

NS 6223  
ANALYTICAL WRITING, REPORTING, AND BRIEFING FOR THE  
INTELLIGENCE COMMUNITY  
SUMMER 2019; MW 8:00-9:55PM; BB 3.03.14

LECTURER: DR. DENIS "BEAV" DELANEY

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OFFICE HOURS: NORMALLY 5:00-5:55PM MW - APPOINTMENTS CAN BE MADE AS NEEDED...

### COURSE DESCRIPTION

ANALYTICAL WRITING, REPORTING, AND BRIEFING FOR THE INTELLIGENCE COMMUNITY (NS 6223) Fundamentals of writing and reporting for intelligence community audiences. Illustrated concepts and principles include bottom line up front, topic sentences, presentation of key judgments, the descriptive use of confidence intervals, estimative language, presentation of alternative outcomes, scenario description, appropriate reading level for reports, key challenges in one time briefings, speaking truth to power, the benefits of brevity and clarity, the issue of source disclosure, the value of context, characteristics of assessments and avoiding policy statements.

### COURSE GOALS

- Learn about communicating intelligence; for some begin a path toward – or – others to enhance future capabilities for
- Understand some of the more important forms and formats for communicating intelligence effectively
- Provide a variety of opportunities to express ideas clearly, concisely, and accurately to specific audiences and purposes
- Understand how to document basic intelligence through descriptive, explanatory, and predictive methods
- Sharpen critical thinking and analytical reasoning skills concerning intelligence analysis and our global operating environment in a hopefully fun and interesting manner

### STUDENT LEARNING OBJECTIVES/OUTCOMES

By the end of the semester, students will understand the complexity in intelligence communications having enhanced their skills in creating, editing, and presenting information effectively for members of the intelligence community. Students will build their presentation strengths through written and oral communication based on information gathered from a variety of intelligence sources. Students will be more confident when dealing with critical thinking and analytical reasoning by demonstrating sound intelligence concepts and principles developed over the semester. Finally, students will become more aware of the ties between intelligence production and government decision making using alternative outcomes, scenario description, speaking truth to power, the benefits of brevity and clarity to communicate the value of the context and characteristics of their assessments.

### COURSE PREREQUISITES (IF ANY)

- NS 6003 The Role of U.S. Intelligence in National Security

### COURSE TEXTBOOKS AND MATERIALS

- James S. Major's *Communicating with Intelligence: Writing and Briefing for National Security* (2014). Second Edition. Rowman & Littlefield. 978-1-4422-2662-3

- AFH 33-337 *THE TONGUE AND QUILL* (27 MAY 2015). CERTIFIED CURRENT 27 JULY 2016. SECRETARY OF THE AIR FORCE. AVAILABLE ONLINE AT: [HTTPS://STATIC.E-PUBLISHING.AF.MIL/PRODUCTION/1/SAF\\_CIO\\_A6/PUBLICATION/AFH33-337/AFH33-337.PDF](https://static.e-publishing.af.mil/production/1/saf_cio_a6/publication/afh33-337/afh33-337.pdf)
- Materials: Access to a computer with internet access; a web browser; Microsoft Office Applications, particularly Word, PowerPoint, and Publisher; and a UTSA ID and webmail which allows you to send and receive email attachments

## COURSE REQUIREMENTS

1. Teaching and Learning Style - This course addresses content, issues, and implications for national security. Students are expected to take the course seriously and come prepared for each class. The lecturer for this course has over 35 years of experience in combat and intelligence operations. The lecturer will be teaching the material from both operator and academic perspectives relating the course to intelligence studies and the students' learning and intelligence career endeavors. The teaching and learning style is a mix of lecture, active learning (Think – Pair – Share, Peer Interactions, and Group Discussion), and writing/briefing events.
2. Technology Expectations - Recording devices, laptops, and other types of electronic equipment: Student-owned or possessed recording devices (audio and/or video) are strictly prohibited from operation during lecture and classroom discussions unless authorized by the lecturer. The lecturer, also, does not give any permission to be recorded in any private or semi-private discussions with students before or after class sessions or during telephone conversations. Laptop computers may be used in class for purposes of taking notes on lectures or researching open source information for classroom discussion or requirements. This class will not be taped for video streaming. Students requiring the assistance of professional note takers or interpreters should contact the instructor immediately at the beginning of the class. Please turn off the sound function of all cell phones before class begins, but you may leave such devices on the vibrate function. Feel free to step outside the classroom to take or send emergency messages after you have left the classroom.
3. Class Assignment Table

Assignments	Explanation	Points
Items of Interest (IOI) and Substantive Posts (SP)	Weekly Documentation of Weekly Readings (IOI – .5 pt.) and a Current Issue (SP – .5 pt.) for 1 point/class meeting (1 <sup>st</sup> IOI/SP will be in class)	20
Point Paper	See pg. 221 / 222 Tongue and Quill	5
Talking Paper	See pg. 221 / 223 Tongue and Quill	5
Bullet Background Paper	See pg. 221 / 224 Tongue and Quill	5
Position Paper	See pg. 221 / 228 Tongue and Quill	5
Semester Paper	Paper Rubric Given in Class and Semester Paper information in the Detailed Grading Scheme Example	20
Presentation	Presentation Rubric Given in Class	10
<b>Total Points</b>		<b>70</b>

4. Attendance Policy - 100% attendance is expected. An attendance sheet will be at the front of the room during each class. This course contains essential and detailed lecture material and information that does not appear in the required readings. Moreover, due to the volume of subject matter to be covered, the instructor cannot afford to repeat what you may have missed. You may wish to visit privately with the instructor to discuss a summary of what you may have missed and work with other students to get the notes. Anyone who achieves perfect 100% recorded attendance will have the option to maximize a low Assignment Paper grade. Please make signatures on attendance sheets legible in a manner that one can associate your printed name with the signature. Attendance will be evaluated at the end of the semester by a count of the number of signatures indicating presence. It is the student's responsibility to ensure that he/she signs in each class session.
5. Tardy Policy - Please arrive in class on time. If you arrive late, please note this on the attendance sheet along with your arrival time. If you must leave early, see me before or after class and send, a follow-up email.
6. Participation Policy – Class participation will be determined by both individual and small group participation depending on the lecture or assignment. Individuals or groups will be asked to discuss assigned topics, debate issues, report opinions to the class, and conduct limited research. Participation in group activities will be considered as part of one's overall participation grade. The subject matter of this course invites participation in many ways, particularly with respect to issues

and controversies both written and orally. Therefore, please ask questions, make observations or relevant comments, and ask for further explanation. Please don't hesitate to participate during lectures. The material in this course often requires further explanation and examples, and I am happy to spend any reasonable period in class to ensure that you understand. At the end of the course, I will evaluate participation by all students and provide a grade that will amount to 30% of the total grade for the course. The participation grade will reflect engagement in the open class as well as in team activities. Calculation of your participation grade will be evaluated on the following criteria: 5-15% minor but substantive participation on a few occasions; 15-20% occasional but average participation in quantity and quality; 20-25% will require above average participation in quantity and quality; 25-30% consistently excellent participation in quantity and quality. Participation points are valued at 30% at the beginning of the semester and will be re-evaluated at the end of the semester; they must be retained throughout the semester by demonstrated student interest in the subjects under discussion. Assessments for each student will reflect upon the whole semester's performance in terms of both quantity and quality of contributions. Remember: One must attend in order to participate.

7. Classroom Conduct and Civility - Student must be respectful at all times, especially to differing points of view. Differences of opinion are welcome and encouraged, but derogatory comments will not be tolerated; if they persist after a warning has been issued, you may be asked to leave, costing you attendance and participation points. Please contribute to a positive, productive environment by keeping your words diplomatic and respectful at all times. Student must not cause distractions of any kind or student will be asked to leave class. "Distractions" include texting or other cell phone usage, surfing internet, talking out of turn, loud eating, tardiness, etc. as well as any other forms deemed distracting from learning by the instructor. Occasionally, technology, such as phones and laptops, will be utilized in class instruction; however, if a student has his or her electronic device out and is using it for unauthorized purposes (such as social media perusing, texting, etc.), there will be no verbal warnings or reprimands; the instructor will simply count the student absent for that class. Students must come to class prepared with material and appropriate textbooks. Please note, also, that the "classroom civility" policies of the University will be applied in all respects in this course.
8. Plagiarism - Plagiarizing is not tolerated and will result in a zero for the assignments as well as official university reprimands that will go on the student's academic record ad infinitum. See university policy for all the official details.
9. Late Work, Incomplete Work Policy, Makeup Work, etc. - Late work disrupts the flow of the course and my ability to read and return work in a timely fashion. With advance permission only, assignments may be accepted up to two calendar days late for a 20% reduction in points. Assignments will not be accepted after two days unless prior arrangements have been made. If you must miss a class, you may receive full points for any work due that day if emailed before class begins.

## TENTATIVE COURSE SCHEDULE OF ASSIGNMENTS

Week	Date	Topic/Readings	Exercises/Assignments/Etc.
1	29 May	Course Introduction; Syllabus; Class Introductions	W - Review syllabus / Due: Nothing...
2	3 Jun	Getting Started: Good Writing Habits / Read Communication With Intelligence (CWI) Part I Section 1	M - Exercise 1: Writing a Statement CWI Part II Section 10 / Due: IOI / SP
	5 Jun	Using an Argument in Intelligence Writing / Read CWI Part I Section 2 and See Pg. 221 and 222 Tongue and Quill	W - Exercise 2: Writing a Paragraph CWI Part II Section 10 / Due: IOI / SP W - Point Paper / Due: IOI / SP
3	10 Jun	Fundamentals to Intelligence Writing and A Tool Kit for Writing with Intelligence/ Read CWI Part I Section 3 and Part II Section 4	M - Exercise 3: Writing a Summary CWI Part II Section 10 / Due: IOI / SP
	12 Jun		W - Due: IOI / SP
4	17 Jun	Prewriting: Warming Up Your Brain to Free Your Hand / Read CWI Part II Section 5	M - Exercise 4: Getting the Bottom Line Up Front CWI Part II Section 10 / Due: IOI / SP
	19 Jun		W - Due: IOI / SP / Talking Paper
5	24 Jun	Writing the First Draft: Getting the Words on Paper; Read CWI Part II Section 6	M - Exercise 5: Types of Intelligence Writing CWI Part II Section 10 / Due: IOI / SP
	26 Jun		W - Due: IOI / SP
6	1 Jul	Drafting Conclusions and Beyond the First Draft: Analytical Papers / Read CWI Part II Section 7 and 8	M - Exercise 6: Wordiness CWI Part II Section 10 / Due: IOI / SP
	3 Jul		W - Due: IOI / SP / Bullet Background



			Paper
7	8 Jul 10 Jul	Revision: Polishing Your Writing / Read CWI Part II Sections 9	M - Exercise 7a: Reviewing Your Writing CWI Part II Section 10 / Due: IOI / SP W - Due: IOI / SP
8	15 Jul 17 Jul	Briefing: The Flip Side of the Communication Coin / Read CWI Part III Sections 11, 12, and 13	M - Exercise 7b: Peer Review CWI Part II Section 10 / Due: IOI / SP W- Due: IOI / SP / Position Paper
9	22 Jul 24 Jul	Fine Tuning Your Briefing and Doing It! / Read CWI Part III Section 14 and 15, Appendix C: Intelligence Briefing Checklist, and Appendix F: Briefing Evaluation Form	M - Due: IOI / SP / Presentations W - Due: IOI / SP / Presentations
10	29 Jul 31 Jul	Handling and Citing Classified Material; Official Biography, Resume / Read CWI Part III Section 19 Tongue and Quill Chapters 20 and 21	M - Due: IOI / SP / Presentations W - Due: IOI / SP / Semester Paper

### DETAILED GRADING SCHEME EXAMPLE

Assignments	40%	You will be required to write a very brief “Item of Interest” (IOI – on something relevant to the week’s study) and a Substantive Post (SP – on the reading assignment) for each class and/or papers (see assignments and types of papers in Tongue and Quill) on an assigned topic. These will be designed to ensure students have read and gained basic appreciation for a key learning point. Responses must be based on the reading materials, not just opinions or vague generalities. Students with perfect class attendance will have their lowest grade in the papers component not included in their average. Be sure to include a cover sheet with your name, date, the course number, and the topic title.
Participation	30%	See Participation section above...
Semester Paper	20%	A semester paper will be required addressing a topic chosen from a list provided by the instructor in class or a topic proposed by the student and approved by the instructor. Papers must be well researched and documented, unbiased in presentation and reflect fundamental topics addressed in the course. The semester paper will thoughtfully address difficult challenges facing the IC with courses of action to address the challenges and a recommendation for action. Papers must be submitted on time; severe grade reductions will be assessed for any late submissions. Papers are due no later than 11:59 pm on July 31, 2019.  - Paper must be well developed at a length of between 6-8 full text pages exclusive of cover page and references, 1-inch margins, cover sheet (your name, course number, topic, etc.). All papers must be properly sourced using a standard method of note and reference citation, such as APA (preferred), Chicago, MLA, etc. Whatever citation method you select must be followed consistently throughout. All papers must be submitted electronically through Blackboard so that they can be scanned by Safe Assign. Students are expected to know what plagiarism is so that they can develop fully original products of their own work that properly credit any work of others.
Oral Presentation	10%	Provide an oral presentation on your semester paper that covers the difficult challenges facing the IC with courses of action to address the challenges, a recommendation for action, and be able to field questions during a peer review. The format will be consistent with a briefing that would be delivered to IC leadership of 15-20 minutes with 10-15 minutes of discussion.
Total Final Grade	100%	

## LETTER GRADE EXAMPLES

The initial course grade is derived from scores on writings, presentations, and attendance. Good writing grades result from being on time, accomplishing tasks, and following rules on style and usage. The grading scheme is based upon UTSA guidelines found <http://utsa.edu/infoguide/ch4ug.html#uggrades>. All grades are to be kept in Blackboard.

The grade scale is:

A+ = 97-100%    B+ = 87-89.9%    C+ = 77-79.9    D+ = 67-69.9%    F = 59.9 or below  
A = 93-96.9%    B = 83-86.9%    C = 73-76.9    D = 63-66.9%  
A- = 90-92.9%    B- = 80-82.9    C- = 70-72.9%    D- = 60-62.9

The final course grade will be based on the following scale:

(Plus or Minus scoring is determined by each college)

A = 93-100	B = 88-92	C = 78-87	D = 70-77	F = 0-69
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## EXTRA CREDIT

There is no provision of extra credit for this course.

## UTSA SERVICES AND POLICIES

### COUNSELING SERVICES

Counseling Services provides confidential, professional services by staff psychologists, social workers, counselors, and psychiatrists to help meet the personal and developmental needs of currently enrolled students. Services include individual brief therapy for personal and educational concerns, couples/relationship counseling, and group therapy on topics such as college adaptation, relationship concerns, sexual orientation, depression, and anxiety. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit Counseling Services at <http://utsa.edu/counsel/> or call (210) 458-4140 (Main Campus) or (210) 458-2930 (Downtown Campus).

### STUDENT CODE OF CONDUCT AND SCHOLASTIC DISHONESTY

The Student Code of Conduct is Section B of the Appendices in the Student Information Bulletin. Scholastic Dishonesty is listed in the Student Code of Conduct (Sec. B of the Appendices) under Sec. 203 <http://utsa.edu/infoguide/appendices/b.html#sd>

### STUDENTS WITH DISABILITIES

The University of Texas at San Antonio in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from Student Disability Services. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.utsa.edu/disability](http://www.utsa.edu/disability) or by calling Student Disability Services at (210) 458-4157 (Main) or (210) 458-2945 (Downtown).

### TOMÁS RIVERA CENTER

I encourage you to utilize the Tomás Rivera Center's (TRC) student support services for assistance in study strategies and course content. These services are available to you at no additional cost. For more information regarding these services, please visit the TRC web site at [www.utsa.edu/trcss](http://www.utsa.edu/trcss).

- Academic Success Coaching provides one-on-one study skills assistance through Academic Coaching and group study skills assistance through the Expert Learner Series Workshops. Call the office to schedule an Academic Coaching appointment at (210) 458-4694, visit the TRC web site for the Expert Learner Series schedule, or stop by MS 1.02.02.

- Supplemental Instruction (SI) offers student-led study groups using collaborative learning for historically difficult classes. Supported courses and schedules can be found on the TRC web site or check with your class SI Leader for details. You can call the SI office if you have questions or for more information at (210) 458-7251.
- Tutoring Services provides walk-in tutoring in a variety of subjects with several locations to choose from and the Math Assistance Program (MAP) for assistance in College Algebra and Pre-Calculus. Call (210) 458-6783 for more information or visit the TRC web site for tutoring schedules.

If you are taking classes at the DT Campus, the TRC Downtown offers a variety of services to assist you. Stop by the TRC at the Downtown Campus in DB 2.114 or call (210) 458-2838.

## WRITING CENTER

At the Judith G. Gardner Center for Writing Excellence, peer tutors help undergraduate and graduate students with any step in the writing process, from brainstorming and understanding an assignment to planning and revising. They can help with all types of writing assignments. In addition to one-on-one tutoring, they offer workshops throughout the semester on documentation and other writing topics. There are two locations: JPL 2.01.12D (main campus) and FS 4.432 (downtown campus). They also offer online tutoring seven days a week. To learn more about their hours and to make an appointment, visit the website: [utsa.edu/twc](http://utsa.edu/twc).

## TRANSITORY/MINOR MEDICAL ISSUES

In situations where a student experiences a transitory/minor medical condition (e.g. broken limb, acute illness, minor surgery) that impacts their ability to attend classes, access classes or perform tasks within the classroom over a limited period of time, the student should refer to the class attendance policy in their syllabus.

## COPYRIGHT AND FAIR USE

For more information on copyright, see the University of Texas System Office of General Counsel web site. A printed copy is also available at the Reference, Circulation and Multimedia Center service desks in the Library. For local guidance, please contact the UTSA Library at 210.458.7506 and check the information at <http://lib.utsa.edu/About/Policies/copyright.html>.

## THE ROADRUNNER CREED

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!



## CHANGES

This syllabus is provided for informational purposes regarding anticipated course content and schedule of courses. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes necessary and/or appropriate. I will make every effort to communicate any changes in a timely manner. Students are responsible for the awareness of these changes.