

AUSTRALIAN DEFENCE COLLEGE

AUSTRALIAN COMMAND & STAFF COLLEGE



RAN STAFF ACQUAINT COURSE

**DEFENCE WRITING
READER**

FOREWORD

The conventions of Defence writing provide the rules, formats and styles to be used in various situations. They outline the framework within which the theories and principles of good writing are to be applied to achieve the aims of Defence writing.

At the Australian Command and Staff College (ACSC), additional information on how to achieve good writing will be provided by College Directing Staff. Course members are advised to take note of and apply that professional advice.

The ADFP 102—*Defence Writing Standards* was re-issued in October 1998. That publication is to be the primary reference when preparing material, or when creating electronic and paper-based documents for promulgation and distribution within Defence. It provides detailed information on writing and publishing, and presents examples of standard formats and designs to aid both the writer and reader.

DEFENCE WRITING READER

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CHAPTER 1 - DEFENCE WRITING CONVENTIONS

Reference:

A. ADFP 102—*Defence Writing Standards*

INTRODUCTION

1.1 The reference has been through a number of changes in recent years. Course members at ACSC may not be intimately familiar with the new publication. Completing this reader will provide an opportunity to course members to become familiar with the new document. A CD copy of the reference will be provided with the RANSAC joining instructions.

1.2 In Defence writing, standard layouts are used to aid clear presentation. Other rules or conventions are also used to ensure uniformity in the composition of these layouts. Such a system places the originator, typist and reader ‘on the same wavelength’, greatly enhancing the probability that the intentions of the author will be processed accurately by the typist and interpreted correctly by the reader.

1.3 A staff officer who ignores the importance of the conventions of Defence writing is similar to the Parade Training Officer who tolerates below-standard dress and drill.

1.4 These notes are designed only to amplify the reference; they are not intended to replace it. Course members should cultivate the habit of answering their own queries by referring to the publication itself.

1.5 Course members should read the following notes in conjunction with the quoted paragraphs in the reference and answer the associated questions. Certain paragraphs in the reference are not mentioned. These omissions occur when the paragraphs require no amplification.

FUNDAMENTALS OF WRITING

1.6 Part numbers and chapter numbers in subsequent paragraphs are those of the reference. Part 1 covers the structures and convention used in Defence writing. It covers the accepted use of words and terms, language, punctuation, numbers and symbology. The conventions covered apply to all Defence writing. Course members should become familiar with these conventions, many of which are necessary to successfully complete ACSC written assignments.

1.7 Part 1, Chapter 1 introduces the publication *The Macquarie Dictionary* which remains the accepted standard for the Australian language and Defence writing. Bold fonts continue to be used in place of underlining and italic fonts are reserved for special use. The standard paper size for Defence writing is A4. Chapter 1 also describes the requirements of classified documents, bibliographies, document deposit and preparing publications for parliamentary use.

Effective writing

1.8 Turn to Part 1, Chapter 2 and read paragraphs 2.1–20. The requirements for brevity, relevance, logic and completeness should be borne in mind while preparing all submissions at ACSC. Style is an important ingredient; a writer’s style will improve with time, as course

members will discover while at ACSC. Note the advice provided and understand that Defence also requires non-discriminatory language be used in all written submissions.

Expression of orders and intentions

1.9 Read paragraphs 2.21–45 and answer these questions:

- a. When expressing orders or instructions the active form is to be used. What does that mean?

.....
.....

- b. Define the Defence meaning for each of the following words:

(1) **Intend**

.....

(2) **Should**

.....

(3) **Propose**

.....

(4) **Request**

.....

(5) **Will**

.....

1.10 Read the remainder of the chapter. While the conventions discussed do not cover all aspects of good grammar, they are useful tips that can be referred to as required.

Presenting words

1.11 Part 1, Chapter 3 provides the conventions for presenting words where the requirements of Defence writing are more specific than common usage. The chapter provides advice on spelling, the use of names, handling plural forms and the use of shortened forms of words. Skim through paragraphs 3.01–3.85 then read the following comments and answer the questions.

Shortened word forms

1.12 Read paragraphs 3.86–118. Answer the following questions:

- a. What is the rule for using full stops in abbreviations?

.....
b. What is an acronym?

.....
c. When may a shortened form be used at the beginning of a sentence?

.....
d. Where in the ADFP 102 are common Latin abbreviations listed? Where can a more extensive list be found?
.....

1.13 Paragraphs 3.108–117 discuss the conventions for citing legislation. Note the complexities of citing Commonwealth, State and foreign legislation and the subtleties of referring to acts in shortened form.

Italics

1.14 Read paragraphs 3.119–129 and answer the following questions:

a. How are italics used to emphasise written words in Defence writing?

.....
.....

b. How are introductory quotations formatted?

.....
.....

Punctuation

1.15 Chapter 4 is devoted to the nuances of punctuation. Skim through the chapter and answer the following questions:

a. When are double quotation marks used in Defence writing?

.....

b. What are the two forms of lists?

.....
.....

- c. What are the three types of dashes used in Defence writing?

.....

- d. Which type of dash is used to separate a range of dates or other values?

.....

- e. What does a single em rule do when used correctly within the text of a sentence?

.....

Dates and times

1.16 Chapter 5 deals with the rules for presenting numbers, dates, financial information and other symbology. Although the rules appear simple, the occasions when particular formats may be used are varied; course members should note how abbreviated times are expressed and the use of the letter ‘h’.

1.17 Read paragraphs 5.1–20. Answer these questions:

- a. When may the 12-hour clock system be used?

.....

- b. Express the following in abbreviated form: the sixth of February, 1999 and the sixth of February, 2000.

.....

- c. How should 10:58 am (local zone-time KILO) on 6 Jun 99 be written in a message?

.....

Numerals

1.18 Read paragraphs 5.21–52. Are the following uses of numbers expressed correctly? If not re-write them.

- a. 20 course members are ill.

.....

- b. The hospital has admitted 9 course members for treatment.

.....

- c. Please explain the debit of \$1,250.00.
.....
- d. The total project cost is \$4.3m.
.....
- e. The bathythermograph displayed temperatures in the range plus two to minus thirteen degrees Celsius.
.....

ADMINISTRATIVE DOCUMENTS

1.19 Part 2 of the reference is devoted to the common administrative documents that Defence personnel will encounter. The specific rules for preparing both internal and external correspondence are covered, along with specific rules for briefs, essays and Defence papers. All of these administrative document types will be encountered at ACSC and course members should make themselves fully conversant with the relevant chapters.

Correspondence

1.20 Part 2, Chapter 1 provides an overview of the rules for preparing correspondence. However, many of these conventions are applicable to other administrative documents and so should be carefully examined.

Fonts

1.21 Read Part 2, paragraph 1.20. What two fonts are permissible and when should they be used?

.....
.....

Spacing

1.22 Read paragraphs 1.21–28. Answer these questions:

- a. When would you use double spacing at ACSC?
.....
- b. What justification is used for text in Defence correspondence?
.....
- c. What size horizontal margin is used in Defence correspondence?
.....

Referencing

1.23 Read paragraphs 1.29–38. Answer these questions:

- a. What is the accepted term to be used when citing the date in a reference?

.....

- b. When are italics used in reference lists?

.....

Titles

1.24 Now read paragraphs 1.48–57. Write down the four names of the common titles used in Defence writing:

.....
.....
.....
.....

Primary titles.

1.25 The subject title of a document, eg ‘**CONVENTIONS OF DEFENCE WRITING**’, must cover all aspects of the material included in the document. Make sure that the title is both brief and comprehensive. Avoid lengthy titles. For example:

THE MERITS OF JOINT DEFENCE DEPARTMENTAL UTILISATION OF
EXISTING AND PLANNED CALIBRATION LABORATORY FACILITIES, AND
THE COORDINATION UNDER THE DEPARTMENT OF DEFENCE OF
INVENTORIES AND WORK LOAD

would be better written as:

THE JOINT CO-ORDINATION OF LABORATORY FACILITIES, INVENTORIES
AND WORK LOAD

Section titles.

1.26 The reference does not include details on Section Titles but makes extensive use of them to clearly collect together material of a common subject that is further represented under Group and Paragraph Titles. The text of this booklet has several section titles. In this section, for example, the section title ‘**FUNDAMENTALS OF WRITING**’ governs the group title ‘**Expressions of orders and intentions**’ and all subsequent group titles until the next section title ‘**ADMINISTRATIVE DOCUMENTS**’ is reached.

Group titles.

1.27 According to JSP102, the predecessor of the reference, errors were often made in using group and paragraph titles. JSP102 required that a Paragraph Title only governed that paragraph and any associated sub-paragraphs. A Group Title governed all paragraphs until the next Group Title. In the following example the two paragraphs are intended to refer to the same subject 'Malaysia'. The use of a paragraph title for paragraph 6 was considered incorrect since it does not also govern paragraph 7 as intended. A group title should have been used before paragraph 6:

Faulty example:

6. **Malaysia.** Malaysia is possibly the most pro-Western of all China's South-East Asian neighbours. It has matured under the colonial direction of Britain and has in the past actively resisted (Malayan Emergency) Communist subversion.

7. About 500 hard-core Chinese and Thai Communists remain in the region of the Thai-Malaysian border and are supported with weapons and supplies from Communist China. These bands of guerillas are under constant harassment from government forces.

Improved example

Malaysia.

6. Malaysia is possibly the most pro-Western of all China's South-East Asian neighbours. It has matured under the colonial direction of Britain and has in the past actively resisted (Malayan Emergency) Communist subversion.

7. About 500 hard-core Chinese and Thai Communists remain in the region of the Thai-Malaysian border and are supported with weapons and supplies from Communist China. These bands of guerrillas are under constant harassment from government forces.

Paragraph titles.

1.28 The reference no longer restricts the use of Paragraph Titles to that specific paragraph. A Paragraph Title now governs all paragraphs until the next Paragraph or Group title. Although it is now acceptable to use Paragraph Titles to govern subsequent paragraphs, the Defence writer needs to present his written words such that they support the reader efforts to interpret the message in those words.

Paragraphs

1.29 In essence, a set of sub-paragraphs is a set of items in a list, laid out vertically and spaced to make them clear. The Defence rules for punctuating sub-paragraphs are given in Chapter 4 of Part 1 of the reference, under 'Punctuating Lists' (Part 1, paragraphs 4.37 to 4.46). These paragraphs should be read thoroughly now, and then read Part 2 paragraphs 1.58–66 provide detail on layout of paragraphs, sub-paragraphs, and other lists. The following comments are provided as amplification.

1.30 A common source of errors in Defence writing stem from the incorrect construction and use of sub-paragraphs. Problems arise with grammatical construction, layout and punctuation. You will have noted that Chapter 1 refers to 'levels' of paragraphs; the term 'sub-paragraph' is used in the following discussion to indicate all levels of paragraph below level 1.

1.31 Sub-paragraphs can be used to make points about an issue or as listings within a paragraph. As such, sub-paragraphs are written as complete and grammatically correct sentences, or as elements constituting parts of one sentence.

1.32 Using the sub-paragraphs that follow as examples, see how the rules apply:

- a. All sub-paragraphs are introduced by concluding the introductory paragraph with a colon. Sub-paragraphs in any paragraph must stand in identical grammatical relationship to the lead-in (ie they are all **phrases**, all **clauses**, or all **complete sentences**).
- b. The final sub-paragraph always concludes with a full stop.
- c. Sub-paragraphs, other than the final one, regardless of length and content, conclude with the same punctuation mark. The type of punctuation mark used depends on the following constructions:
 - (1) If any sub-paragraph is a complete sentences, or a number of complete sentences, then all sub-paragraphs must be made into complete sentences and all end with a full stop. The sentences must be grammatically correct and all must start with a capital letter. No conjunction is included at the end of the penultimate sub-paragraph.
 - (2) Where no sub-paragraph is a complete sentence, but one or more are punctuated internally (eg with commas, parentheses, hyphens, colons, en and em rules, or semi-colons), then all, except the final one, conclude with a semi-colon. All sub-paragraphs, including the final one, start with a lower case letter and the penultimate sub-paragraph incorporates a conjunction ('and' or 'or') after the semi-colon.
 - (3) Where no sub-paragraph has any internal punctuation and none are complete sentences, all sub-paragraphs, except the final one, conclude with a comma. All sub-paragraphs, including the final one, start with a lower case letter and the penultimate sub-paragraph incorporates a conjunction ('and' or 'or') after the comma.

1.33 The over-use of sub-paragraphs in Defence writing should be avoided, especially in documents where tone and style are important, such as some Defence papers, Defence essays and letters. Correct spacing and layout must be observed. You should pay careful attention to the conventions of first-, second- and third-level paragraph numbering, noting that there is no proscribed limit on the levels of sub-paragraph developed, although 3 levels of paragraphs is the maximum recommended.

1.34 Now answer the following questions:

- a. Do you number a single paragraph in a letter?
YES / NO
- b. Should you always number the paragraphs in a letter to the public? YES / NO

- c. Do you number the paragraphs in a letter of condolence?
YES / NO

1.35 Examine the following example of sub-paragraphing and rewrite it correctly.

- 12. The Campaign was a failure for the following reasons:
 - a. bad planning.
 - b. The enemy was more resourceful than we had expected. More troops than intelligence indicated were also present.
 - c. poor use of our forces especially at night.

.....

.....

.....

.....

.....

Signature and subscription

1.36 Read paragraphs 1.43–54 and 1.67–71. Now answer these questions:

- a. Re-arrange the following into a correctly laid out signature block:

captain a.j. blowhard commanding officer royal australian navy

.....

.....

.....

- b. How to you indicate that an important document has been signed by LCDR R.U. Gale in Captain Blowhard’s absence on a visit to the ADHQ (Navy Headquarters).

.....

1.37 Note that in signature blocks, there is a comma between the signatory’s rank and the abbreviation ‘RAN’.

Supplementary documents

1.38 Read paragraphs 1.72–85. The rules for annexes, appendices and enclosures are simple, but are often applied incorrectly. Answer the following questions:

- a. What is the difference between an appendix and an annex?

.....
.....

- a. What is an enclosure?

.....

- b. In what order are supplementary documents listed?

.....

- c. When is an identification block not necessary?

.....

- d. What is the accepted convention for referring to material located in supplementary documents?

.....

Exercise CAPITAL LETTERS

1.39 The conventions concerning capital letters cover all types of Defence writing. Frequently course members get them wrong. Now open Defence Writing Exercises and complete Exercise CAPITAL LETTERS (Annex A).

Exercise RE-ARRANGEMENT

1.40 Exercise RE-ARRANGEMENT is in Annex C of Defence Writing Exercises. In the passage given, the headings have been included in the text, some punctuation is missing and other conventions of Defence writing have not been observed¹. Your task is to re-write or re-type the passage, applying the rules and conventions of Defence writing to the layout and text of your solution.

1.41 The following guide may help you to derive a correct solution:

- a. Read through the passage at least twice.
- b. Look closely at the numbering in the text and the arrangement of the sentences. This should enable you to pick out titles. By picking out the primary and group titles you should be able to construct a skeleton diagram of the title arrangement, leaving yourself plenty of room to expand.
- c. Now look at the numbering again and identify the paragraphs that belong under the group titles. Indicate these on your diagram.

1 The titles and paragraph numbers occur in the correct sequence and no alteration of the wording is necessary.

- d. Look at the lettering (a, b, c and so on) and show these as sub-paragraphs, where they occur, against the appropriate paragraph number on your diagram.
- e. Read through the text of each paragraph and decide whether there are any paragraph or sub-paragraph titles. Note these on your diagram.
- f. Your diagram should now show all main, group, paragraph and sub-paragraph titles, paragraph numbers and sub-paragraph letters. Read through the text again and correct for conventions, eg expression of numerals, dates, capital letters etc.
- g. Re-write or re-type the whole passage, applying the rules of vertical and horizontal spacing.
- h. Check your 're-arrangement' with the solution.

CHAPTER 2 - END MATTER

2.1 Part 4 of the reference provides guidance on preparing publications. Although course member submissions at ACSC are not intended for publication, the conventions in this chapter should be reviewed, in particular the section on end matter—notes and bibliographies. Course members are required to acknowledge the work of others when it is used to support statements in ACSC and the necessary conventions must be adhered to.

Notes and acknowledgments

2.2 Read Part 4, Chapter 1, paragraphs 1.65–83. You will be expected to use notes and acknowledgments, where appropriate, in Defence papers and essays. They may also be used in some briefs.

2.3 This could be the first time course members have used notes and acknowledgments. Difficulties usually arise from a lack of understanding of the difference between notes and acknowledgments, using incorrect numbering or not listing them correctly.

2.4 You must understand that a note is used to clarify and explain material used in the text. An acknowledgment is used to indicate the source of the material used in the text. Usually the number of acknowledgments is in excess of the number of notes in submissions involving considerable research.

2.5 Note that the numbering is continued throughout the text of one document and recommences with each supplementary document.

2.6 There are two options for listing notes and acknowledgments:

- a. at the foot of the page on which they occur, or
- b. at the end of the document.

2.7 In normal Defence writing use the advice in paragraph 1.68 to determine which is better; foot-notes or end-notes. Note the requirements for presenting each type. **For ACSC (hence RANSAC) submissions, footnotes are to be used.** A common mistake for MS-Word users is to leave the font of numbers in lists of notes set to superscript; the font effect 'superscript' should be cleared, retaining the same font as the document but one point size smaller.

Bibliographies

2.8 Skim read paragraphs 1.91–100. A bibliography is seldom used with Defence writing. However, where a Defence paper or essay involves considerable background reading and research you should include a bibliography, obeying the requirements of these paragraphs. Further information on the conventions for the use of quotations, notes, acknowledgments and bibliographies is contained in annex A.

Annex:

A. Using quotations, notes, acknowledgments and bibliographies in Defence writing

USING QUOTATIONS, NOTES, ACKNOWLEDGMENTS AND BIBLIOGRAPHIES IN DEFENCE WRITING

Reference:

- A. ADFP 102—*Defence Writing Standards, Part 4, Chapter 1*

General

1. The reference gives detailed guidance on the conventions governing the use of quotations, notes, acknowledgments and bibliographies in Defence writing; these notes reflect ACSC local amendments to that guidance. For Staff College purposes the following conventions are to be used as appropriate in essays, papers and other written work. **Course members should note that ACSC visiting lecturers are not to be quoted or referred to in College exercises.**
2. The conventions described conform with those used in other Defence and civil institutions and could therefore be used in general writing for academic and other purposes (eg publication) outside the Staff College, except where other conventions are specifically prescribed.
3. The essential difference between College practice and general Defence practice is that Defence uses the Harvard (author-date) system of referencing in the text while the College requires references to be listed in footnotes.

Writer's obligation

4. The writer's general obligation to his reader is to ensure that references are authenticated and that where necessary, the reader is assisted in his study of the subject by the provision of additional information and appropriate cross-references in the form of notes and bibliographies.
5. The writer has a specific obligation to inform the reader of the source of a particular quotation when used directly, or of a general statement made by another author when he is summarising (although not necessarily in the same words) the views of that author. The writer must give this information in sufficient detail to enable the reader to locate the quotation or general statement from the original material.
6. The good writer will also ensure that the source is given for all facts and opinions which are important to the argument; eg dates which might be disputed, opinions of others which are referred to and then criticised and statistical tables. The same applies to little-known facts likely to be doubted or questioned.
7. To assist the writer and the reader, certain conventions in the use of quotations, notes, acknowledgments and bibliographies have been adopted. The conventions given here are those concerned with:
 - a the use of quotations;
 - b the use of notes and acknowledgments;

- c the conventions of acknowledgment (the method of naming books, authorities and other references); and
- d the form of bibliographies.

The use of quotations

8. When the exact words of a writer or speaker are being quoted, they are normally enclosed in quotation marks. If a lengthy extract or passage is being quoted, it should be indented from the normal left-hand and right-hand margins so that it stands out from the main text, and should have a space left above and below it.

9. In using quotation marks, make sure that any words left out are indicated by the ellipsis '...'.
 Example: 'People ... with little money and much pride are the least likely to succeed as emigrants.'

10. In using quotation marks, indicate any words you insert in the quotation by square brackets. Confine such inclusions to cases where it must be done to give proper meaning to the quote.
 Example: 'However ... the history of the officer profession [in Australia] has been very broken.'

11. Part 1 of the reference, paragraphs 4.21–26 of the reference provides additional guidance.

The use of notes and acknowledgments

12. Notes and acknowledgments are referred to in the text by the use of 'indicators'—serially numbered superscript Arabic numbers placed at the end of the phrase or sentence concerned. The Word facility and associated format for the use of footnotes may be used.
 Example:
 The generalist-officer belief is seen by Janowitz as a myth²

RATHER THAN

The generalist-officer belief is seen by Janowitz² as a myth.

13. Where a reference is made to a very well-known authority, a short note in the text itself will suffice.
 Examples:

The popular definitions of logistics (COD, 6th edition, p 640).

Clausewitz, in his enunciation of the principle of total war (*On War*, Bk 1, Ch 2, p 19) invited ...

14. Further guidance is contained in the reference.

2 Janowitz M. in collaboration with Little R. *Sociology and the Military Establishment*. Russell Sage Foundation, New York, 1965. p 67.

Conventions for acknowledgments

15. The title of a chapter in a book or of an article in a periodical is shown in italics.

Examples:

Feld, M.A. 1968, Professionalism, Nationalism and the Alienation of the Military, Van Dooran J. (ed), *Armed Forces and Society: Sociological Essays*, Manton, The Hague, p 104.

Marriott J. April 1978, Satellites, *United Defence Journal*, Vol 31, No 3, pp 6-16.

Development in Bellarine Shire, 16 May 1979, *Geelong Advertiser*, pp 2-3.

16. The first reference to a book or publication (or the only reference, if it is only referred to once) must give the following details in full:

- a. family name of author (followed by a comma) followed by initials (followed by a full stop);
- a. year of publication (followed by a comma);
- b. title of book (followed by a comma);³
- c. title of series;
- d. volume number (followed by a comma);⁴
- e. edition number (followed by a comma);
- f. editor;
- g. elements of a book;
- h. name of publisher (followed by a comma)⁵;
- i. place of publication (followed by a comma)⁶; and
- j. page number (followed by a full stop).

Examples:

Webster O. 1975, *Read Well and Remember*, Pan Books, London, p 278.

Cutlack F.M. (ed). 1935, *War Letters of General Monash*, Angus and Robertson, Sydney, p 16.

3 When published works are referred to in the **text**, their titles are normally printed in italics. If italics cannot be used the title is underlined.

4 Use only if applicable.

5 Use only for books

6 If several places are listed then use the first mentioned.

Fowler H.W. 1965, *A Dictionary of Modern English Usage*. 2nd edition, revised by Sir Ernest Gowers, Clarendon Press, Oxford, p 591.

Hudson MAJ P.R. 1978, *Job Satisfaction in a Changing Army*, Defence Force Journal, No 13, November-December, pp 35-36.

17. **Shorthand method.** An alternative method, familiar to academics, and which you may come across in your reading, uses Latin abbreviations. As they refer to previously cited material according to exactly where above them in the citation list the previous reference sits, they are vulnerable to being rendered incorrect when text including cited material is moved within your document. You may use them, but are cautioned to be careful if doing so. The abbreviations are:

- a. **'ibid'**. This term is used to repeat the immediately preceding reference, with or without a change in page number. Its full form is 'ibidem' meaning 'in the same place'.
- k. **'op cit'**. This term is used to refer to the last reference to an author's when other references have intervened and when some details of the reference have changed, eg page number. All that is required is the author's name followed by 'op cit' and the new detail. Its full form is 'opere citato', meaning 'in the work cited'.
- l. **'loc cit'**. This term is used to repeat exactly the last reference to an author's work when other references have intervened. All that is required is the author's name followed by 'loc cit'. Its full form is 'loco citato', meaning 'in the place cited'.

An example of the use of this method is as follows:

Acknowledgments:

1. Hone J. 1967, *The Profession of Arms from 1865 to 1965*, MacMillan, London, pp 59-61.
2. *ibid*, p 78. (Refers to 1)
3. Freeman A.P. 1951, *Aeroplanes of Today*, George Bell & Sons, London, p 2.
4. Hone, *op cit*, p 71. (Refers to 1)
5. Freeman, *loc cit*. (Refers to 3).

The form of bibliographies

18. A bibliography is added at the end of an essay to give as concisely as possible all essential details about the sources of information used by the author; it may also serve to provide readers with a list (sometimes complete, but more often selected) of works on the author's subject. Part 4, Paragraph 1.91 of the reference is relevant.

19. A bibliography, headed as such, follows any end notes. It is normally in the order of:

- a. books, listed fully in alphabetical order of authors (of first-named author in the case of multiple authors, or editor);
- m. articles, listed fully in alphabetical order of authors; and
- n. 'other sources', listed fully, including personal correspondence.

Example: Bland Alfred. 1980, Unpublished letter to the author dated 21 January.

20. An example of a division of bibliography is as follows:

Bibliography

Books

Huntington S.P.1957, *The Soldier and the State*, Vintage Books, New York.

Janowitz M.1960, *The Professional Soldier*, The Free Press, New York.

Warner W.L. (ed), 1967, *The Emergent American Society*, Vol 1, Yale University Press, New Haven, Connecticut,.

Articles

Albinski H.S. 1980, The United States of America and Australia in the 1980s, *World Review*, No 4, Vol 19, Brisbane.

Burness P. 1980, The Forgotten War in North Russia, *Defence Force Journal*, No 22, Melbourne, May-June.

East Colonel C.H. 1980, Suharto and the 1982 Elections, *Pacific Defence Reporter*, No 2, Vol 7, Prahran, Victoria, August.

Abbreviated terms

21. The following abbreviations are often used:
- a. p - page, pp - pages;
 - o. ed - edited by;
 - p. Vol - volume;
 - q. AL - amendment list;
 - r. et al - and others; and
 - s. et seq - and the paragraphs and pages that follow.

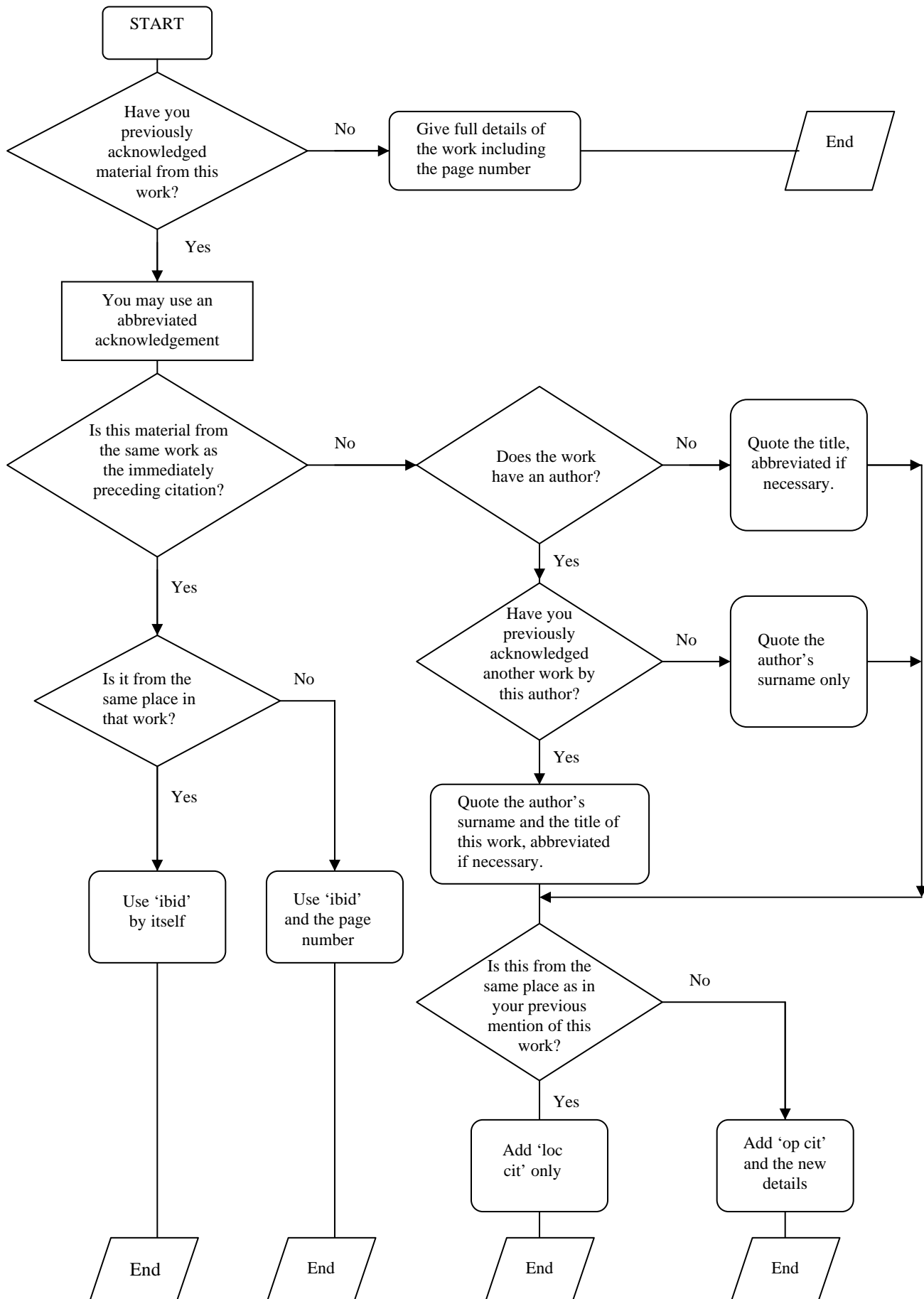
Concluding Comments

22. Course members should be wary of submitting work that consists of many lengthy quotations joined together by a few connectives. Such work will be regarded as being excessively derivative and will be assessed accordingly. There is always room for a relevant, well-expressed quotation, but remember that your DS will be looking for evidence that you have formed your own opinions and can express them in your own words.

Appendix:

1. Flow chart for abbreviating repeated acknowledgments

FLOW CHART FOR ABBREVIATING REPEATED ACKNOWLEDGEMENTS



CHAPTER 3 - SOME HINTS ON DRAFTING A LETTER

3.1 The hints in this chapter are intended to help you to clarify your thoughts and arrange them in a logical sequence that is easily understood and accepted by your reader. Although the hints can be applied to most types of letters, they are not inviolable.

Purpose of the letter

3.2 Remember that you are writing not for yourself, but for a reader. You are either:

- a. answering a letter,
- b. originating a request,
- c. making a recommendation,
- d. imparting information, or
- e. giving an order.

Level, style and tone

3.3 **Level.** Officers often have difficulty in selecting the level at which letters should be pitched. Level applies to the intellectual appropriateness of the work, ie in selecting the right level in regard to the reader. The writer must consider who the readers are going to be and pitch the level accordingly.

3.4 **Style and tone.** A simple, direct style is most likely to be convincing. The subject, level and purpose of your letter may influence the tone. For example, the tone of a letter of admonition or criticism should also seek the ready cooperation of the reader in providing the corrective action. In other letters, you may want to persuade your reader to a particular course of action; in these, the tone should aim to establish in your reader a mood in sympathy with your ideas.

Answering a letter

3.5 When answering letters bear in mind the following points:

- a. **Introduce the subject.** Focus the reader's mind on the subject by beginning with a topic sentence.
- b. **Body of letter.** In the body of your reply, firstly answer the specific questions raised in the letter and secondly add any points you or your senior officer may want to make.
- c. **Conclusion.** Finally, say what action you want your reader to take, or briefly summarise the main points in the body of the letter, or pose specific problems.

‘Writing’ versus ‘drafting’ letters

3.11 There are misconceptions about the term ‘writing a letter’ as opposed to ‘drafting a letter’. Simply put you "write" a letter which you sign and you "draft" a letter which someone else signs. However, owing to incorrect use of the language by many Defence personnel who say ‘write’ when they mean ‘draft’, the situation becomes confused. For any new posting all staff officers will need to establish their senior officer’s requirements in order to clarify which letters are to be written and which are to be drafted.

Conclusion

3.12 In all letter writing, there are two essential principles:

- a You must write for your readers. Make their job as simple and definite as you can, using a tone most likely to establish rapport.
- b You must be clear in your own mind before you either write or dictate your final draft