INR4363: Intelligence Analysis and Reporting (OV01)
University of Central Florida
School of Politics, Security, and International Affairs

Spring 2024

Online- Video (OV)

Thursday 6:00-8:50 pm (Zoom)

Professor Justin R Miller

Office hours

Tuesday & Thursday 5:00 -6:00 pm via **ZOOM** (register via Zoom)

or email to request an off-schedule appointment *(be flexible)*

Email: use WebCourse Email *(I monitor Webcourse email Tuesday – Saturday daily)*

Description: This course introduces students to intelligence analysis and reporting (A&R) through lecture and discussion, reading and analysis of peer reviewed intelligence articles, conducting independent research and analysis that applies credible methodology using established data and information sets, and collaborating in small groups to develop, review, edit, and deliver credible, concise products that inform decision-makers who must manage risk, mitigate or neutralize threats, and/or engage stakeholders to inform actions. The intelligence cycle is presented and collaborative coursework challenges students to actively provide value added efforts that lend to a broader team effort while challenging students to independently employ critical thinking and work quickly and supportively in small group settings.

Objectives: The course has three core thrusts: (1) familiarize students with structured analytic techniques (SATs) and guiding professional standards for analysis and reporting outlined in Intelligence Community Directives (ICDs); (2) develop technical writing skills to ensure that disseminated research and analysis products effectively engage and inform decision-makers, and; (3), develop teamwork and collaborative skills necessary for planning and executing a research project that delivers relevant, timely, accurate, and predictive products while leveraging the knowledge, skills, and abilities of a widely dispersed team of multi-disciplinary professionals. Students will gain an appreciation of Structured Analytic Techniques and develop an approach for selecting and applying them to research and analysis questions. Students will use a researchable national security topic to inform their application of SATs and then collaborate to provide group products that inform a notional consumer (the course Professor).

Additionally this course will help students: Analyze collected information (both raw data and sourced reporting) using structured methodologies to produce a variety of intelligence products; apply professional standards when developing intelligence products and delivering them to a consumer; develop intelligence products using plain language and concise wording that communicates effectively and efficiently; develop an understanding of how the United States Intelligence Community, which exists to serve a democratic-republic operating under a constitutional charter, supports elected decisionmakers and appointed leaders, officers, or professionals responsible for preserving the public's safety and the nation's security while adhering to rule of law, protecting democratic traditions, and managing public institutions that enable the design of public policies or the execution or administration of national security programs.

Course learning objectives:

(1) Identify the operational definition and primary purpose of intelligence.
(2) Identify where intelligence analysis and reporting falls within the intelligence production process.
(3) Recognize what constitutes a threat and how intelligence products inform policymakers and decisionmakers on national security issues.
(4) Discuss the role structured analytic techniques play in overcoming cognitive biases or limitations inherent to relying on intuitive judgement alone.
(5) Identify and describe the six families of structured analytic techniques.
(6) Develop collaborative skills by performing independent divergent analysis and then working in a group to develop products that communicate a consensus shaped by convergent analysis to produce informative products for a consumer.
(7) Apply a structured approach when initiating a research and analysis product using a methodology for "Getting Organized."
(8) Apply a structured technique while from each of the "six families" described by Pherson and Heuer (2021).
(9) Demonstrate effective collaboration in small groups by providing and delivering constructive feedback on draft products from team members to shape final group products informed by individual team members.

Required Textbooks, Readings:

(1) Pherson, R.H. and Heuer, R.J. (2021). **"Structured Analytic Techniques. For Intelligence Analysis, 3rd Ed."** SAGE, CQ Press. Thousand Oaks, CA.

(2) Shelton, J.H. (1994). **"Handbook for Technical Writing."** NTC Publishing Group. Chicago, IL.

Course Writing Style Guide Options:

Option 1: Shelton, J.H. (1994). **"Handbook for Technical Writing."** NTC Publishing Group. Chicago, IL.

or

Option 2: Use American Psychological Association (APA)Links to an external site for citations and reference listings on discussion submissions and simulation assignments and entirely for the formatting for the final paper. Students should consider consulting with the University Writing Center and the library's research and writing resources (note below)

Grading Scale *(1050 points total)*:

A 100-94%	**B+ 89-86%**	**C+ 79-77%**	**D+ 69-65%**
A- 93-90%	**B 85-82%**	**C 76-73%**	**D 64-60%**
	B- 81-80%	**C- 72-70%**	**F below 60%**

Assignment Summary Table

Weekly Attendance	**50 pts**	3.5%
Personal Introduction Discussion Board Posting (and Reply) **and** **Initial Threat Assessment Discussion Board Posting (and Reply)**	**100 pts** (2 initial posts and replies 50 pts each)	7%
Threat Project Journal Submissions and Group Discussion Posts (6 Journal Submissions 100 Points Each 7 Group Discussion Board Posts 50 Points Each)	**950** Discussion Board (50 pts) 100 points for Journal Submissions (go/no-go)	63%
Threat Research Summarization and Group PowerPoint *Group (3-5) PowerPoint - **100** Points (10 points per content slide)* Journal Submission (50 Points)	**150** 10 slides (outlined) below	10%
Final Exam	**200**	13%
Course Summarization	**50** pts	3.5%
	1500 pts	**100%**

Course Requirements:

1. **Weekly attendance will be 3.5% of the final grade.**
2. **Two discussion postings comprise ~14% of the final grade:** An introduction post and one academic discussion post\ will make up nearly 7% of the final course grade.
    i. Specifically, each of these posts are worth ~3.5% of the final grade.
        a. The initial post will be worth 40 points *(450-550 words).*
        b. The required reply post to another other student will be worth 10 points. The reply must be of substantive content and at least 150 words

**Editorial commentaries are risky sources and their incorporation into one's analysis must be supported by factual reporting elsewhere in the submission (primary or secondary sources). Additionally, editorial commentaries must come from professionals with relevant academic or professional experience in a pertinent field or IC discipline. Your sourcing is your credibility!*

Discussion Rubric		
Discussion:	50 Points	
Initial Post (40 points)	Addresses prompt *(450-550 words)*	25
	Cites two sources and provides properly formatted references in APA formatting, per syllabus	10
	Free of spelling and grammatical errors	5
Peer Response *(10 points)*	Offers constructive critique or amplifies argument provided using reason and application of reading	8
	Properly cites sources, references	2

3. **A six-part analysis and reporting simulation using SATs comprises ~66% of the final grade.** This building assignment (each submission builds into the next and will inform your final group PowerPoint) serves as an opportunity to engage and practice the Structured Analytic Techniques while building your understanding of the notional problem set. At the end of the class, your group will have the opportunity to present the final PowerPoint for extra credit – which demonstrates the nature of competitive analysis given an initial set of common information sources. There will be six discussion board submissions and throughout the semester, each one is worth ~5% of your grade. This assignment simulates intelligence collection and sharing and provides students an opportunity to assess source credibility and manage risks when considering whether to use the pool of collection sources to inform the analytical product using publicly available information and open, reputable published resources students will provide:
    i. **Group Introduction:** Introduce your group members, describe how you will meet throughout the course, what tools you will use to collaborate, and any specialized roles you may have established given your experiences, personal passions, skills, or interests. Then, provide a list of initial "intelligence questions" your group will research given the problem-set. Consider these initial questions to be the "intelligence requirements" you'll be answering to support the national security strategy or possible actions leadership or the program leaders in national security programs will take given your work. **(Consider Pherson & Heuer Chapter 4, Practitioner's Guide to Collaboration).**
    ii. **Simulation Part 1, Getting Organized:** You've done a lot of reading and likely some research. What is the problem that needs to be researched? Who or what is the threat? What are their intentions? What are their capabilities? What is the nature of the operating environment? Is the threat enabled or constrained by the environment? What level is being considered (strategic?, operational?, tactical?)? Which SATs did you use to get started on answering your intelligence questions? Your individual efforts should be communicated in your journal entry (and how they fit in with the group). How are you (individually) and as a group (collectively) going to "get organized" so you can meet deadlines while maintaining situational awareness on relevant activities that you are researching? **(Consider Pherson & Heuer Chapter 5, Getting Organized).**
    iii. **Simulation Part 2, Exploration Techniques:** Use SATs to explore the problem. Who is the threat? Why are they a threat? What are their intentions? What are their capabilities? How does the environment shape their options and plans? Your individual efforts should be communicated in your journal entry (and how they fit in with the group). Were your individual efforts successful or not? What information is relevant to your questions? What is the main topic and what questions are connected that need to be considered? How are things interrelated (assuming they are interrelated)? Are your questions properly scoped? Consider looking at the Geopolitical, Economic, Social, Technological, Legal, or Environmental, or Military circumstances that enable, or complicate

what the threat intends to do or has the capability to do? **(Consider Pherson & Heuer Chapter 6, Exploration Techniques).**

iv. **Simulation Part 3, Diagnostic Techniques:** Is your research coming together? How do you know if you are on the right track? Which diagnostics will you use to inform your analysis of the threat's intentions, capabilities, or the environment as you proceed to ensure your final product is credible (you should objectively test your assumptions and monitor where the data and information are taking you). Getting to the best answer might mean admitting you were not right. Testing and monitoring using diagnostics can also build confidence in your process and the ultimate results. Diagnostics along the way are important. Use SATs to explore the problem. Your individual efforts should be communicated in your journal entry (and how they fit in with the group). **(Consider Pherson & Heuer Chapter 6, Diagnostic Techniques).**

v. **Simulation Part 4, Reframing Techniques:** A strategic pause for assessment now that you are on your way. Do your questions regarding the threat actor's intentions, capabilities, or the nature of the environment need to be reframed to ensure the final product is as relevant as it needs to be? Does new data or information change underlying assumptions? What if you look at the information you have in front of you from a different perspective or with a new problem frame? Use SATs to explore the problem. Your individual efforts should be communicated in your journal entry (and how they fit in with the group). **(Consider Pherson & Heuer Chapter 6, Reframing Techniques).**

vi. **Simulation Part 5, Foresight Techniques:** You understand your target's intentions, capabilities, and the nature of the environment they are operating in. So what? Can you predict what will happen next? What are the Most Likely Courses of Action they will take? What is the most deadly course of action they could take? Will the threat deescalate? What is plausible? What would the threat's next moves look like and how would you monitor them to assess their next moves as they make them? (Diagnostics again?) Use SATs to explore the problem. Your individual efforts should be communicated in your journal entry (and how they fit in with the group). **(Consider Pherson & Heuer Chapter 6, Foresight Techniques).**

vii. **Simulation Part 6, Decision Support Techniques:** The threat is going to do something. Your foresight analysis provides possible leads on what the threat may or could do. What does the decisionmaker need to have in their pocket to inform their options? **(Consider Pherson & Heuer Chapter 6, Decision Support Techniques).**

viii. Simulation Grade Criteria/Submission Evaluation

i. 50 points will be awarded for the Discussion Board Posting and 100 points for the journal entry. Both the Individual and the Group submissions are evaluated on a on a go/no-go basis.

a. **Students must provide a journal entry to get credit for the group discussion board posting**. The journal entry should be 100-250 words and communicate how they contributed to the group completing the discussion board posting. Research? Choosing the SAT(s) to test? Leading the discussion during collaboration? Drafting the discussion board submission? Proofreading or editing the group submission. Polishing the group the submission? Something else? Polish the technical references and the works cited or references listing? Review and evaluate discussion board post sourcing for credibility *(did the team use an information source known for not being credible? – say make a deal in a civil lawsuit where they were accused of pushing disinformation?)*

b. Non-submission or poorly formatted citations in the group discussion board posts will not be awarded points.

c. Class peers *(notional IC colleagues and analysts)* will either consider the information provided as credible and consider in their own analysis, or disregard the post submitted for lack of credibility. Students should care about the quality of the accumulated sources given that we are simulating a real threat environment.

4. **A final Analysis and Reporting Product will be provided by the group. The product will provide a Threat Profile and analytic review using the seven-part simulation** (**with another individual journal entry).**

The assignment will be a group crafted (10) slide PowerPoint Presentation (Title, eight content slides, and a references/works cited slide). This will be worth 10% of the final course grade.

i. Outline for Final PowerPoint Product:
   a. Title Slide
   b. Group Introduction Slide: Team Members, Makeup (Quantify Team Members in a table (three Political Scientists, an IR Major, and to AF ROTC students), Student Years (1, 2,3, 4), Professional Snapshot for each team member (Major, Minor, Position and Roles on the Team), Technical Skills relevant to the group work throughout the course)
   c. Problem Snapshot: Intelligence Preparation of the Operational Environment (threat problem statement, threat assessment (identify the threat actor, and their intent, capability, opportunity to act given the environment). Why are they a threat? What are they a threat to?
   d. Simulation Part 1, Getting Organized Slide
   e. Simulation Part 2, Exploration Techniques Slide
   f. Simulation Part 3, Diagnostic Techniques Slide
   g. Simulation Part 4, Reframing Techniques Slide
   h. Simulation Part 5, Foresight Techniques Slide
   i. Simulation Part 6, Decision Support Techniques Slide

j. Works Cited/ References Slide
k. **OPTIONAL SLIDE** (Did the individual analysis result in outliers for the group?) Provide any alternative views (outliers) that arose during the process and which methods were used to build consensus on the group products.

Rubric for Threat Analysis Product		
Paper:	150 Points	
Paper Focus	Threat scoping is focused and outlines the SATs to accomplish the scenario	25
	Product uses organized primary data and/or secondary resources (academic, professional, or credible analysis based upon proven methodologies)	25
	Organization of slides and content supports the analysis of the team and meets the outline provided.	50
	Paper conclusion is crisp and clear	25
Administrative Quality Control	Free of spelling and grammatical errors	5
	Uses concise language	5
	Properly cites sources, references	15
		150

****References must be credible within the academic and professional communities and to intelligence and national security practitioners (peer reviewed writing, extensive professional experience, and or a reputable research firm, or think tank).**

5. **Final Exam is 13% of the final grade.** The final exam will be un-proctored, at home, short answer essay questions (student will upload their exam before the submission deadline). **Students WILL be able to use their books, notes, course materials, the internet (information pages) – however classmates or AI tools are not allowed to be used as references on the exam. It will NOT be timed, and students will have a broad window to prepare and complete the assignment.**

   For the exam, students will answer two questions related to selected course readings. Each essay is expected to be no more than 500 words (not including any footnotes or properly formatted citations).

6. **A final course summarization and reflection will be ~4% of the final grade.** A final writing submission (~100-500 words) is required. Students will provide a summary of their learning and provide a course reflection.

NOTE: Instructor reserves the right to make changes to the schedule or syllabus as needed. Any changes will be communicated through webcourses or knight's email. Please be advised if class is cancelled for any reason an announcement will be made on webcourses. You must check your email and webcourse announcements daily.

Extra Credit Policy

Extra credit may be offered throughout the course to encourage ICCAE program participation, campus efforts, or amplify learning opportunities that will add to course learning.

- Consider attending the four course lectures (online via Zoom) throughout the semester.
- Submitting a movie review that meets the Extra Credit discussion requirements *(follow the guidance in the discussion board).*
- *Submit thoughtful, academically rigorous discussion posts and responses and you may find extra points awarded in your submission grade.*

Late Work Policy

- **Assignments may be accepted late by the instructor; however, acceptance will require a set of circumstances that convey a hardship or emergent challenge faced by the student.**
- A 10-percent point penalty will apply for assignments that are accepted late (point penalties will continue to accrue weekly). This means that submissions provided after the submission deadline are considered late and *may* be *subject* to the full point penalty(ies). **A few of the assignment due dates will vary due to the calendar – pay attention to deadlines for the final exam specifically.**
- ****Generally, I will not take late points off if the assignment is submitted before I finish grading that assignment for the class. When in doubt – turn it in!!!**

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at https://policies.ucf.edu/documents/4-401.pdf

Email, Announcements, and WebCourses Messages
I will use email, webcourses announcements, and/or webcourses messages to communicate with students throughout the course. I check my email regularly during weekdays and occasionally during the weekend. Students may expect an email reply by the next business day and encouraged to follow-up with me if I do not reply by the next business day. You are REQUIRED to check webcourses, and your email daily for communication about this course.

Grades of "Incomplete"
Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. **If you desire an incomplete, you must be specific and early in your request.**

Workload Expectations
This is a three-credit hour class. The workload expectation per credit hour is set forth in the UCF Catalog, Registration Policies, Terms and Credit Hours, which states the amount of work

represented by one credit hour is not less than "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week [or equivalent work in internship, directed readings, etc.] for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time." **Expect to give this class nine hours of time each week (reading, researching, writing, editing, collaborating).**

Deployed Active-Duty Military Students
Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Group Work Policy
All work done must be completed on your own. However, during lab classes students will be able to help one another. All work turned in must be your own.

Professionalism Policy and Ethics
Per university policy and classroom etiquette, mobile phones, iPods, etc. must be silenced during all classroom and lab lectures or online Zoom discussions. Those not heeding this rule will be asked to leave the classroom/lab immediately to not disrupt the learning environment. Please arrive on time for any class Zoom meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade up to 10% of the final grade.

UCF faculty support the UCF Creed. Integrity – practicing and defending academic and personal honesty – is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, Scholarship: – I will cherish and honor learning as a fundamental purpose of membership in the UCF community. – Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts.

Plagiarism and cheating – presenting another's ideas, arguments, words, or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests – contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers.

Integrity and Academic Honesty
Students should familiarize themselves with UCF's Rules of Conduct at
https://scai.sdes.ucf.edu/student-rules-of-conduct/

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for

the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

COMMENT: This is a class that covers national security issues and the importance of transparency, high levels of personal and professional accountability, and the need to defend one's research that theoretically will affect national security, international stability, and accountable governance in a democratic-republic. If you lie, steal, cheat, or use technology to augment your research drafts or undermine your learning experience in this class it will affect your ability to earn a clearance if you need one in the future, as you will have to self-report on your own integrity and your academic background will be considered in an evaluation. If you cheat, or accommodate dishonesty, in these classes (intelligence and national security, specifically) you may be missing the point entirely.

Turnitin and Quality Control

In this course we *may* utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in electronic format, where I may randomly spot check papers through Turnitin.com. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website, stop by MOD 608, or call 407.823.2197.

You do not need to come to the UCF campus to receive help from a trained writing tutor. As a UCF student, you have access to writing tutors at the UCF Online Writing Center. You can schedule an online consultation with a writing tutor. You can get the help you need to complete the Final Report of your Civic Engagement Project online at a time convenient to you! This service is free to you.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students

with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, email: sas@ucf.edu, phone: (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Religious Observances
Students are expected to notify their instructor in advance, on the first day of class, if they intend to miss class to observe a holy day of their religious faith (not already reflected in the normal class schedule). For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Classroom Devices and Personal Devices
You may use laptops to take notes, but please refrain from using websites that do not pertain to my course.

Third-Party Software and FERPA
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

****Financial Aid Requirement****
As of Fall, 2014, all faculty are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the **Evidence of Academic Engagement Assignment** by the end of the first week of classes or as a disbursement of your financial aid. It is a personal statement acknowledging that you have started this class and intend to complete the course barring no emergencies.

Federal regulations require that federal aid awards be based on courses in which students demonstrate academic engagement. Academic engagement is generally done through an academic activity.

Academically related activities include but are not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;

- Taking an exam, an interactive tutorial or computer-assisted instruction;
- Attending a study group that is assigned by the school;
- Participating in an online discussion about academic matters; or
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Instructions to complete the Academic Activity

- Students log onto Webcourses@UCF through myUCF Self Service.
- Enter your UCF Sign-On ID and password.
- Select the "Assignment" tab and identify if an academic activity is available for you to complete. Do this for each of your registered courses. Examples of an academic activity are listed below, but are not limited to:
- Submitting an academic assignment
- Taking a quiz
- An interactive tutorial or computer-assisted instruction

If an academic activity is provided, you should complete it during the first week of classes each semester.

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.