. (See paras 4-31 and 4-32.) The classified addendum requires a separate DA Form 260-1 and publication request packet. It is processed and disseminated the same way as any other classified publication. The DA Form 260-1 for both products should include a statement describing the relationship between the publications and requesting the same publication date for both products.

(3) The unclassified publication and classified addendum should be published at the same time to allow each publication to refer to the other. When this is not possible, the volume published first cannot contain references to the unpublished volume. When the second volume is published, the proponent must publish a change to the volume published first that states the relationship between the two products and adds cross-references as necessary.

(4) Assign a classified addendum the same number as the unclassified publication followed by the letter A: for example, the classified addendum to TC X-XX.X would be TC X-XX.XA.

(5) Use a format similar to one of the following when assigning the title of a classified addendum:

- (a) (U) Classified Appendixes to [title of unclassified publication].
- (b) (U) Classified Addendum to [title of unclassified publication].
- (c) (U) Classified Historical Examples of [title of unclassified publication].
- (d) (U) [Title of unclassified publication] Volume II: Historical Examples.

D-3. Write and edit

a. Portion markings. During the write and edit functions, team members are responsible for checking behind each other to identify omissions of page and portion markings in draft

publications. Team members should be alert for any changes in markings between drafts and omissions of markings in new material added to a draft. Team members should identify any discrepancies to the author or project leader for resolution. (See AR 380-5 for discussion on determining the classification of various portions of a publication.)

b. Single-pen rewrite. The editor may perform a single-pen rewrite to ensure consistency of writing style, especially when different authors contribute to a publication. (See para 4-46 for single-pen rewrite.) If the publication contains passages that cannot be altered for security reasons, the author should involve the editor in preparing these passages before they are reviewed by the appropriate authority and in any conversations with that authority during the review. Doing this improves the quality of the publication by incorporating editorial advice into the text during its development.

D-4. Produce

For classified and CUI publications, editors perform the following checks and sweeps in addition to the ones discussed in chap 7. (See table G-12 for specifications associated with these checks.)

a. Portion marking and page sweeps.

(1) Overview. When producing a classified or CUI publication, editors perform a separate series of sweeps to confirm that all portions are marked as required by para D-2, DODM 5200.01, Volume 2, and DODI 5200.48. Editors perform sweeps to check the following:

(a) Banner markings.

(b) Portion markings of part and chapter titles, paragraph headings, and paragraph subheadings.

(c) Portion markings of numbered paragraphs.

(d) Portion markings of graphics.

(e) Portion markings of graphic captions.

(2) Banner markings. Banner markings on interior pages may be referred to as page markings. For classified and CUI publications, best practice is to perform separate sweeps for banner markings in addition to those described in para 7-4. Perform two sweeps: one for the running head and one for the running foot. Include the front and back covers in these sweeps.

(3) Portion markings of titles, headings, and paragraphs.

(a) For classified publications, best practice is to perform separate sweeps for portion markings in addition to those described in para 7-8. Include chapter introductions and special segments in these sweeps.

(b) Perform one sweep from front to back to verify portion marking for paragraphs. Perform another sweep from back to front to verify portion markings at the beginning of graphic

captions and section and paragraph headings. Include part and chapter titles in the sweep of graphic captions and headings.

b. Banner markings. For classified and CUI publications, ensure all pages are marked per para D-2e. This sweep is normally performed concurrently with the checks of running heads and running foots.

c. Titles, headings, and subheadings. Check the portion marking of part and chapter titles, section headings, and main headings by reading down the entries in the main table of contents. Then check the subheadings and double check the titles and headings by paging through a paper copy of the draft, touching the portion marking at the beginning of each title, heading, and subheading with a writing implement.

d. Numbered paragraphs. Check portion marking of numbered paragraphs in conjunction with verifying paragraph numbers. Page through each chapter front to back, touching each paragraph number with a writing implement. Then page backwards through the chapter touching each portion marking with a writing implement. Doing that results in a double check of both paragraph numbering and numbered paragraph portion marking. If bullets are portion marked, include them in this sweep.

e. Graphics. For classified and CUI publications, ensure all graphics are marked per para D-2k. This can be done concurrently with the sweep to confirm that all graphics are listed in the correct supplemental table of contents.

f. Graphic captions. For classified and CUI publications, ensure all graphic captions are marked per para D-2k(8). Check the portion markings of graphic captions by reading down the entries in the main table of contents.

g. Glossary and index.

(1) For classified and CUI publications, ensure the glossary contains the appropriate statement from para D-2g(1)(a and b).

(2) For classified and CUI publications, ensure the index contains the appropriate statement from para D-2i.

h. Authentication page. For classified and CUI publications, ensure both the running head and running foot are marked. (See para D-2j.) Ensure the text between the running head and running foot, including the authentication, contains no portion markings.

D-5. Publish

a. APD does not maintain a repository for classified publications. Proponents establish procedures for disseminating classified DA-authenticated publications.

b. See paras 8-12 and 8-13 for guidance on publication requests for classified publications.

Appendix E
Multi-Service Publications

a. Use checklists in tables E-1 and E-2 with the editorial and formatting checklists in appendixes G through L when producing multi-Service publications with an Army lead.

Table E-1.
Multi-Service publication design checklist general

Standard	ID	FD	SD	FEF
Conventions established for identifying Service-specific material, such as changes to typography, are applied consistently throughout the publication.	B	B	A	A
Publication designators and authorities are shown in the following order: Army, Marine Corps, Navy, Air Force, Coast Guard.	B	B	A	A
The publication designators of participating Services, separated by forward slashes, appear after the Army publication designator in the running foot on all pages.	B	B	A	A
Textual references to multi-Service publications include publication designators and numbers only for Services that have authenticated the publication.	B	B	A	A
The glossary lists applicable publication designators from participating Services.	B	B	A	A
The publication inventory number or equivalent of participating Services appears in the publication at the place requested by each Service.	B	B	B	B
The publication designators of participating Services appear on the authentication page beneath the Army publication designator in the header.	B	B	A	A
The authentication authorities, including signatures if appropriate, of participating Services appear on the authentication page beneath the signature block of the Administrative Assistant to the Secretary of the Army.	B	B	A	A

Table E-1. Multi-Service publication design checklist general, cont.

A	standard always applies	FD	final draft	SD	signature draft
B	meeting standard preferred but not required	FEF	final electronic file	ID	initial draft

b. The Air Land Sea Application (ALSA) Center follows its own organizationally established style guide, agreed upon by the Services doctrinal agencies, when publishing multi-Service tactics techniques and procedures. For a current copy of that style guide, please contact ALSA at alsadirector@us.af.mil.

Table E-2.
Multi-Service publication design checklist for title page

Standard¹	ID	FD	SD	FEF
The publication designators of participating Services appear beneath the Army publication designator in the header with not space between lines.	B	B	A	A
The publication designators of participating Services appear beneath the Army publication designator in the publication heading with a half-inch (12 millimeters) space between designators. ²	B	B	A	A
The publishing authorities of participating Services appear beneath the Army publishing authority in the publication heading with a half-inch (12 millimeters) space between authorities. ²	B	B	A	A
The date of the draft or (Date Pending) appears on the line below the last listed publishing authority, separated from it by six points of space, flush right.	A	A	A	N
A standard always applies	FD	final draft	N	standard never applies
B meeting standard	FEF	final electronic file	SD	signature draft
preferred but not required	ID	initial draft		
Notes.				
1. See para 6-9 for guidance on title page design.				
2. List publication designators and publishing authorities in the following order: Army, Marine Corps, Navy, Air Force, Coast Guard.				

c. Figure E-1 shows a sample multi-Service publication title page (not ALSA). The sample is for a publication developed with three other Services. Covers for other numbers and combinations of Services are available on the CADD milBook website.

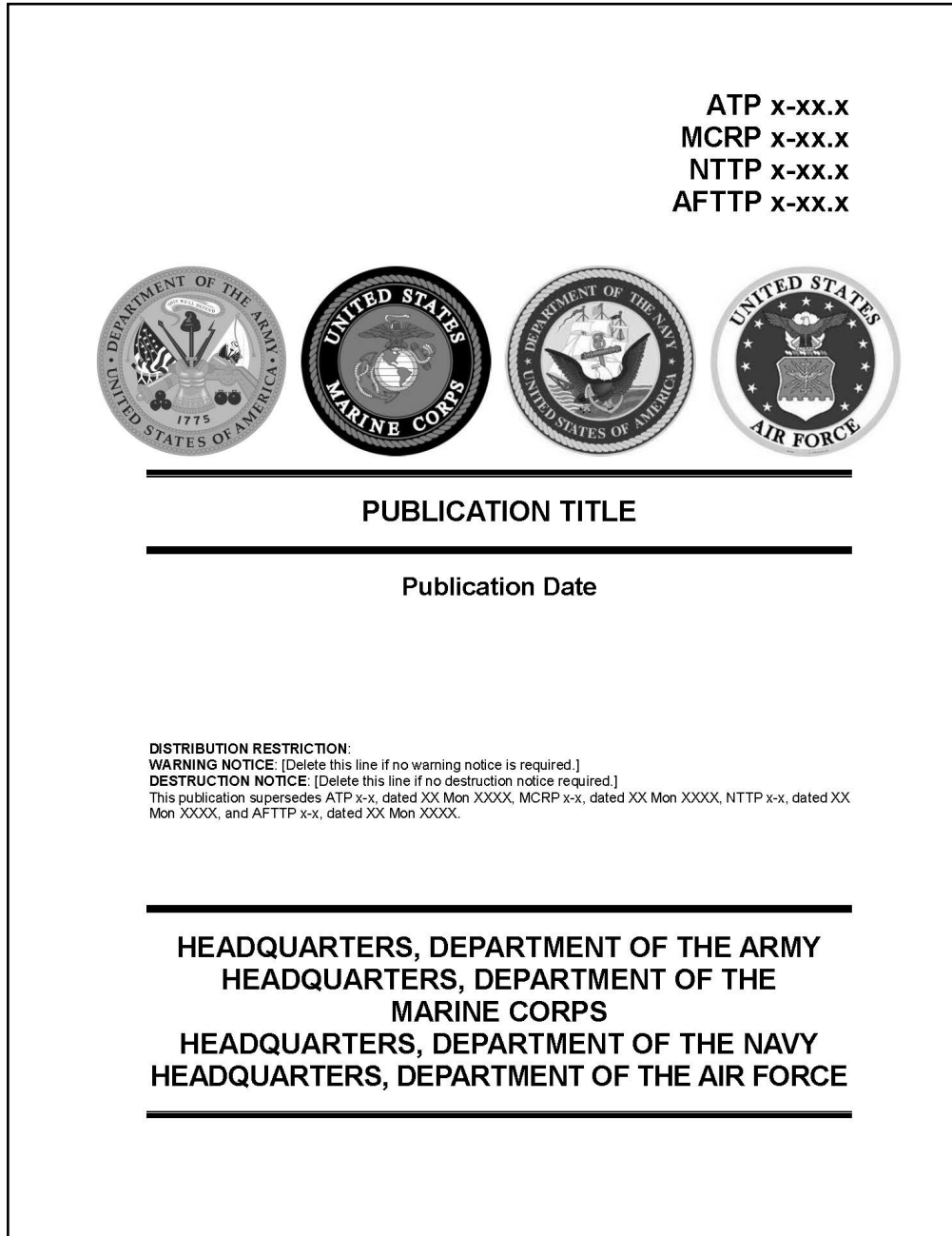


Figure E-1. Sample multi-Service publication cover with Army lead

d. Figure E-2 shows a sample multi-Service publication title page. The publication in this example identifies Marine Corps-specific content with italics.

<p>Army Techniques Publication No. 2-01.3</p> <p><i>Marine Corps Reference Publication No. 2-3A</i></p>	<p>ATP 2-01.3 MCRP 2-3A</p> <p>Headquarters Department of the Army Washington, DC</p> <p>Headquarters <i>Marine Corps Combat Development Command Department of the Navy Headquarters United States Marine Corps Washington, DC</i></p> <p>10 November 2014</p>	
<p>Intelligence Preparation of the Battlefield/<i>Battlespace</i></p> <p>Contents</p>		
		Page
	PREFACE.....	vi
	INTRODUCTION	viii
<p>PART ONE FUNDAMENTAL PRINCIPLES, PROCESS ACTIVITIES, AND RELATIONSHIPS</p>		
Chapter 1	FUNDAMENTALS OF INTELLIGENCE PREPARATION OF THE BATTLEFIELD/<i>BATTLESPACE</i>	1-1
	Intelligence Preparation of the Battlefield/ <i>Battlespace</i> (IPB).....	1-1
	Process Activities	1-2
	Intelligence Estimate	1-4
	Staff Integration into IPB.....	1-4
	Relationships	1-6
Chapter 2	IPB SUPPORT TO DECISIONMAKING DURING PLANNING.....	2-1
	IPB and Decisionmaking	2-1
	IPB and Planning	2-1
<p>PART TWO FUNDAMENTAL TASK TECHNIQUES</p>		
Chapter 3	STEP 1 OF THE IPB PROCESS—DEFINE THE OPERATIONAL ENVIRONMENT	3-1
	Desired End State	3-1
	Identify the Limits of the Commander's Area of Operations.....	3-3
<p><small>DISTRIBUTION RESTRICTION: Approved for public release; distribution is unlimited.</small></p> <p><small>*This publication supersedes FM 2-01.3/MCRP 2-3A, dated 15 October 2009.</small></p> <p><small>Marine Corps PCN: 144 000141 00</small></p>		
26 March 2016	ATP 2-01.3/MCRP 2-3A	i

Figure E-2. Sample title page for multi-Service publication with Army lead

Appendix F Reference Division Formats

F-1. Overview

To maintain consistency among doctrinal and training publications, use the following formats for listing references. For references that do not fit any of the following formats, refer to a commercial style manual.

F-2. General guidelines

a. All references, including web addresses to websites, must be current and available. That means web addresses must be active. Listings for publications not readily available on the Internet or civilian libraries require instructions on how to access them.

b. List titles, publication dates, and other publication data of all references exactly as they appear on the title page of the reference. (Some publications print this information on the first page after the title page.)

c. List each reference under only one category. For example, do not list a reference under both Required Publications and Related Publications.

d. If subheadings are used, list references in alphanumeric order by subcategory. If subheadings are not used, list references in alphanumeric order under the main heading.

e. Authored works include, but are not limited to, civilian books and journal articles. Authored works may be listed by either title or author. Use a single style to list authored works. (See para 5-16 for guidance on textual references.)

f. Use the following typography for titles:

(1) Follow capitalization guidance in para 9-15 for titles.

(2) Set titles of publications, pamphlets, and journals in italics.

(3) Enclose titles of journal articles in quotation marks.

(4) Set the names of websites, titles of the U.S. Code, and public laws in text without italics.

(5) Underline web addresses.

F-3. Military and other Government publications

List numbered military and other Government publications in numerical order. List unnumbered military and other Government publications alphabetically by title.

a. Numbered publications.

(1) Use the following format to list numbered military and other Government publications: Publication designator. Publication number. Publication title. Complete publication date (day, month, year). For example: FM 3-07. Stability. 2 June 2014. For references not posted to the APD repository or Joint Electronic Library, include an availability statement. (See para F-13 for availability statements.)

(2) For multi-Service publications, include the publication designator and number for each Service or agency. For example, use this format for the publication designator of a multi-Service Army, Air Force, Navy, and Marine Corps publication: "ATP 2-22.85/MCRP 10-10F.1/NTTP 3-07.16/AFTTP 3-2.85." (See para 5-16e for guidance on citing multi-Service publications in text.)

(3) When citing equipment technical manuals or other publications with exceptionally long titles, portions of the titles may be omitted. Indicate omitted portions with ellipses. For example: TM 9-1005-206-14&P-1. Operator's Organizational, Direct Support and General Support Maintenance Manual...for Revolver, Cal .38.... 28 August 1986.

(4) When a publication title begins with a subject category (as Army regulations and most ALSA publications do), omit the subject category from the title in the listing. For example, list the title of AR 11-33 as "Army Lessons Learned Program," not "Army Programs: Army Lessons Learned Program."

(5) List DOD issuances alphabetically in the numerical order in which they appear in the DOD issuances repository.

b. Unnumbered publications. Use the following format to list unnumbered military and other Government publications: Publication title. Publication city and state (if listed in the publication). Publishing agency: Publication date. Availability statement. For example: "National Incident Management System: Intelligence/Investigations Function Guidance and Field Operations Guide. Washington, DC: Department of Homeland Security. 18 October 2013. Available online at the Department of Homeland Security website: <https://www.fema.gov/media-library/assets/documents/84807>. Accessed 10 April 2015." (Follow guidance on availability statements in para F-13.)

c. Changed publications. Do not refer to changes to a publication in listings, including annotations. List only the publication data for the base publication. (See paras 4-28 and 4-29 for information on changes to publications. See para 3-11e for information on change dates.)

F-4. Nongovernment publications

a. List nongovernment publications in alphabetical order by title unless all nongovernment publications are cited by author in text. Use the following: format: Title. Author (if appropriate). Publication city: Publisher. Publication year. For example: "Future War: Non-Lethal Weapons in Twenty-First Century Warfare. John B. Alexander. New York: Saint Martin's Press. 1999."

b. When a publisher has offices in more than one city, include only the closest city in the listing.

c. Published works do not require an availability statement unless the work is available online. In those cases, include an availability statement. (See para F-13 for availability statements.)

d. Format listings of entire periodicals (such as, those issued by the Center for Army Lessons Learned) as publications. (This format is appropriate when an issue of a periodical addresses a single subject relevant to a topic discussed in text.) Format listings to articles within these publications as journal articles.

F-5. Journal articles

a. List journal articles accessed in PDF as described in this paragraph. List journal articles accessed from online repositories as described in para F-6. List journal articles in alphabetical order by title unless all non-government publications are cited by author in text.

b. Use the following format to list journal articles accessed in PDF: “Title of article.” Author. Title of journal. Volume and number of journal edition. (Publication date of journal edition [normally month or season and year]): Inclusive pages of the article. For example: “Comments by Russian President Vladimir Putin to the UN General Assembly.” Vladimir Putin. *Military Review* 96, no. 1 (January–February, 2016): 16–21. Available online: United States Army Combined Arms Center, Fort Leavenworth, Kansas, *Military Review* at <https://www.armyupress.army.mil/Military-Review/>. Accessed 16 December 2020.

c. Listings of journal articles accessed in PDF do not require an availability statement unless the work is available online. In those cases, include an availability statement. (See para F-13 for availability statements.)

d. Format articles and chapters in Center for Army Lessons Learned publications as journal articles. For example: “Understanding the Operational Environment of a Senior Advisor.” CALL Handbook 19-06. January 2019. Available online at the Center for Army Lessons Learned website: <https://usacac.army.mil/organizations/mccoe/call/>. Accessed 16 December 2020.

F-6. Articles and papers from repositories

a. Use the following format to list articles and papers accessed from online repositories: “Title.” Author. Publication number. Publication date. Available online at [Name of website]: [web address of website]. [Site navigation instructions if needed]. Accessed [day month year]. For example: “Aerospace Operations in Urban Environments: Exploring New Concepts.” Alan Vick, John Stillion, et al. RAND Document No. MR-1187-AF. 2002. Available online at Rand Corporation Published Research: <http://www.rand.org/publications/>. Search for the document number. Accessed 16 December 2020.

b. List articles and papers posted to online repositories in PDF as described in para F-5.

F-7. United States Code

a. Portions of the U.S. Code may be referenced by either title or the name of a specific act. Writing teams use the style that best conveys information about the specific reference to readers. Both styles may be used in a single publication. Use the same format for References division listings as is used in the corresponding textual references. (See para 5-16 for guidance on textual references.) Include availability instructions per para F-13 for availability statements.

b. Use the following format to list U.S. Code references by title: Title [#], United States Code. [Name of title]. [Availability instructions if not included below a subheading]. Accessed [day month year]. For example: Title 10, United States Code. Armed Forces. Available online: Office

of the Law Revision Counsel, United States, Code at <http://uscode.house.gov>. Accessed 16 December 2020.

c. Use the following format to list U.S. Code references by name of act: [Name of act.] [(Citation from United States Code)]. [Availability instructions if not included below a subheading]. Accessed [day month year]. For example: Privacy Act of 1974 (Section 552a, Title 5, United States Code). Available online at the Office of the Law Revision Counsel, United States Code website: <http://uscode.house.gov>. Use the Popular Name Tool on the left side of the Web page to navigate to acts cited by name. Accessed 16 December 2020.

F-8. Public laws

a. When the statute appears in the U.S. Code, cite the code using one of the formats described in para F-7.

b. When the statute does not appear in the U.S. Code, use the following format: [Public Law ####-####.] [Name of law]. [Availability instructions if not included below a subheading]. Accessed [day month year]. For example, Public Law 104-321. Joint Resolution Granting the Consent of Congress to the Emergency Management Assistance Compact. Available online at the Homeland Security Digital Library: <http://www.hsdl.org>. Accessed 10 April 2020.

F-9. Other legal documents

See DA Pam 25-40 for guidance on listing other legal documents.

F-10. Classified references in unclassified publications

Note. This discussion pertains only to listing classified references in the references division of unclassified publications. See app D for requirements pertaining to the references division of classified publications. See para 5-16 for guidance on citing classified publications in text.

a. Identify classified references listed in the references division of unclassified publications with the following annotation: “This is a classified publication.”

b. Place “(U)” before the titles of classified publications, unless the title of the publication is classified. If the publication title is classified, then it will be referred to as “Classified Publication” and a separate classified record must be kept of the proper reference. When using a classified publication as a reference, special care must be taken to ensure that the publication being written is classified and protected appropriately.

c. Include availability statements for classified publication listings. Normally these statements identify a website on the appropriate classified network. (See para F-13 for availability statements.)

F-11. Websites

a. List websites by the name of the site used to identify it in text, followed by the web address and the date the site was accessed. Use this format: “[Name of website as it appears in text].

[web address]. Accessed [day month year].” When all listed websites are accessed on the same day, place a single statement in the introduction to the references division and omit the accessed statement from individual listings: “All websites accessed on [day month year].”

b. Use a Government website as the preferred choice when citing web addresses in publications. For example, when citing the Code of Federal Regulations, do not use a commercial website. Instead, use the GPO website. (See DA Pam 25-40 for approved websites.)

c. Cite homepage web addresses where the information is hosted whenever possible. For example, if the information is contained on <https://armypubs.army.mil/News/NewReleases.aspx>, only cite <https://armypubs.army.mil/>. (Web addresses to homepages change less frequently than links to specific publications do.)

d. When necessary, include instructions for navigating to the reference after the web address and before the accessed date: for example, “Select Human Intelligence references, then the Regulations and Doctrine link. After that, select the Army regulations drop-down menu.”

e. Link all web addresses to the website they point to except for websites not available on the primary network on which the publication is posted. Do not include hyperlinks to classified networks in unclassified publications. Do not include hyperlinks to unclassified networks in classified publications. Verify that all hyperlinks work.

f. Underline all web addresses, even those not hyperlinked to a website. Do not enclose web addresses in greater than (>) and less than (<) signs.

g. Use the following format for availability statements for websites for categories of publications set under subheadings: “[Publication category] [is or are] available online at [name] website: [web address]. Accessed on [day month year].

h. Use the following format for availability statements for websites set as annotations: “Available online at [name] website: [web address]. Accessed on [day month year]. (See para F-13 for guidance on for availability statements.)

F-12. Annotations

a. Place annotations after the period following the publication date, beginning on the same line. Do not set annotations off with parentheses.

b. See para F-11 for the annotation format for availability statements that include websites.

F-13. Availability statements

a. An availability statement is required for all references division listings except works published by civilian publishing houses. An availability statement tells readers how to access the reference. Set an availability statement under all subheadings that list publications to which it applies. See DA Pam 25-40 and table F-1 for most common availability statements.

Table F-1
Availability statements

Subcategory	Statement
Joint publications	“Most joint publications are available online: http://www.jcs.mil/Doctrine .”
Department of Defense publications	“Most Department of Defense publications are available online: https://www.esd.whs.mil/DD/ .”
Army publications	“Most Army doctrinal publications are available online: https://armypubs.army.mil/ .”
Printed forms	“Printed forms are available through normal forms supply channels.”
Department of the Army forms	“Unless otherwise indicated, DA forms are available online: https://armypubs.army.mil/ .”
Department of Defense forms	“DD forms are available online: https://www.esd.whs.mil/Directives/forms/ .”
Standard forms and optional forms	“Standard Forms and Optional Forms are available online: www.gsa.gov .”

b. Set the availability statement for a single reference or for references not grouped under a subheading as an annotation. (See para F-12 for annotations.)

c. Set availability statements for references grouped under subheadings on the line below the subheading.

d. When setting statements below headings, set statements pertaining to different publishing mediums (such as, joint publications and DOD issuances) or different networks (such as NIPRNET and SIPRNET) on separate lines.

e. Use the standard availability statements for joint publications, Army publications, and the most commonly used forms. (See table F-1 for availability statements. See DA Pam 25-40 for the wording of these statements.)

f. See para F-11 for availability statement formats for websites.

Appendix G

Design Checks and Sweeps

All tables in this appendix pertain to unclassified, Army-only publications. See app D for additional requirements associated with classified and CUI publications. See app E for additional requirements associated with multi-Service publications.

Table G-1.
Front matter text format specifications

Standard¹	ID	FD	SD	FEF
The publication includes a front cover .	A	A	A	A
Each division title is the same distance from the top margin.	B	B	A	A
A foreword , if included, appears on the inside front cover.	N	N	A	A
The foreword , if included, is no longer than one page, including the signature block.	NA	NA	A	A
The foreword , if included, is titled Foreword.	NA	NA	A	A
The title page is the first odd page after the front cover.	A	A	A	A
The table of contents begins on the title page. ²	A	A	A	A
The table of contents is titled Contents.	A	A	A	A
If the publication includes figures, the supplementary table of contents for figures follows the last entry of the main table of contents. ³	B	B	A	A
The supplementary table of contents for figures is titled Figures.	B	B	A	A
If the publication includes tables, the supplementary table of contents for tables follows the last entry of the supplementary table of contents for figures. ⁴	B	B	A	A
The supplementary table of contents for tables is titled Tables.	B	B	A	A
If used, other lists (for example, a list of vignettes) follow the last entry of the list of tables.	B	B	B	A
If used, other lists are titled with a single word describing the list.	B	B	B	A
The preface follows on the first odd page after the table of contents.	A	A	A	A
The preface is no longer than one page. ⁵	RA	RA	R A	RA
The preface is titled Preface.	A	A	A	A
If the publication contains copyrighted material, an acknowledgements is included. ⁶	B	B	A	A
The acknowledgements are titled Acknowledgements.	B	B	A	A
The introduction follows on the first odd page after the preface. ^{7, 8}	A	A	A	A
The introduction is titled Introduction.	B	B	A	A
A standard always applies	FD	final draft	NA	not applicable
B meeting standard preferred but not required	FEF	final electronic file	RA	required if applicable
	ID	initial draft	SD	signature draft

Table G-1. Front matter text format specifications, cont.

Notes.
1. See para 7-5 for formatting text.
2. The main and all supplementary tables of contents form a single division.
3. If the publication contains no figures, omit the supplementary table of contents for figures.
4. If the publication contains no tables, omit the supplementary table of contents for tables.
5. Prefaces for Army techniques publications may be longer than one page under certain conditions. See para 4-9d for preface.
6. If the publication contains no copyrighted material, omit the acknowledgements page.
7. If the publication includes acknowledgements, the introduction follows on the first page after the acknowledgements.
8. See para N-3 for guidance on when an introduction is mandatory.

**Table G-2.
Chapter and appendix text format specifications**

Standard¹	ID	FD	SD	FEF
All chapters and appendixes begin on an odd page.	A	A	A	A
If parts are used, each part title is the same distance from the top margin as the front matter division titles and the title of the first chapter of each part is correctly spaced below the part title or part introduction.	B	B	A	A
If parts are used, a one-point horizontal line is set below the part title or part introduction.	B	B	A	A
If parts are used, each part contains at least two chapters. ²	A	A	A	A
If parts are used, they are numbered using words (that is, Part One, Part Two).	A	A	A	A
If parts are used, part titles are set on the line after part numbers.	A	A	A	A
If parts are not used, each chapter title is the same distance from the top margin as the front matter division titles.	B	B	A	A
If chapters are used, there are at least two chapters.	A	A	A	A
If chapters are used, they are numbered using Arabic numerals (that is, 1, 2).	A	A	A	A
If chapters are used, chapter titles are set on the line after chapter numbers.	A	A	A	A
Appendixes appear in the order they are cited in text. ³	B	B	B	B
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Notes.				
1. See para 7-5 for formatting text.				
2. See para 4-10 for parts.				
2. See para 4-11a for appendixes.				

Table G-3.
Back matter text format specifications

Standard¹	ID	FD	SD	FEF
All divisions begin on an odd page.	A	A	A	A
Each division title is the same distance from the top margin as the front matter division titles.	B	B	A	A
If appendixes are used, they follow the last chapter.	A	A	A	A
If appendixes are used, they are numbered using upper case letters (that is, A, B).	A	A	A	A
If appendixes are used, appendix titles are set on the line after appendix letters.	A	A	A	A
If used, the source notes follow the last appendix. ²	RA	RA	RA	RA
The glossary follows the source notes. ³	A	A	A	A
If the glossary includes terms, it is divided into two sections: Section I, Acronyms and Abbreviations. Section II, Terms.	A	A	A	A
The acronym list follows the Doctrinal Publication Template format.	B	B	A	A
The terms and definitions follow the Doctrinal Publication Template format.	B	B	A	A
The authentication page follows on an odd page after the index.	NA	NA	NA	A
The back cover follows the authentication page.	NA	NA	NA	A
The total pages between the authentication page and the back cover is divisible by four if printing the publication or divisible by two if it is to be disseminated by electronic media only.	NA	NA	NA	A
The references follow the glossary.	A	A	A	A
The index follows the references.	NA	NA	NA	RA
A standard always applies	FD	final draft	NA	not applicable
B meeting standard preferred but not required	FEF	final electronic file	RA	required if applicable
	ID	initial draft	SD	signature draft
Notes.				
1. See para 7-5 for formatting text.				
2. If there are no appendixes, the source notes follow the last chapter.				
3. If source notes are not used, the glossary follows the last appendix. If there are no appendixes, the glossary follows the last chapter.				

Table G-4.
Front cover specifications

Standard^{1, 2, 3}	ID	FD	SD	FEF
The front cover does not include a logo or insignia (except for multi-Service publications; see figure E-2.)	A	A	A	A
The publication designator and number are not preceded by an asterisk.	A	A	A	A

Table G-4. Front cover specifications, cont.

Standard ^{1, 2, 3}	ID	FD	SD	FEF
The publication designator and number appears on the front cover, approximately one inch (25 millimeters) from the top margin, flush right, and are identical to the publication designator and number on the title page.	A	A	A	A
The title appears in the correct font in the position shown in figure 4-16. ⁴	A	A	A	A
The title is identical in wording to and set in the same style (either initial caps or all caps) as the title on the title page.	B	B	A	A
For staffing drafts, the following phrase appears below the title with no intervening space: “([Type of draft] Draft—Not for Implementation)” and the release date appears in parentheses on the next line.	A	A	A	N
For final electronic files, “Date Pending” appears in parentheses below the title.	N	N	N	A
The release date or “Date Pending” is the same as on the title page.	A	A	A	A
The distribution statement , correctly worded, appears in the position shown in figure 4-16. ⁴	A	A	A	A
The draft doctrine statement , correctly worded, appears with the distribution statement.	A	A	A	N
Other statements appear in the position and order shown in table 4-1.	RA	RA	RA	RA
The destruction notice , correctly worded, appears in the position shown in table 4-1. ⁴	RA	RA	RA	RA
All statements and notices are identical in wording to the corresponding statements and notices on the title page.	B	B	A	A
If the publication supersedes another publication or the previous version of this publication, the supersession statement , correctly worded, appears in the position shown in table 4-1. ⁴	A	A	A	A
The number and date of the superseded publication in the supersession statement match the actual number and date on the title page of that publication.	A	A	A	A
The publishing authority appears in the correct font in the position shown in figure 4-16. ⁴	A	A	A	N
No page number appears on the outside or inside front cover.	B	B	A	A
The inside front cover includes no running head and no running foot. ⁵	B	B	A	A
The inside front cover includes the availability statement, correctly worded, in 18-point Times New Roman centered horizontally and vertically on the page. ⁶	N	N	N	A
A standard always applies	FD	final draft	N	standard never applies
B meeting standard	FEF	final electronic file	RA	required if applicable
preferred but not required	ID	initial draft	SD	signature draft

Table G-4. Front cover specifications, cont.

Notes.
1. See para 4-25 for front covers.
2. Table G-4 is prepared based on a standard-sized publication. There are additional cover and layout requirements for ADPs and FMs. See para 4-25 for front covers.
3. See app D for requirements associated with classified and controlled unclassified information publications. See app E for additional requirements associated with multi-Service publications.
4. Cover references to figure 4-16 are for unclassified, Army-only publications. For classified publications, see app D. For multi-Service publications, see app E.
5. See para 4-9a for guidance for a publication with a Foreword.
6. See para 4-25e for guidance on placement of the availability statement when a publication includes a foreword.

**Table G-5.
Title page specifications**

Standard^{1, 2, 3}	ID	FD	SD	FEF
The publication designator and number appears in the header, approximately 0.75 inch (19 millimeters) from the top margin, flush right.	A	A	A	A
The publication number on the front cover and title page read exactly the same.	A	A	A	A
If the publication supersedes another publication or the previous version of the publication, an asterisk precedes the publication designator and number.	B	B	RA	RA
The publication designator and number appear in the publication heading, 1.25 inches (32 millimeters) from the top edge of the page, flush left, formatted as follows: Army Techniques Publication No. #-##	A	A	A	A
The publishing authority and date appear in the publication heading, 1.25 inches (32 millimeters) from the top edge of the page, flush right, formatted as follows: Headquarters Department of the Army Washington, DC (release date or “Date Pending”) ⁴	A	A	A	A
The release date or “Date Pending” is the same as the front cover.	A	A	A	A
The title appears in the correct font in the position shown in figure 4-2. ⁵	A	A	A	A
The title is identical in wording to and set in the same style (either initial caps or all caps) as the title on the front cover.	A	A	A	A
For staffing drafts, the following phrase appears below the title with no intervening space: “([Type of draft] Draft—Not for Implementation)” and the release date appears in parentheses on the next line. ⁶	A	A	A	N
The distribution statement, correctly worded, appears in the position shown in figure 4-2. ⁵	A	A	A	A

Table G-5. Title page specifications, cont.

Standard^{1, 2, 3}	ID	FD	SD	FEF
The draft doctrine statement, correctly worded, appears with the distribution statement.	A	A	A	N
Other statements appear in the position and order shown in table 4-1.	RA	RA	RA	RA
The destruction notice , correctly worded, appears. ¹	RA	RA	RA	RA
All statements and notices are identical in wording to the corresponding statements and notices on the title page.	B	B	A	A
If the publication supersedes another publication or the previous version of this publication the supersession statement , correctly worded, appears in the position shown in figure 4-2. ⁵	A	A	A	A
The publication designator and number and date of the superseded publication match that superseded publication.	A	A	A	A
The Roman numeral i appears in the position shown in figure 4-2. ⁵	B	B	A	A
A standard always applies FD final draft N standard never applies B meeting standard FEF final electronic file RA required if applicable preferred but not required ID initial draft SD signature draft				
Notes. 1. See para 4-9b(5) for guidance on statements and notices. 2. Table G-5 is prepared based on a standard-sized Army techniques publication. There are additional cover and layout requirements for ADPs and field manuals. 3. See app D for requirements associated with classified and controlled unclassified information publications. See app E for requirements associated with multi-Service publications. 4. Use “Date Pending” for final electronic files. 5. Title page references to figure 4-2 are for unclassified, Army-only publications. For classified publications, see figure D-4. For controlled unclassified information publications, see figure D-5. For multi-Service publications, see figure E-2. 6. For final approved drafts, replace statement with “(Final Approved Draft).”				

**Table G-6.
Index formatting specifications**

Standard	ID	FD	SD	FEF
The following notice is centered below the index title on the first page: “Entries are by paragraph number.”	N	N	N	A
The following notice is included in the running head on even and odd pages: “Entries are by paragraph number.”	N	N	N	A
The index has three columns with lines between columns.	N	N	N	A
The spacing between columns is set at 0.25 inch (6 millimeters).	N	N	N	A
All letters appear in index headings, even if there are no entries for a given letter.	N	N	N	A
A standard always applies FEF final electronic file N standard never applies FD final draft ID initial draft SD signature draft				

Table G-7.
Authentication page specifications

Standard¹	ID	FD	SD	FEF
The authentication page is an odd page.	N	N	N	A
The authentication page is prepared in the template format and includes all elements shown in that format.	N	N	N	A
APD inserts name of the Chief of Staff of the Army.	N	N	N	A
APD inserts name of the Administrative Assistant to the Secretary of the Army.	N	N	N	A
The distribution statement at the bottom of the page matches what is on the preface.	N	N	N	A
There are at least two blank pages between the authentication page and the back cover for publications disseminated in electronic media only or four blank pages for printed publications.	N	N	N	A
A standard always applies FD final draft	FEF final electronic file ID initial draft	N SD	standard never applies signature draft	
Note. 1. See para 4-11g for authentication page.				

Table G-8.
Back cover specifications

Standard¹	ID	FD	SD	FEF
The back cover is an even page.	B	B	B	A
The back cover has PIN printed at the right margin of the footer.	B	B	B	A
For classified and controlled unclassified information publications, the back cover is marked per app D.	RA	RA	RA	RA
A standard always applies B meeting standard preferred but not required	FD final draft FEF final electronic file ID initial draft	RA SD	required if applicable signature draft	
Note. 1. See para 4-26 for back cover.				

Table G-9.
Running head page design specifications

Standard¹	ID	FD	SD	FEF
All running heads are the same distance from the edge of the page. ²	B	B	A	A
No one-point line appears below the running head on the first page of any division or on blank pages.	B	B	A	A
Chapter even-page running heads contain “Chapter” followed by the chapter number above a one-point line set between the left and right margins, flush left.	B	B	A	A

Table G-9. Running head page design specifications, cont.

Appendix even-page running heads contain “Appendix” followed by the appendix letter above a one-point line set between the left and right margins, flush left.	B	B	A	A
Front and back matter even-page running heads contain the name of the division above a one-point line set between the left and right margins, flush left.	B	B	A	A
Odd page running heads show the name of the division, chapter title, or appendix title, as appropriate, above a one-point line set between the left and right margins, flush right.	B	B	A	A
For staffing drafts and final approved draft if the draft is marked in the running heads, all running heads include the same wording in the same place. ³	RA	RA	RA	RA
A standard always applies B meeting standard preferred but not required	FD final draft FEF final electronic file ID initial draft	RA required if applicable SD signature draft		
<p>Notes.</p> <ol style="list-style-type: none"> 1. See paras 4-6a and 7-6a for running head discussions. See app D for additional specifications for classified and controlled unclassified information publications. 2. The top margin should be one 1.0 inch (25 millimeters). Running heads are printed inside the margin, 0.5 inch (12.7 millimeters) from the edge of the page. 3. See TR 25-36 for guidance on marking the pages. 				

Table G-10. Running foot and pagination page design specifications

Standard¹	ID	FD	SD	FEF
The running heads and running foots are the same distance from the edge of the page on all pages. ²	B	B	A	A
All running foots except the authentication page and blank pages contain the following items: Date of draft, inside margin. Publication number, centered. Page number, outside margin.	A	A	A	A
The running foot on the title page contains the required statements on the line above the date of draft, publication number, and page number. ³	B	B	A	A
Front matter pages are numbered sequentially using Roman numerals. No numbers are skipped between pages.	A	A	A	A
Chapter and appendix pages are numbered with two-part page numbers. The first part of the page number is the chapter number or appendix letter. No numbers are skipped between pages.	B	B	A	A
The chapter number or appendix letter of the page number matches the chapter number or appendix letter of the division.	B	B	A	A
Chapter and appendix page numbers restart with each division.	B	B	A	A
All back matter divisions begin on an odd page.	A	A	A	A

Table G-10. Running foot and pagination page design specifications, cont.

Standard¹	ID	FD	SD	FEF
Back matter pages are numbered with two-part page numbers. The first part of the page number is the title of the division (for example, References-1).	B	B	A	A
The first part of back matter page numbers matches the title of the division.	B	B	A	A
Back matter page numbers restart with each division.	B	B	A	A
The authentication page does not show a running foot.	B	B	A	A
The back cover does not show a running foot.	B	B	A	A
For drafts marked in the running foots, all running foots include the same wording in the same place.	RA	RA	RA	RA
A standard always applies	FD	final draft	RA	required if applicable
B meeting standard	FEF	final electronic file	SD	signature draft
preferred but not required	ID	initial draft		
<p>Notes.</p> <p>1. See paras 4-7 and 7-6b for footer discussion. See app D for additional specifications for classified and controlled unclassified information publications.</p> <p>2. The bottom margin should be one 1.0 inch (25 millimeters). (The margin is the distance from the edge of the page to body text). Running foots are printed inside the margin, 0.5 inch (12.7 millimeters) from the edge of the page.</p> <p>3. See para 4-9b(5) for guidance on statements and notices.</p>				

Table G-11.
Page layout and typology specifications

Standard¹	ID	FD	SD	FEF
Front and back matter first pages present a uniform appearance.	B	B	A	A
All parts begin with an unnumbered introductory paragraph or none of them do.	B	B	A	A
Part titles or part introductions if used are followed by a one-point horizontal line below the title or paragraph.	B	B	A	A
Chapter first pages present a uniform appearance.	B	B	A	A
No numbered paragraphs appear between a chapter or appendix title and the first section heading or main heading.	B	B	A	A
All chapters contain an introductory discussion or an unnumbered introductory paragraph or none of them do.	B	B	A	A
When used, introductory material follows the same format (discussion or an unnumbered paragraph) for all chapters.	B	B	A	A
All chapters contain a chapter table of contents or none of them do.	B	B	A	A
When used, chapter tables of contents are set on the first page of all chapters either flush right or just above the bottom margin.	B	B	A	A

Table G-11. Page layout and typology specifications, cont.

Standard¹	ID	FD	SD	FEF
Appendix first pages present a uniform appearance.	B	B	A	A
All appendixes begin with an introductory discussion or an unnumbered paragraph.	B	B	A	A
No appendix contains an appendix table of contents.	A	A	A	A
Appearance of text on the page (format and typography) is that of the Doctrine Publication Template.	B	B	A	A
No text falls outside the image area.	B	B	A	A
Pages of the publication are set in mirror margin format.	B	B	A	A
Body text is set the same distance from the running heads and running foots on all pages.	B	B	A	A
There is no unnecessary white space (space containing no text or graphics) within chapters.	B	B	A	A
Bulleted lists divided between pages have at least two bullets on each page.	B	B	A	A
Paragraphs are numbered sequentially in each chapter and appendix using two-part numbers.	A	A	A	A
For drafts, all pages have line numbers starting in Preface. ²	A	A	RA	N
If pages of a draft are marked with a watermark, all pages are marked using the same wording and font. ³	A	A	A	N
A standard always applies FD final draft N standard never applies B meeting standard FEF final electronic file RA required if applicable preferred but not required ID initial draft SD signature draft				
Notes. 1. See para 7-7 for page layout. 2. Local procedure may require signature drafts to include line numbers. 3. See TR 25-36 for guidance on marking the pages of staffing drafts.				

Table G-12.

Classified and controlled unclassified information publication specifications

Standard	ID	FD	SD	FEF
All covers and pages are banner-marked per paras D-2a and D-2e.	RA	RA	RA	RA
A portion marking appears before each chapter title and paragraph heading.	RA	RA	RA	RA
All paragraphs are portion marked.	RA	RA	RA	RA
All special segments are portion marked.	RA	RA	RA	RA
FD final draft ID initial draft SD signature draft FEF final electronic file RA required if applicable				

Appendix H
Publication Structure Checks and Sweeps

All tables in this appendix pertain to unclassified, Army-only publications. See app D for additional requirements associated with classified and CUI publications. See app E for additional requirements associated with multi-Service publications.

Table H-1.
Navigation pane, title, and heading specifications

Standard¹	ID	FD	SD	FEF
Part and chapter titles in the TOC match those in the text.	B	B	A	A
All titles and headings in the text appear in the navigation pane.	B	B	A	A
All titles and headings are set in current Doctrinal Publication Template. ²	B	B	A	A
Section and main headings in the text are formatted in all caps, not small caps.	B	B	A	A
All titles and headings appear at the correct outline level in the navigation pane.	B	B	A	A
No chapter or appendix title duplicates the publication title.	B	B	A	A
Titles and headings at all outline levels appear in title case in the navigation pane. ³	B	B	A	A
There are at least two headings at all outline levels (that is, no orphan headings).	B	B	A	A
Titles and headings at each outline level have a parallel construction, and flow logically. ⁴	B	B	A	A
No heading in a chapter or appendix duplicates the part or chapter title.	B	B	A	A
No subheadings duplicate a higher level heading.	B	B	A	A
No titles or headings contain spelling errors.	B	B	A	A
All headings at each outline level use a parallel construction and wording.	B	B	A	A
Subheadings under different headings that address similar topics are parallel and in the same order.	B	B	A	A
If sections are used, no number is skipped.	A	A	A	A
If sections are used, they are numbered using upper case Roman numerals (I, II) separated from the title wording by an en dash.	A	A	A	A
All paragraph headings and subheadings are followed by a numbered paragraph.	A	A	A	A
If the glossary includes terms, it includes two section headings.	A	A	A	A
If the glossary does not include terms, it does not include section headings.	B	B	A	A
A standard always applies	FD	final draft	SD	signature draft
B meeting standard preferred but not required	FEF	final electronic file	RA	required if applicable
	ID	initial draft	TOC	table of contents

Table H-1. Navigation pane, title, and heading specifications, cont.

Standard¹	ID	FD	SD	FEF
Notes.				
1. See para 7-9 for navigation pane, titles, and headings.				
2. See para 4-9c for table of contents.				
3. Confirm that font styles that include all caps and small caps have been keyed-in to the file in title case.				
4. See paras 5-5c and 7-9c for subordination, parallelism, and repetition.				

Table H-2.**Main table of contents specifications**

Standard¹	ID	FD	SD	FEF
The word "Page" appears above the column of page numbers in the main table of contents.	B	B	A	A
At least three dots of leader appear between the last word of each title and the page number.	B	B	A	A
No titles or headings contain words hyphenated between lines.	B	B	A	A
When necessary to divide a title or heading between lines, the division is based on cohesive word groupings as well as length.	B	B	A	A
No titles or headings contain a lower case letter when the font style is all caps or small caps.	B	B	A	A
The use of acronyms in headings follows a consistent style.	B	B	A	A
All titles in the text appear in the table of contents.	A	A	A	A
Part, chapter, and appendix titles appear in all caps.	B	B	A	A
The word "part" preceding part numbers is in all caps.	B	B	A	A
The word "chapter" preceding chapter numbers is in all caps.	B	B	A	A
The word "appendix" preceding appendix letters is in all caps.	B	B	A	A
All part and division designators in the table of contents match their listing in the navigation pane.	A	A	A	A
The titles in the table of contents match the text.	B	B	A	A
All section headings (if sections are used) and main headings in text are listed in the main table of contents.	A	A	A	A
No section or main headings in the front matter or back matter (including appendixes) are listed in the table of contents.	B	B	A	A
The headings in the table of contents match the text.	A	A	A	A
Section and main headings are set in initial caps in the table of contents.	A	A	A	A
Page numbers are on the same line as the text for each listing unless there are fewer than three dots between the end of the text and the page number.	B	B	A	A
Page numbers shown in the main table of contents match the pages.	A	A	A	A

Table H-2. Main table of contents specifications, cont.

Standard¹	ID	FD	SD	FEF
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Note.				
1. See para 7-10 for table of contents.				

**Table H-3.
Chapter tables of contents specifications**

Standard¹	ID	FD	SD	FEF
Tables of contents are formatted as prescribed by the Doctrine Publication Template.	B	B	A	A
All section, main, and first subparagraph headings listed in the navigation pane appear in the tables of contents.	B	B	A	A
Entries for section headings are in title case, bold.	B	B	A	A
Entries for main and first subparagraph headings are in title case.	B	B	A	A
The wording of headings in the tables of contents match their listing in the navigation pane.	B	B	A	A
Page numbers shown in tables of contents match the corresponding pages in the publication.	B	B	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Note.				
1. See para 7-11 for chapter tables of contents.				

**Appendix I
References Checks and Sweeps**

All tables in this appendix pertain to unclassified, Army-only publications. See app D for additional requirements associated with classified and CUI publications. See app E for additional requirements associated with multi-Service publications.

**Table I-1.
References division formatting specifications**

Standard¹	ID	FD	SD	FEF
The references division includes the following main headings in this order: o Required Publications. o Related Publications. o Prescribed Forms. o Referenced Forms.	B	B	A	A
No command publications are listed as references unless APD has approved an exception to policy for each one.	B	B	B	A

Table I-1. References division formatting specifications, cont.

Standard¹	ID	FD	SD	FEF
Each reference is listed only once.	B	B	A	A
Publications not available on the APD website or the Joint Electronic Library website include access instructions. ²	B	B	A	A
All web addresses in annotations and under Websites are active.	B	B	A	A
The following statement appears on the line below the Required Publications heading: These documents must be available to intended users of this publication.	A	A	A	A
The DOD Dictionary of Military and Associated Terms is listed in required publications.	B	B	A	A
FM 1-02.1 is listed in required publications.	B	B	A	A
Related publications includes the following first subheadings in this order: ³ Joint and Department of Defense Publications. ⁴ Army Publications. Other Publications. Websites.	RA	RA	RA	RA
The following statement appears on the line below the related publications heading: These documents are cited in this publication.	B	B	A	A
If joint publications are listed as related references, include availability statement below the joint publications subheading. ²	RA	RA	RA	RA
If Army publications are listed as related references, include appropriate availability statement. ²	A	A	A	A
FM 6-27 is listed under related publications.	B	B	A	A
Related references lists all references cited in the publication except for publications listed under required references.	B	B	A	A
Related references lists only references cited in the publication.	B	B	A	A
If the publication prescribes no forms, state “This section contains no entries.”	B	B	A	A
Referenced forms includes the appropriate statement. ²	B	B	A	A
When one or more Department of Defense forms is listed under referenced forms, use the appropriate statement. ²	B	B	A	A
All forms cited in the publication are listed under referenced forms. ³	B	B	A	A
Only forms cited in the publication are listed.	B	B	A	A
Any form not available on either the APD or Department of Defense Forms Management Program website has instructions to obtain the form.	B	B	A	A
DA Form 2028 (Recommended Changes to Publications and Blank Forms) is listed under Referenced Forms.	B	B	A	A

Table I-1. References division formatting specifications, cont.

A	standard always applies	FEF	final electronic file
APD	Army Publishing Directorate	FM	field manual
B	meeting standard preferred but not required	ID	initial draft
DOD	Department of Defense	RA	required if applicable
FD	final draft	SD	signature draft
Notes.			
1. See para 7-13 for references.			
2. Normally the instructions include a website. If necessary, they include instructions on how to find the reference on the website. See para F-13 for availability statements.			
3. If a subcategory includes no references, omit its subheading.			
4. Joint publications refers only to joint doctrinal publications, those whose numbers begin with the letters JP. Department of Defense publications include only those whose numbers begin with DOD. List all other publications categories (for example, chairman of the joint chiefs of staff publications) under other publications.			

Table I-2. Optional reference categories

Standard¹	ID	FD	SD	FEF
When necessary, the following optional categories are placed after related references and prescribed forms: o Recommended readings. o Sources used.	B	B	A	A
The following statement appears on the line below the recommended readings heading: “These documents contain relevant supplemental information.”	B	B	A	A
If the publication contains copyrighted material, the sources are listed under sources used.	B	B	A	A
If the publication contains photographs or maps, the sources are listed under sources used.	B	B	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Note 1. See paras 4-11d and 7-13 for references.				

Table I-3. Specifications for textual references to publications, forms, and websites

Standard¹	ID	FD	SD	FEF
All publications listed under related references are cited in text.	B	B	A	A
References to publications use publication designator and number only and do not use full form of the publishing medium. ²	B	B	A	A
References to publications in text do not include the title or date. ³	B	B	A	A
All forms listed under referenced forms are cited in text.	B	B	A	A

Table I-3. Specifications for textual references to publications, forms, and websites, cont.

Standard¹	ID	FD	SD	FEF
The first use of each form in text includes number and the title. For example, “DD Form 67 (Form Processing Action Request).”	B	B	A	A
All references to a form in text after the first one are to the form number only. For example, “DD Form 67.”	B	B	A	A
The title of each form cited in text matches the title in the references division.	B	B	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Notes.				
1. See paras 5-16 and 7-13c for references.				
2. For example, write, “See ADP 3-0,” not “See Army Doctrine Publication (ADP) 3-0.”				
3. References to publications in the preface may include the title when necessary to provide context. These citations do not include the date of the cited publication.				

Table I-4. Individual reference specifications

Standard¹	ID	FD	SD	FEF
All government references listed are current (that is, not rescinded or superseded).	A	A	A	A
The publication number, title, and date are correct for all government references.	B	B	A	A
All listings follow the appropriate format in app F.	B	B	A	A
Elements of listings are separated by periods, not commas.	B	B	A	A
Classified publications use the format at para F-10.	B	B	A	A
Publications that require instructions for access use the format at para F-13 for availability statements.	B	B	A	A
The name under which a website is listed in the references is the same as the name used to refer to it in text.	B	B	A	A
The web address for each website listed in references is active.	B	B	A	A
The citation for each website listed in references includes an access date.	B	B	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Note.				
1. See app F and para 7-13d for references.				

Table I-5.
Individual form specifications

Standard¹	ID	FD	SD	FEF
Each form cited is a Department of the Army, Department of Defense, or other government agency form. (No command forms are cited.)	A	A	A	A
Forms are cited in text per para 12-4.				
Each form listed in the references division includes only the form number and form title. No dates are listed.	B	B	A	A
The title of each form cited is correct.	B	B	A	A
Each form cited is current. ²	A	A	A	A
A standard always applies B meeting standard preferred but not required	FD FEF	final draft final electronic file	ID SD	initial draft signature draft
Notes. 1. See para 12-4 for citing forms. 2. Drafts cite only current forms.				

Table I-6.
Copyrighted material specifications

Standard¹	ID	FD	SD	FEF
Copyrighted material is not included in the publication unless a copyright release has been received.	B	B	A	A
All copyrighted material is listed in the acknowledgements. ²	B	B	A	A
Copyrighted material is identified in text with end note number corresponding to the source notes.	B	B	A	A
References from which copyrighted material is taken are listed in the references division.	B	B	A	A
A standard always applies B meeting standard preferred but not required	FD FEF	final draft final electronic file	ID SD	initial draft signature draft
Notes. 1. See para 7-14 for copyrighted material. 2. See paras 4-9e and 7-15 for acknowledgements.				

Table I-7.
Acknowledgment specifications

Standard¹	ID	FD	SD	FEF
Acknowledgments list only sources in the following categories: o Sources that require a copyright release. o Courtesy credit lines for uncopyrighted materials contributed by nongovernment parties. o Photographs from Army public affairs websites.	NA	NA	A	A
Sources are listed in the order in which they appear in the publication.	NA	NA	A	A

Table I-7. Acknowledgment specifications, cont.

Standard¹	ID	FD	SD	FEF
Sources contain the information and are in the format required by the copyright holder.	NA	NA	A	A
All copyrighted material quoted in text is identified with an end note and source note.	B	B	A	A
Passages based on copyrighted material are identified with a source note.	B	B	A	A
Sources of copyrighted material are listed under sources used.	B	B	A	A
A standard always applies	FD	final draft	NA	standard never applies
B meeting standard	FEF	final electronic file	SD	signature draft
preferred but not required	ID	initial draft		
Note				
1. See paras 4-9e and 7-15 for acknowledgements.				

Appendix J

Text Consistency Checks and Sweeps

All tables in this appendix pertain to unclassified, Army-only publications. See app D for additional requirements associated with classified and CUI publications. See app E for additional requirements associated with multi-Service publications.

Table J-1.

Preface specifications

Standard^{1, 2, 3}	ID	FD	SD	FEF
The first paragraph gives a succinct overview of the publication’s purpose and desired effect that reflects current guidance.	A	A	A	A
The scope statement in the first paragraph addresses the entire scope of the publication and reflects the publication’s actual content.	A	A	A	A
The second paragraph states the publication’s target audience and is consistent with current guidance.	A	A	A	A
The first sentence of the second paragraph begins as follows: The principal audience for [publication designator and number] is....	A	A	A	A
The legal statement follows the target audience paragraph and reads word-for-word as stated in figure N-1.	B	B	A	A
If the publication implements an interoperability agreement , the following statement follows the legal statement: This publication implements the following interoperability agreements: [List applicable agreements by number, title, and edition].	RA	RA	RA	RA
If the publication contains any material requiring a copyright release , the following statement follows the legal statement: “This publication contains copyrighted material.” ⁴	RA	RA	RA	RA

Table J-1. Preface specifications, cont.

Standard^{1, 2, 3}	ID	FD	SD	FEF
If the publication is authorized to use any trade or brand names the following disclaimer statement follows the legal statement: “The use of any trade or brand name does not constitute endorsement of any specific commercial product, commodity, service, or enterprise by the United States Army.” ⁵	RA	RA	RA	RA
The neutral language statement prescribed in earlier versions of TR 25-30 is not included. ⁶	A	A	A	A
The third to last paragraph is the appropriate terminology statement from figure N-1. ⁷	B	B	A	A
The second to last paragraph is the applicability statement and reads word-for-word as stated in figure N-1.	B	B	A	A
For unclassified publications, the last paragraph of the preface is the proponent statement and follows the format in figure N-1. ⁸	B	B	A	A
The proponent statement does not contain any personally identifiable information.	A	A	A	A
The proponent statement includes an email address of an organization, not an individual.	RA	RA	RA	RA
If the proponent statement includes an email address, the address is active. ⁹	RA	RA	RA	RA
A standard always applies	FD	final draft	RA	required if applicable
B meeting standard	FEF	final electronic file	SD	signature draft
preferred but not required	ID	initial draft		
<p>Notes.</p> <ol style="list-style-type: none"> 1. This table was prepared for doctrinal publications. For required elements of training publication prefaces, see table 4-3. 2. See para 7-20 for guidance on the preface check. 3. See para 7-20c for the order of listing administrative statements. 4. Do not include any information on the copyrighted material here. List that information in the acknowledgements. 5. See para 9-32b for legal prohibitions. 6. See para 5-27b concerning gender-neutral language. 7. If the publication is the proponent publication for one or more terms, use the wording from figure N-1. If the publication is the not a proponent publication for any terms, modify the wording per para N-1d. 8. See app D for the wording of instructions for submitting comments and recommendations to the proponent in classified publications. 9. Verify the link works. 				

Table J-2.
Introduction and summary of changes specifications

Standard¹	ID	FD	SD	FEF
The introduction addresses one or more of the topics listed in para 4-9f(2).	B	B	A	A

Table J-2. Introduction and summary of changes specifications, cont.

Standard¹	ID	FD	SD	FEF
The introduction contains a summary of significant changes from previous doctrine.	A	A	A	A
The summary of changes discusses the changes in the order in which they occur in the publication.	B	B	A	A
If the publication is the source publication for any new Army terms, the summary of changes shows them.	A	A	B	B
If the publication supersedes the source publication for any terms, the summary of changes shows those changes.	B	B	A	A
Captions and titles for graphics read either “Introductory figure-#” or “Introductory table-#.”	B	B	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Note.				
1. See para 4-9 for introduction and summary of changes.				

Table J-3. Introductory discussion specifications

Standard¹	ID	FD	SD	FEF
Introductory discussions are used for the same purpose throughout the publication.	A	A	A	A
Each introductory discussion introduces the entire part, chapter, or appendix, not the first subject addressed.	A	A	A	A
Each introductory discussion addresses the content of the part, chapter, or appendix. For chapters, introductory material addresses only the topics that chapter’s main headings.	A	A	A	A
No terms are defined in introductory discussions.	A	A	A	A
Each introductory discussion for an appendix contains enough information to place the content of the appendix in context.	A	A	A	A
A standard always applies	FEF	final electronic file	SD	signature draft
FD final draft	ID	initial draft		
Note				
1. See para 5-12b for introductory discussions.				

Table J-4. Internal reference specifications

Standard	ID	FD	SD	FEF
The content and format of all references are consistent with guidance in para 5-16.	B	B	A	A
The cited location for each reference contains the information referred to in the internal reference.	B	B	A	A
All graphics are introduced in text before the graphic appears. ¹	B	B	A	A

Table J-4. Internal reference specifications, cont.

Standard	ID	FD	SD	FEF
References to graphics in text include the correct graphic number.	B	B	A	A
Textual references to graphics that are not on the same or facing page include the number of the page on which the graphic appears.	B	B	A	A
All hyperlinks work properly.	B	B	A	A
A consistent font style is used to indicate hyperlinks.	B	B	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Note				
1. See para 10-8 for graphic citation.				

Appendix K

Graphics, Special Segment, and Boxed Material Checks and Sweeps

All tables in this appendix pertain to unclassified, Army-only publications. See app D for additional requirements associated with classified and CUI publications. See app E for additional requirements associated with multi-Service publications.

Table K-1.

Graphics special segment, and boxed material layout specifications

Standard¹	ID	FD	SD	FEF
Each graphic appears only once in the publication.	A	A	A	A
All graphics appear in a printed copy of the publication.	A	A	A	A
All graphics have a caption.	A	A	A	A
All special segments have a title.	A	A	A	A
The font styles used for graphic and table captions and special segment titles are consistent throughout the publication. ²	B	B	A	A
No figure or table caption is separated from its graphic by text or a page break.	B	B	A	A
Special segments, graphics, and other boxed material do not divide a paragraph or otherwise disrupt the logic or organization of the text.	B	B	A	A
All graphics are horizontally centered relative to the body text. ³	B	B	A	A
No graphics are included in the preface.	A	A	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft

Table K-1. Graphics special segment, and boxed material layout specifications, cont.

Notes. 1. See para 7-26 for graphic layout. See paras 4-13 and 10-3 for design of graphics and boxed material. See para 4-17 for design of special segments. 2. Check to make sure all captions and titles are alike. 3. The vertical borders of a six-inch-wide (152-millimeters-wide) figure should be even with the margins of body text, not the headings.

Table K-2. Graphics formatting specifications

Standard¹	ID	FD	SD	FEF
Each graphic is sized to fit its content.	B	B	A	A
No graphic is wider than six inches (152 millimeters)	B	B	A	A
No graphic exceeds 8.4 inches (213 millimeters) in height.	B	B	A	A
No graphic includes embellishments, such as drop shadows or unnecessary decorative elements.	B	B	A	A
All graphics appear clear and crisp. ²	B	B	A	A
All graphics are bounded by a one-point, solid black line with square corners.	B	B	A	A
All graphics portraying similar information are prepared in a similar format. ³	A	A	A	A
When callouts are used in graphics, they follow the same style in all graphics. ⁴	B	B	A	A
All graphics with acronyms, abbreviations, varied line styles, or symbols include a legend.	B	B	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Notes. 1. See para 7-27 for graphic sweep. 2. Check each graphic for clear lines, clear and legible font, consistent shading, and general ease of reading or viewing. 3. See para 7-26 for graphic layout. 4. See para 10-3e for callouts.				

Table K-3. Design and content specifications for figures

Standard¹	ID	FD	SD	FEF
All figures are in a picture format, such as TIFF, PNG, or JPEG.	B	B	A	A
Information contained in graphics is accurate and consistent with information in the text.	A	A	A	A
Information contained in figures does not violate information security rules or operations security.	A	A	A	A
Information contained in figures do not contradict or compromise Army policies. ²	B	B	A	A

Table K-3. Design and content specifications for figures, cont.

Standard¹	ID	FD	SD	FEF
Figures do not contain personally identifiable information.	A	A	A	A
Each figure is self-explanatory.	A	A	A	A
Text within each figure is grammatically parallel and correct in grammar.	B	B	A	A
No abbreviations in the figure end in periods.	B	B	A	A
No figure contains a title within it that duplicates the caption.	B	B	A	A
All callouts are grammatically parallel. ³	B	B	A	A
All words in each figure are spelled correctly. ⁴	B	B	A	A
To the extent practical, spelling and abbreviation conventions used in the figures match those used in text.	B	B	A	A
Figures use color only when no other means of conveying the information is feasible or when the figure portrays a product that routinely is prepared in color in a field environment.	A	A	A	A
Each figure containing acronyms or abbreviations includes a legend explaining them; military symbols do not require a legend. ⁵	A	A	A	A
No legend contains symbols, acronyms, or abbreviations not found in the figure.	B	B	A	A
No abbreviations in the legend end in periods.	B	B	A	A
The full form of all joint and Army acronyms used in the figure matches the figure use of the acronym. ⁵	B	B	A	A
A standard always applies	ID	initial draft		
B meeting standard preferred but not required	JPEG	joint photographic experts group		
	PNG	portable network graphics		
FD final draft	SD	signature draft		
FEF final electronic file	TIFF	tagged image file format		
Notes.				
1. See para 7-27b for figure standards.				
2. For example, persons in uniform must wear the approved uniform correctly.				
3. See para 10-3e for callouts.				
4. A word processing spell-check function does not check inserted figures. Editors check spelling when editing figures.				
5. See para 10-7b for acronyms in legends.				

**Table K-4.
Design and content specifications for tables**

Standard¹	ID	FD	SD	FEF
Text is set in the appropriate style from the Doctrine Publication Template. ²	B	B	A	A
The font size for text is nine or ten point.	B	B	A	A
The font size for text in the legend is eight point.	B	B	A	A
The same font size is used in all tables in the publication.	B	B	A	A

Table K-4. Design and content specifications for tables, cont.

Standard¹	ID	FD	SD	FEF
No tables contain example information. ³	A	A	A	A
Text within each table is parallel and grammatically correct.	B	B	A	A
No abbreviations in the table end in periods.	B	B	A	A
All words in each table are spelled correctly.	B	B	A	A
To the extent practical, spelling and abbreviation conventions used in the tables match those used in text.	B	B	A	A
Tables do not use color except for gray shading with table headings.	A	A	A	A
Each table containing acronyms or abbreviations includes a legend explaining all of them.	A	A	A	A
No legend contains acronyms or abbreviations not found in the table.	B	B	A	A
No abbreviations in the legend end in periods.	B	B	A	A
The full form of all joint and Army acronyms used in the table matches way the acronym is used in the table. ⁴	B	B	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Notes.				
1. See para 7-27b for table standards.				
2. The style for bullets may be altered for better spacing of bullets from text and cell margins.				
3. Tables portraying examples are created as figures.				
4. See para 10-7b for acronyms in legends.				

**Table K-5.
Sample form and format specifications**

Standard¹	ID	FD	SD	FEF
Each form used as a graphic is created from a form downloaded from the appropriate forms website or provide by APD. ²	B	B	A	A
Each form used as a graphic is based on the current electronic version of the form.	B	B	A	A
No graphic is a blank form or format. Each form or format used as a graphic is a completed example with no blank fields. ³	B	B	A	A
Each form used as a graphic is overprinted with the word "Sample."	B	B	A	A
All callouts within a given figure are grammatically parallel. ⁴	B	B	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft

Table K-5. Sample form and format specifications, cont.

Standard¹	ID	FD	SD	FEF
Notes. 1. See para 7-27c for forms and formats. 2. If prescribing a form, graphics based on it must be prepared from authenticated form. 3. Include a completed form as an example in staffing drafts. This allows reviewers to comment on whether the graphic conveys the information the author intends. 4. See para 10-3e for callouts.				

**Table K-6.
List of figures specifications**

Standard¹	ID	FD	SD	FEF
The list of figures includes a listing for every figure in the publication. ¹	B	B	A	A
Captions for figures that display similar content use parallel wording.	B	B	A	A
No tables are listed in the list of figures.	B	B	A	A
The list of figures includes only one listing for each figure. ²	B	B	A	A
The listing in the list of figures read exactly the same as the captions in the body of the publication and include the following: The word “Figure” followed by a two-part number and a period. The caption set in sentence case not followed by a period.	B	B	A	A
Figures are numbered sequentially with two-part numbers by division with no number skipped within a chapter.	B	B	A	A
Page numbers shown in the list of figures match the pages on which the figures appear in the publication.	A	A	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Notes. 1. See paras 7-28 and 10-4e for figure captions. 2. See para 4-9c for tables of contents.				

**Table K-7.
List of tables specifications**

Standard¹	ID	FD	SD	FEF
The list of tables includes a listing for every table in the publication. ¹	B	B	A	A
Captions for tables that display similar content use parallel wording.	B	B	A	A
No figures are listed in the list of tables.	B	B	A	A
The list of tables includes only one listing for each table. ²	B	B	A	A

Table K-7. List of tables specifications, cont.

Standard¹	ID	FD	SD	FEF
The list of tables reads exactly the same as the table captions in the text and include the following: The word “Table” followed by a two-part number and a period. The table caption set in sentence case not followed by a period.	B	B	A	A
Tables are numbered sequentially with two-part numbers by division with no number skipped within a chapter.	B	B	A	A
Page numbers shown in the list of tables match the pages on which the tables appear in the publication.	A	A	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Note. 1. See paras 7-28 and 10-4e for figure captions. 2. See para 4-9c for tables of contents.				

**Table K-8.
Graphic caption specifications**

Standard¹	ID	FD	SD	FEF
All figure captions are below their respective figures.	A	A	A	A
All table captions are above their respective tables.	A	A	A	A
For graphics laid out landscape, the caption is either above the running foot (for figures) or below the running head (for tables).	B	B	A	A
The caption for each figure succinctly describes the figure’s contents.	B	B	A	A
Figures and tables are labeled separately (that is, tables are not labelled as figures and placed in the list of figures).	B	B	A	A
All multiple-page graphics have a caption with each segment. The caption or title of each segment after the first is followed by the word, “continued:” for example, “Table 2-1. Editorial Specifications (continued).”	B	B	A	A
All graphics are numbered within each chapter or appendix with a two-part number.	A	A	A	A
Graphics within the introduction are labeled “Introductory figure” or “Introductory table” followed by a hyphen and a number.	B	B	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Note. 1. See paras 7-28 and 10-4e for captions.				

Appendix L

Acronym, Abbreviation, and Term Checks and Sweeps

L. Acronym, abbreviation, and term checks and sweeps

See tables L-1 through L-3 for acronym, abbreviation, and term checks and sweeps.

a. Tables in this appendix pertain to unclassified, Army-only publications. See app D for additional requirements associated with classified and CUI publications. See app E for additional requirements associated with multi-Service publications.

b. STPs follow different rules. Every acronym in an STP is included in the glossary (at least those in the task chapter). Every usage in an STP is defined. STPs consist of subject areas, each with their own jargon, some of which sometimes, not often, overlaps. See chap 11 for STPs.

**Table L-1.
Acronym and abbreviation checks**

Standard¹	ID	FD	SD	FEF
The glossary lists all acronyms and abbreviations used in the publication except those used only in graphics and listed in the appropriate legends. ²	B	B	A	A
The glossary does not list any acronyms or abbreviations not used in the publication.	B	B	A	A
The glossary contains only one full form for each acronym or abbreviation. ³	B	B	A	A
The full form of all joint acronyms is word-for-word the same and uses the same case as the listing in the DOD Dictionary of Military and Associated Terms.	B	B	A	A
The full form of all Army acronyms mirrors the listing in the Army proponent publication.	B	B	A	A
No abbreviations end in periods.	B	B	A	A
A standard always applies	FD	final draft	ID	initial draft
B meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Notes.				
1. See para 7-33b for glossary.				
2. Include any acronyms not required to be spelled out in text per TR 25-36 and any acronyms and abbreviations used only in the references.				
3. The one exception to this rule is FM, which can represent both field manual and frequency modulation.				

**Table L-2.
Term checks**

Standard¹	ID	FD	SD	FEF
The glossary contains only terms for which the publication is the source publication and terms needed to understand the publication.	B	B	A	A
The glossary contains all Army terms for which the publication is the source publication.	A	A	A	A

Table L-2. Term checks, cont.

Standard¹	ID	FD	SD	FEF
All terms for which the publication is the source publication are preceded by an asterisk.	B	B	A	A
If the publication supersedes the source publication for any terms, the glossary includes those terms not rescinded or transferred to a different source publication.	B	B	A	A
All terms, including multinational terms, for which the publication is not the source publication are followed by the source publication in parentheses.	B	B	A	A
The definition of each joint, multi-Service, and multinational term is preceded by the type of term if applicable. ²	B	B	A	A
Definitions match those in the DOD Dictionary of Military and Associated Terms, the Army online terms database, or other source publication word-for-word except when the publication is the source publication for a term that the publication is modifying.	B	B	A	A
Definitions of terms defined in both the glossary and text are word-for-word the same in both places.	B	B	A	A
A standard always applies B meeting standard preferred but not required	FD final draft FEF final electronic file	ID initial draft SD signature draft		
Notes. 1. See para 7-34a for terms. 2. This is applicable only if the Department of Defense and Army have different definitions for the same term.				

**Table L-3.
Sweeps for terms, acronyms, and abbreviations**

Standard¹	ID	FD	SD	FEF
All acronyms are spelled out at their first use in text. ²	B	B	A	A
The full form of each acronym and abbreviation spelled out in the body is word-for-word the same as the listing in the glossary.	B	B	A	A
No abbreviations used end in periods.	B	B	A	A
All terms defined in text for which the publication is the source publication are formatted as follows. The term is italicized and the term and definition are bolded. ³ Tempo is the relative speed and rhythm of military operations over time with respect to the enemy.	B	B	A	A
Definitions of terms defined in text but not listed in the glossary match those in the DOD Dictionary of Military and Associated Terms, the Army online terms database, or other source publication word-for-word.	B	B	A	A

Table L-3. Sweeps for terms, acronyms, and abbreviations, cont.

All terms defined in text for which the publication is not the source publication are formatted as follows. The term is italicized and the source publication follows the last word of the definition. ²					
A running estimate is the continuous assessment of the current situation used to determine if the current operation is proceeding according to the commander’s intent and if planned future operations are supportable (ADP 5-0).		B	B	A	A
A	standard always applies	FD	final draft	ID	initial draft
B	meeting standard preferred but not required	FEF	final electronic file	SD	signature draft
Notes.					
1. See paras 7-33c and 7-34b for terms, acronyms, and abbreviations.					
2. See TR 25-36 for list of exceptions.					
3. See TR 25-36 for formatting terms in text.					

**Appendix M
Change Transmittal Preparation**

M-1. Change transmittal preparation overview

Use the Microsoft Word copy of the completed final electronic file and add the change transmittal page and authentication page to the first odd page after the front cover. The change transmittal page identifies the reason for the change, the marks to indicate the changed text, and the replacement pages.

M-2. Description of change

A change is an official alteration of a publication and issued in numbered sequence (change 1, change 2, and so on). It may delete portions of, add to, modify, or correct the publication.

a. Proponents issue a change to:

(1) Update or add new doctrine to selected portions of an existing publication that do not create cascading effects. The total number of pages should not exceed 25 percent of publication.

(2) Correct a serious error.

(3) Eliminate superseded and obsolete information.

b. Proponents avoid submitting changes only to make simple editorial or typographic corrections, update references, or change terminology, unless an error alters meaning.

c. Proponents ensure that:

(1) They include a change transmittal.

- (2) They adjust the table of contents (see figure G-2), if needed.
- (3) They include instructions for removing or inserting pages.
- (4) Page inserts are the same size and style as the original pages in document.
- (5) They notate passages that are being changed.
- (6) They include a distribution statement and destruction notice if required.
- (7) They include an authentication page including the proper distribution (such as electronic media only or the 12-series) immediately after the transmittal sheet.
- (8) The footer of each page of the change packet pages contains “, C#” after the publication number at the center of the footer. (The # symbol represents the number of the change: 1, 2, and so forth.) Ensure only changed pages are identified this way. Every change includes at least two pages: the odd page and the even page that is the back of that odd page (immediately following the odd page).

(9) Partially superseded publications contain a change that removes the superseded information. For example, if publication A supersedes chapter 4 of publication B, then publication B must have a change packet that removes content of chapter 4. Publication B will keep chapter 4 but instead of text it will have a concise statement that tells the reader the Publication A supersedes chapter 4. (The change packet will probably need to include new table of contents [to delete the main headings, figures, and tables from the removed chapter], new glossary [to remove any defined terms or acronyms], new references [to add Publication A and to remove any chapter 4 references], and new index [to remove chapter 4 items].) Preparing agencies submit Publication A as well as the change packet for Publication B in the same block of time since one cannot happen without the other.

d. Change packet file types and repositories requirements:

(1) When submitting a DA Form 260-1 for a change to a publication, proponents send only PDF files. Like entire publication publishing, CADD reviewers, ATSC, and APD require Adobe Acrobat PDFs. Proponents submit two files, one of the entire book (change included file) that includes the changed pages and one of the change packet (just the changed pages [change only file]).

(2) The change included file is the entire publication with the changes in place. Creating this file first enables proponents to ensure that the change packet pages fit in the publication correctly, the page numbers are correct, and each inserted section of new material starts on an odd page and ends on an even page. The change included file enables the preparer of the file to ensure the flip side of a page that has a change is included in the change only file especially for printed publications.

(3) APD posts only the change included file (change incorporated into the original publication).

M-3. Example of changes

Sample changes to a doctrine publication are illustrated in figures M-1, M-2, and M-3. They include a change transmittal sheet and table of contents, respectively. Do not create an actual authentication page; an APD editor will create it. Simply type the words “Authentication page placeholder” on the page.

FM 6-0, C1	
Change 1 Field Manual No. 6-0	Headquarters Department of the Army Washington, DC, [Date Pending]
 Mission Command 	
1. This change rescinds the discussion of “Mission Command as the Key to Operational Adaptability” to align with ADP 5-0, <i>The Operations Process</i> . 2. A plus sign (+) marks new material. 3. FM 6-0, 13 September 2011, is changed as follows:	
Remove Old Pages	Insert New Pages
pages i through ii	pages i through ii
pages 1-7 through 1-8	pages 1-7 through 1-8
4. File this transmittal sheet in front of the publication for reference purposes.	
DISTRIBUTION RESTRICTION: Approved for public release; distribution is unlimited.	

Figure M-1. Sample change transmittal sheet

Field Manual
No. 6-0

Headquarters
Department of the Army Washington,
DC, (13 September 2011)

Mission Command

Contents

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PREFACE	iv
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Chapter 1 FUNDAMENTALS OF MISSION COMMAND	1-1
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Mission Command as a Philosophy	1-2
Mission Command as a Warfighting Function.....	1-6
+Mission Command as the Key to Operational Adaptability	Rescinded
Chapter 2 MISSION COMMAND WARFIGHTING FUNCTION	2-1
Definition and Purpose	2-1
The Mission Command Tasks	2-1
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Chapter 3 THE ART OF COMMAND AND THE SCIENCE OF CONTROL	3-1
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Distribution Restriction: Approved for public release; distribution is unlimited.

*This publication supersedes FM 6-0, 11 August 2003.

Date Pending

FM 6-0, C1

i

Figure M-2. Example of a change table of contents

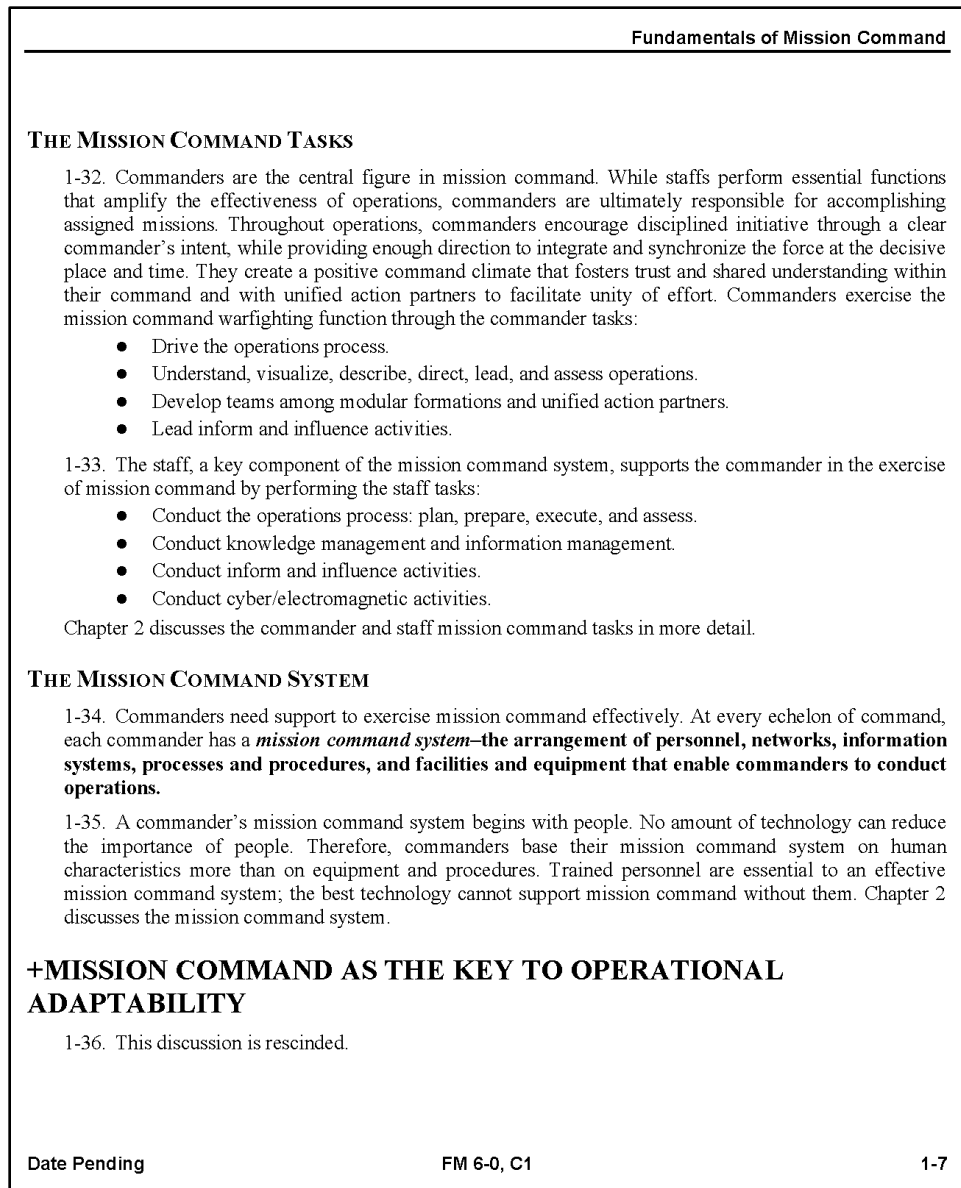


Figure M-3. Example of a change page

M-4. Change format

First replace the pages with new content. If the new content is in the middle of a chapter, adjust to fit new content into allotted space. Notate the new content. If the new content changes the paragraph numbers for remainder of chapter, then all those pages become changed pages. Save the file as a PDF file. In this file, edit the footers of the changed pages with the new date the additional “, C[#].” See table M-1 for sweeps when doing a change.

Table M-1.
Change transmittal page specifications

Standard	ID	FD	SD	FEF
The publication designator and number of the base publication—followed by a comma, the letter C, and the number of the change—appears approximately 0.75 inch (19 millimeters) from the top margin, flush right.	A	A	A	A
The publication designator and number in the running head and publication heading mirror the title page of the base publication.	A	A	A	A
The publication designator and number are not preceded by an asterisk.	A	A	A	A
The change number and publication designator and number appear in the publication heading as follows: Change # Army Techniques Publication No. #-##	A	A	A	A
The publishing authority and date appear in the publication heading as follows: Headquarters Department of the Army Washington, DC (Date of Draft)	A	A	A	A
The title appears in the correct font in the position shown in figure 6-2. ¹	A	A	A	A
The title is identical in wording to and set in the same style (either initial caps or all caps) as on the title page of the base publication.	A	A	A	A
For staffing drafts, the following phrase appears below the title with no intervening space: “([Type of draft] Draft—Not for Implementation)” and the release date appears in parentheses on the next line. ²	A	A	A	N
The distribution statement reads the same as on the base publication.	A	A	A	A
The draft doctrine statement, correctly worded, appears with the distribution statement.	A	A	A	N
Other statements appear in the position and order shown in the base publication.	RA	RA	RA	RA
The destruction notice, correctly worded, appears in the position shown in the base publication.	RA	RA	RA	RA
All statements and notices are identical in wording to the corresponding statements and notices on the base publication.	B	B	A	A
There is no new supersession statement.	A	A	A	A
No page number appears on the change transmittal page or authentication page.	A	A	A	A
The change is marked with the same classification or sensitivity as the base publication.	A	A	A	A

Table M-1. Change transmittal page specifications, cont.

Standard		ID	FD	SD	FEF
For classified publications, the classification authority block appear on the change transmittal page.		A	A	A	A
A	standard always applies	FD	final draft	NA	not applicable
B	meeting standard preferred but not required	FEF	final electronic file	RA	required if applicable
		ID	initial draft	SD	signature draft
<p>Notes.</p> <p>1. Cover references to figure 4-16 are for unclassified, Army-only publications. For classified and controlled unclassified information publications, see app D. For multi-Service publications, see app E.</p> <p>2. For final approved drafts, replace this statement with “(Final Approved Draft).”</p>					

**Appendix N
Preface and Introduction**

N-1. Description of preface

A preface is administrative only. It concisely states the publication’s general purpose, main topic, intended audience, applicability, and proponentcy. If needed, additional paragraphs briefly describe special considerations for using the publication effectively, including interoperability agreements being implemented; pertinent policy, regulation, or law; or the relationship to other publications in a series. Most of the time, a preface fits on one page. A preface does not preview or begin the discussion contained in the publication, nor does it sell or market the publication. When copyrighted material is used, a preface includes: “This publication contains copyrighted material.”

- a. Begin a preface with one short paragraph giving a succinct overview of the publication’s desired effect and the scope of its content.
- b. In the second paragraph, specify the intended audience. ADPs and FMs use the paragraph in figure N-1. Other publications should modify the second paragraph as appropriate.
- c. In the third paragraph, use the legal statement in figure N-1 in all doctrinal publications. If appropriate to a publication’s topic, give additional special considerations that apply, including specific policy, regulation, law, and interoperability agreements. Use extra paragraphs if needed but keep them brief. If the publication implements a interoperability agreement, place a statement to that effect between the legal statement and the terminology statement. Otherwise, omit the interoperability agreement statement.
- d. Following the legal statement (or the interoperability agreement statement, if used), provide a terminology paragraph. If the publication is not the proponent for any terms, modify the paragraph shown in figure N-1 after the first two sentences: “When first defined in the text, terms for which FM X-XX is the proponent publication are boldfaced and italicized, and definitions are boldfaced. When first defining other proponent definitions in the text, the term is

italicized with the proponent publication designator and number at the end of the definition. Following uses of the term are not italicized.”

e. After the terminology paragraph, provide the applicability paragraph. Use the exact statement in figure N-1 for an Army-only publication. The applicability statement is always the second to last paragraph of the preface.

f. After the applicability statement, provide the proponenty statement. The proponenty statement is always the last paragraph of the preface. Give proponenty and point of contact information. First, state the center of excellence or subordinate organization that is the designated proponent for the topic of the publication per AR 5-22. Next, state the preparing agency, the specific organization that writes the publication. For example, it might be the doctrine branch or an element in a school within a center of excellence. Then provide the street and generic email addresses for comments for either the proponent agency or the preparing agency. Use organizational addresses rather than individual or personal addresses.

N-2. Example of preface

Figure N-1 is a sample preface for a field manual that implements an interoperability agreement but does not use any copyrighted material or require any acknowledgments. This sample field manual is a proponent for Army terms.

N-3. Description of introduction

An introduction sets the stage and provides essential information that readers need to understand the publication. Introductions are encouraged in doctrinal publications. An introduction should contain:

a. An expanded but concise discussion of the publication’s purpose and the scope of its content. It does not discuss administrative details from the preface.

(1) It may highlight major topics discussed in the publication without repeating the table of contents. Major topics are those in the main headings.

(2) This discussion may provide brief background or context for understanding the major subjects discussed in the publication.

(3) This section may include a brief history of a particular subject (such as the evolution of mission command doctrine), the relationship of the subject to unified land operations (such as mission command as one of the foundations of unified land operations), or the reasons for changing certain doctrinal principles or terminology (such as the reason why the Army no longer defines the term neutral).

(4) This section should bridge to a summary of changes.

FM X-XX [concisely state the publication's general purpose and topic].

The principal audience for FM X-XX is all members of the profession of arms. Commanders and staffs of Army headquarters serving as joint task force or multinational headquarters should also refer to applicable joint or multinational doctrine concerning the range of military operations and joint or multinational forces. Trainers and educators throughout the Army will also use this publication.

Commanders, staffs, and subordinates ensure that their decisions and actions comply with applicable United States, international, and in some cases host-nation laws and regulations. Commanders at all levels ensure that their Service members operate in accordance with the law of armed conflict and the rules of engagement. (See FM 6-27 for legal compliance.)

FM X-XX implements STANAG XXXX.

FM X-XX uses joint terms where applicable. Selected joint and Army terms and definitions appear in both the glossary and the text. Terms for which FM X-XX is the proponent publication (the authority) are marked with an asterisk (*) in the glossary. When first defined in the text, terms for which FM X-XX is the proponent publication are boldfaced and italicized, and definitions are boldfaced. When first defining other proponent definitions in the text, the term is italicized with the proponent publication designator and number at the end of the definition. Following uses of the term are not italicized.

FM X-XX applies to the Active Army, Army National Guard/Army National Guard of the United States, and United States Army Reserve unless otherwise stated.

The proponent of FM X-XX is the [United States Army Combined Arms Center]. The preparing agency is the [Combined Arms Doctrine Directorate, United States Army Combined Arms Center]. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to [Commander, United States Army Combined Arms Center and Fort Leavenworth, ATZL-MCD (FM X-XX), 300 McPherson Avenue, Fort Leavenworth, KS 66027-2337; by email to usarmy.leavenworth.mccoe.mbx.cadd-org-mailbox@army.mil]; or submit an electronic DA Form 2028.

Figure N-1. Sample preface

b. A summary of changes from previous doctrine. This section summarizes major changes in significant doctrinal constructs. If not already discussed, it can summarize reasons for changes from past doctrine. Simply preview the publication's doctrinal changes to orient readers as details are not needed. If bullets are used, only one level of bullets should suffice. Proponents address changes in the same order that the topics appear in the publication (see figure N-2). Topics may include:

- (1) New constructs.
- (2) Major modifications to any doctrinal models or constructs.
- (3) Doctrinal models or constructs no longer used.

(4) The movement of major doctrinal information to another publication.

c. A listing of new, modified, and rescinded terms and acronyms for which the publication is the proponent. (Publications that are not the proponent for Army terms do not require this section.) Every detail of every terminology change need not be given. Tables should orient readers to the changes (see figure N-2).

ADP 8-0 remains generally consistent with FM 8-0, Change 1, on key topics while adopting updated terminology. These topics include the operational and mission variables, as well as the discussions of unified action, law of land warfare, and combat power. As in FM 8-0, Change 1, mission command remains both a philosophy of command and a warfighting function. Finally, ADP 8-0 maintains combined arms as the application of arms that multiplies Army forces' effectiveness in all operations. ADP 8-0 contains three chapters:

- **Chapter 1** shortens the discussion of the operational environment found on FM 8-0, Change 1, and emphasizes military operations. The chapter then discusses unified action and joint operations as well as land operations. Finally, this chapter discusses law of land warfare and combined arms.
- **Chapter 2** discusses how commanders demonstrate the Army's new core competencies of combined arms maneuver and wide area security conducted through decisive action.
- **Chapter 3** discusses the elements of operational art and the meaning of operational art to Army forces. It elaborates on commanders and staffs applying the elements of operational art to understand, visualize, and describe how to achieve a desired end state.

Based on current doctrinal changes, certain terms for which ADP 8-0 is proponent have been added, rescinded, or modified for purposes of this publication. The glossary contains acronyms and defined terms. The introductory table-1 lists term changes.

Introductory table-1. New, modified, and removed Army terms

Term	Remarks
art of command	No longer defines term.
civil considerations	ADP 8-0 is now the proponent for the term and modifies the definition.
command and control	Adopts the joint definition.
commander's visualization	ADP 8-0 is now the proponent for the term.
common operational picture	Modifies the definition.
knowledge	New term and definition.
prudent risk	Rescinds term.
science of control	No longer defines term.

Figure N-2. Sample introduction

(1) New Army terms. A new Army term is any new term approved for inclusion in FM 1-02.1.

(2) Rescinded Army terms. Rescinded Army terms are terms that will not be used in Army doctrine and are approved for removal from FM 1-02.1. These terms (words or phrases) will no longer be used in the text. Examples include “full spectrum operations” and “battle command.”

Note. Army terms that adopt a joint definition, such as “commander’s intent,” or use common English meaning from the English dictionary are not considered rescinded terms, as they are modified terms.

(3) Modified Army terms. A modified Army term is any term that is changed:

(a) The definition or phrasing of the term was modified. The modification is approved for inclusion in FM 1-02.1.

(b) The Army no longer formally defines the term but still uses it based on the joint definition. The Army definition will be removed from FM 1-02.1. The joint definition can appear in the glossary.

(c) The Army no longer formally defines the term but still uses the word or phrase based on standard English. The term is removed from the glossary.

(d) An acronym was previously defined as a term. The acronym is still used but will not have a formal definition (for example, METT-TC is no longer defined as a term or mnemonic, but it is listed as an acronym). The acronym appears in Section I of the glossary.

(4) Proponents can use tables to summarize new, rescinded, and modified terms. A fourth table can list changes to acronyms, if needed.

N-4. Example of introduction

See figure N-2 on page 330 for a sample introduction. This modified excerpt illustrates one way to apply the guidance in para N-3.

Appendix O Records Management

O-1. Army Records Information Management System

See ARIMS RRS-A records information for information management category, AR 25-30 publication record numbers and dispositions.

O-2. Manage records in accordance with ARIMS

Each proponent will maintain their individual publication record sets by uploading them annually to the ARIMS Army Electronic Archive.

a. Record number 25-30cc1, record title Combat/training development guidance – Office responsible for preparing the Catalog of Approved Requirement Documents (CARDS), record description information relating to preparation, review, and issue of the CARDS. Included is information reflecting approval, disapproval, deletions and changes to materiel requirement documents, policies and procedures relating to CARDS, and copies of published CARDS or changes thereto.

b. Record number 25-30dd1, record title Non-Army doctrine comments – Office responsible for coordinating and developing the Army position, record description Information related to reviewing and commenting on Air Force, Navy, and Marine Corps doctrine which may have an implication on Army operations, but which does not result in publication of joint doctrine. Included are copies of the review manuscripts, coordinating actions, and communications relating to the other Services doctrine.

c. Record number 25-30i2, record title Centralized instruction background files— Headquarters, Department of the Army (HQDA), Army command (ACOM), and subordinate command headquarters; record description Centralized instruction background files—HQDA, ACOM, and subordinate command headquarters, and elements in a combat zone. Information relating to the preparation, review, and issue of regulations, memorandums, circulars, and comparable publications, studies, exceptions to policy (also known as waivers), coordinating actions, recommendations, concurrences, and similar information that provides a basis for issuance or that contributes to the content of the publication. Included are:

(1) Joint Travel Regulations (JTR) background information accumulated by the office responsible for developing the JTR.

(2) Information accumulated by offices of HQDA, ACOM, and subordinate command headquarters, and elements in a combat zone.

(3) Information accumulated by other offices.

Note. This file number is provided for use when it is economical and efficient to maintain instruction background information in a central file within a headquarters. Other offices responsible for preparing instructions will use file number 25-30q1 or 25-30q2, Decentralized background instructions.

d. Record number 25-30mm, record title Publication record sets – Headquarters, Department of the Army, Chief of Staff, HQDA staff agency, major command, and subcommand; record description One copy of each publication or change issued, within the categories and at the levels of command specified below. Publications within this set will be filed numerically. Each folder or binder of the record set will be distinctly marked “Record Set.” Documents described in paras O-2d (1) and (2) will not be charged out or posted. Commanders will ensure that each record set is complete and that it is retired to the appropriate records center. United States Army Publishing Agency will maintain record sets of publications authenticated by the Administrative Assistant to the Secretary of the Army. Every office responsible for preparing and issuing other publications will maintain record sets of its publications that are not authenticated by The Administrative

Assistant to the Secretary of the Army. Publications to be included in publication record sets are limited to:

(1) HQDA publications as follows: Army regulations, memorandums, circulars, and pamphlets; civilian personnel circulars, pamphlets, regulations, procedures manuals, and technical bulletins; periodicals, posters, tables of organization and equipment, equipment modification lists, field manuals, and technical manuals.

(2) Chief of Staff regulations and memorandums, HQDA staff agency, major command, and subcommand publications as follows: Regulations and supplements thereto, circulars, pamphlets, posters, and memorandums, but not assignment memorandums or memorandums issued by and applicable to a single element of a headquarters. DA Form 2028, when applicable.

e. Record number 25-30q1, record title Decentralized instruction background files; record description HQDA, ACOM, major subcommand headquarters and elements in a combat zone or designated as a combat support element in a combat zone. Information on preparing, coordinating, issuing, and interpreting directives, regulatory instructions, and comparable instructional material. This information accumulates in the office in charge of preparing the instruction. Included are coordinating actions, studies, interpretations, and published record copies of instructions (such as regulations, supplements, memorandums, circulars, pamphlets, and bulletins), messages used for expeditious interim changes to instructions, technical newsletters or comparable media used to send semi-official and authoritative instructions, and exceptions or waivers to those instructions.

f. Record number 25-30rr1, record title Doctrinal/training media formulation files—Office responsible for preparation, final review, approval, or resolution of nonaccepted comments; record description Information relating to preparations, review, issuance, and interpretation of operational doctrine, including joint doctrine. Included are coordinating actions on proposed doctrine, copies of published doctrine, and recommendations and communications relating to published doctrine.

g. This is only a partial list of records created for doctrine and training publications. Refer to the ARIMS Records Retention Schedule-Army for the record retention duration and instructions at <https://www.arims.army.mil>.

O-3. Recordkeeping requirements and prescribing directives/forms

In accordance with TR 25-30, proponents will identify what records to retain and will determine the appropriate retention and disposition requirements in accordance with records management policies in AR 25-400-2. Proponents will search the ARIMS RRS-A and enter the records number on DD Form 67, block 16d. Proponents can coordinate with the organization records manager before forwarding the DA 260-1 and/or the DD 67 to ATSC.

Glossary

Section I

Abbreviations

ABCANZ	American, British, Canadian, Australian, and New Zealand
ACOM	Army command
ADDIE	analysis, design, development, implementation, and evaluation
ADP	Army doctrine publication
ALSA	Air Land Sea Application
AMC	Army Material Command
AOC	area of concentration
APD	Army Publishing Directorate
app	appendix
AR	Army regulation
ARIMS	Army Records Information Management System
ATP	Army techniques publication
ATSC	United States Army Training Support Center
CAC	United States Combined Arms Center
CADD	Combined Arms Doctrine Directorate
CAR	Central Army Registry
CARDS	Catalog of Approved Requirement Documents
CFR	Code of Federal Regulations
chap	chapter
cont.	continued
CUI	controlled unclassified information
DA	Department of the Army
DA Pam	Department of the Army pamphlet
DD	Department of Defense (form)
DOD	Department of Defense
DODI	Department of Defense instruction
DODM	Department of Defense manual
DRAG	doctrinal review and approval group
DTIC	Defense Technical Information Center
EO	executive order
FM	field manual
FOIA	Freedom of Information Act
GPO	Government Publishing Office
HQDA	Headquarters, Department of the Army
JP	joint publication
JTR	Joint Travel Regulations
JWICS	Joint Worldwide Intelligence Communications System
MCTP	Marine Corps tactical publication
MIL-STD	military standard
MOS	military occupational specialty
NATO	North Atlantic Treaty Organization
NCO	noncommissioned officer

NIPRNET	Non-classified Internet Protocol Router Network
NTIS	National Technical Information Service
OFS	officer foundation standards
para	paragraph
PDF	portable document format
RRS-A	Records Retention Schedule-Army
SIPRNET	SECRET Internet Protocol Router Network
SMCT	Soldier's manual of common tasks
SM-TG	Soldier's manual and trainer's guide
STP	Soldier training publication
TC	training circular
TDC	Training Development Capability
TED-T	Training and Education Developer Toolbox
TF	United States Army Training and Doctrine Command form
TP	United States Army Training and Doctrine Command pamphlet
TR	United States Army Training and Doctrine Command regulation
TRADOC	United States Army Training and Doctrine Command
URL	uniform resource locator
U.S.	United States

Section II

Terms

Army doctrine

Fundamental principles with supporting tactics, techniques, procedures, and terms and symbols by which operating forces and elements of the institutional force that directly support operations guide their actions in support of national objectives. It is authoritative but requires judgment in application.

authentication

The acts, orders, and directions of the Secretary of the Army that indicates an Army publication is an official, properly coordinated document. It constitutes clearance of the publication's content for Armywide dissemination and signifies that appropriate coordination was accomplished.

authentication block number

A number that verifies that the particular publication assigned that number has been authenticated by the Administrative Assistant to the Secretary of the Army. It appears below the signature block for the Administrative Assistant to the Secretary of the Army on the authentication page of Department of the Army publications.

back matter

The appendixes, source notes, glossary, references, and index. (Also called rear matter.)

body text

Regular text, as opposed to text used for graphics or special segments. Also called body copy.

boldface

Type that has thicker line strokes resulting in the type looking darker than the body type.

box

Lines that frame a graphic. Boxed material is not normally part of the body text. Boxes are also known as graphic borders.

bullet

An ornament used to mark an item in an enumerated list. In doctrinal and training publications, first-level bullets are always round, second-level bullets are always square, and bullets are always filled in (solid).

callout

(1) Words displayed next to main text (usually in a text box) to summarize or cue ideas discussed in the text. (2) Words, numbers, phrases, or symbols within a graphic that refer readers to a specific part of the graphic. (3) Numbers, nomenclature, or letters that key parts of illustrations to a legend or explanation.

caption

The title or heading for a graphic (figure or table).

check

A quality control technique that involves confirming that a specific item or group of items meets publication standards.

command publication

A publication issued by a command or agency within the Department of the Army that establishes policy or procedures for that command or agency.

common noun

A word that represents the general class of person, place, thing. All nouns that are not proper nouns are common nouns.

copyediting

Reviewing a draft, including graphics, to identify possible grammatical and stylistic errors, such as sentence structure and organization within paragraphs. See also proofreading, substantive editing.

Department of the Army publication

A publication that applies to two or more agencies or commands not in the same reporting structure that is DA-authenticated and published. (AR 25-30)

division

A discrete portion of a book. Doctrinal publications include the divisions listed in the Divisions checklist. (For simplicity, this procedure does not consider sections, paragraphs, or subparagraphs to be divisions, although some authorities do.)

em dash

A dash approximately three hyphens long.

en dash

A dash approximately two hyphens long. In doctrinal and training publications, the en dash is used to indicate through in graphics and the index.

figure

A digitally produced image that appears in the body of a publication as boxed material set apart from the body text.

final approved draft

An editorially correct draft that has been approved by all necessary authorities. A final approved draft is based on the final electronic file and may be disseminated as a prepublication copy at the proponent's discretion.

final electronic file

The electronic copy of a doctrinal publication that is sent throughout the Combined Arms Doctrine Directorate and Army Training Support Center to the Army Publishing Directorate for authentication.

flush

Even, without indentation. Lines of type can be set flush left or flush right

foldout

A horizontally extended page that must be folded at least once to fit within the regular page width. Including a foldout in a doctrine or training publication requires an approved exception to policy from the Army Publishing Directorate.

font

A complete assortment of all the capital and lowercase letters, numerals, punctuation marks, and symbols of a particular style and size of typeface. The font is the basic characteristic of a template style.

font style

A set of formatting characteristics, among them, font name, size, color, paragraph alignment, and spacing. Some font styles, such as those used to create special segments, include borders and shading.

footer

See running foot.

format

The mandated arrangement and appearance of material in doctrinal publications, including the styles used for headings and body text, the layout of material on a page, and the order of divisions within doctrinal publications. TRADOC establishes the format for doctrinal publications in the current Doctrinal Publication Template.

front matter

The front portion of a publication consisting of the cover, foreword, title page, table of contents, supplemental tables of contents, preface, acknowledgements, and introduction.

graphic

A boxed display of information set apart from the body text. Graphics explain or clarify material or replace complex narratives with a simpler, more easily understood explanation.

gutter

The blank space or inner margin of a page, from the printing area to the binding or centerfold; also, the white space between two columns of type.

header

See running head.

heading

The title of a discussion comprising one or more numbered paragraphs. Titles are set using the appropriate template style (Main Heading or First, Second, or Third Subheading).

italics

Letters that are slanted rather than vertical.

justified

Text having lines of equal length set flush at the left and right margins.

layout

The order of presentation of various parts of the book, including the arrangement of textual matter and graphics on a page.

leader

Rows of dashes or dots used to guide the eye across the page. The Doctrine Publication Template sets rows of dots between titles and page numbers in tables of contents.

legend

A key to the symbols and alternate word forms in a graphic. A legend may also include explanatory material concerning the graphic.

left justified

Type composed so that all lines are set flush on the left margin but vary in length along the right margin causing a ragged effect.

medium

See publishing medium.

multi-Service publication

A publication ratified by two or more Services.

organization

The arrangement of text in a publication based on the logical sequence of ideas.

orphan

(1) A layout error in which the last line on a page is the first bullet of an enumerated list or the first line of a numbered paragraph. (2) An organization error in which only one subheading follows a higher level heading. See also widow.

page design

The visual layout of the pages that make up a publication.

perfect binding

A type of binding in which the pages are held together and fixed to the cover by means of flexible adhesive.

point

A unit of measure used to describe type size and the vertical distance between lines of type. There are 12 points to a pica and approximately 72 points to an inch (25 millimeters).

proofreading

Reviewing a draft, including graphics, for grammatical errors (such as spelling, punctuation, and capitalization) and marking or correcting them. See also copyediting, substantive editing.

proper noun

The official name of a person, place, or thing.

publication media

The form in which a publication is disseminated and used. The two primary doctrinal media categories are print and electronic.

publishing medium

Categories of publications based on the type of information conveyed. Doctrinal publications consist of Army doctrine publications, field manuals, and Army techniques publications. Training publications consist of Soldier training publications and training circulars.

right justified

Type composed so that all lines are set flush on the right margin but vary in length along the left margin causing a ragged effect.

run-in heading

A heading that appears on the same line as the text that follows it. In doctrinal and training publications, run-in headings are used only with bullets followed by explanatory text and in graphics.

running foot

Information printed at the bottom of each page of a publication, except for blank pages. In doctrinal and training publications, footers include the page number, publication designator and

number, and publication date. The title page footer includes additional information. Also called footer.

running head

A heading repeated at the top of each page, except for blank pages. In doctrinal and training publications, the first page of chapters, appendixes, and front and back matter elements have no running head. Odd pages of chapters and appendixes show the chapter or appendix designator. Odd pages of front and back matter elements and all even pages show the title of the division. Also called header.

saddle-stitch

A type of binding in which the pages are stapled together along the centerfold.

sentence case

A convention in which only the first word and any proper noun in a title, heading, or subheading are capitalized.

side-stitch

A type of binding in which the signatures or pages of a publication are stapled from front to back cover parallel to the base edge.

signature draft

The draft of a doctrinal publication sent to the approving authority for review and approval.

slash

See solidus.

small caps

The type style that substitutes small capital letters for those that would normally be lowercased. For example, the following phrase is printed in small caps: GENERAL FORMATTING STANDARDS. The First Subheading style on the current publication template uses small caps.

solidus

In punctuation, the slanted line [/]. The solidus is also called the slash.

special segment

A portion of text set in a different style and format from body text and graphics.

style

In such matters as punctuation and capitalization, the usage preferred by a publishing house or organization. See also font style.

subheading

See heading.

substantive editing

Editing to rewrite, reorganize, verify, and format content; to collaborate with the graphic artist to develop graphics; and to integrate graphics and special segments into the text. See also copyediting, proofreading.

sweep

A quality control check that entails paging through the draft to check one specific item or a small number of closely related items for consistency or to ensure they meet a publication standard.

table

A systematic listing of information in columns and rows. In doctrinal and training publications, only graphics that contain actual reference information are labeled tables.

task

A clearly defined action or activity specifically assigned to an individual or organization that must be done as it is imposed by an appropriate authority.

template

A pre-formatted document that contains the layout, typography, font styles, justification, and divisions needed to correctly format a publication for authentication.

title case

A convention in which only the first word, last word, and major words of a title, subtitle, or heading are capitalized (for example, Introduction and Summary of Changes). In doctrinal and training publications, section headings and all paragraph subheadings appear in title case. Main headings appear in the body of a publication in all caps but must be entered in title case to ensure they appear properly in the navigation pane.

typography

The arrangement or appearance of typeset matter (how text appears on the page).

widow

A layout error in which the first line on a page is the last bullet of an enumerated list or the last line of a numbered paragraph.