

University of Central Florida
College of Community Innovation and Education
Criminal Justice Department

CCJ6074-0W61 - Investigative and Intelligence Analysis Theory and Methods
Spring 2022

Dr. K. Michael Reynolds

Course Syllabus and Schedule

Instructor Contact:

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| Instructor | K. Michael Reynolds, Ph.D. |
| Office Hours | Tue: 3-5; Thu 2-5: Phone/Zoom |
| Phone | 407-484-1573: call any time before 9 P.M. Eastern time |
| E-mail | kenneth.reynolds@ucf.edu |

Catalog Course Description

3(3,0). PR: Graduate standing or C.I. This course is designed to familiarize the student with the complex analytical techniques and procedures used to support criminal investigations and criminal intelligence efforts.

Course Objectives

This course is an introduction to the scope, methods, and theory of intelligence analysis. The theory, logic, and practical applications of intelligence analysis are examined with a focus on developing a knowledge base, skills, and integration of the analytical process and concepts. The results of the course should provide the student with an understanding of the composite requirements that are necessary for the effective design and implementation of an intelligence analysis unit.

Course Description

Intelligence analysis capabilities and resources have taken a new and critical meaning in a post 9/11 environment. Recent policy changes at the federal and local levels have mandated the reform and enhancement of the national intelligence system. New and sweeping changes are underway that will mandate the increased appreciation, understanding, and use of intelligence at all levels for public safety.

The contemporary historical evolution of the field along with the description of traditional analytical roles and products will be examined. The theoretical dimensions of the domain that includes the concepts of indications intelligence, strategic intelligence, warning intelligence, and other variations of the activity will be examined. The methods of intelligence analysis will be explored and compared with traditional social science analytical methodologies and techniques. Analyst traits are important and will also be examined to more fully understand the critical characteristics of those who perform analytical processes. The outcome should be one that allows

the student to more fully appreciate the qualities necessary to address the critical need to recognize threats in a timely fashion and enable the development of appropriate responses.

This is a 3.0 credit hour course. The course will be conducted as a fully on-line course. This is a survey course designed to familiarize the students with an understanding of intelligence analysis methods, theories, and outcomes.

Course Materials

Lowenthal, Mark M. 2020. *Intelligence: From Secrets to Policy*, 8th Ed. Sage/CQ Press, Thousand Oaks, CA.

The 9/11 Commission Report: Final Report of the National Commission of Terrorist Attacks Upon the United States, 2004. National Commission of Terrorist Attacks. W.W. Norton and Co.: New York. Available also online: [9/11 Report Link](#). Note: this is also now available in electronic book format: 978-1-4-2995746-5

Publication Manual of the American Psychological Association, 7th ed. 2019. The American Psychological Association, Washington, D.C. ISBN: 978-1-4338-3217-8

Note: you can use an online version of the APA manual or other sources; however, *you must completely conform to this style in all course products*. Therefore, you must have access to a full version of the manual for reference. For all graduate students, this manual should be in your private library for reference.

Assignment values:

| Assignment | Number | Assignment Points | Total Points | Weighting |
|------------|--------|-------------------|--------------|-----------|
| Modules | 10 | 100 | 1000 | 25% |
| Midterm | 1 | 100 | 100 | 25% |
| Final Exam | 1 | 100 | 100 | 50% |

Note: Webcourses does not calculate assignment weighting. For example: there are a total of 1000 points available for the modules. To calculate the final percentage for the modules, divide the total awarded points by the total available points. Hypothetically, if all points are awarded, then it would be $1000/1000 = 1$. Then $1 \times .30 = 30\%$, or the maximum weighted score for the modules. For the quizzes, if the total awarded points are 90, then $100/90 = .9$ (90%). To obtain the weight (in this example is .30) for the quizzes multiple $.9 \times .30 = 27\%$. There are numerous web sites that provide more examples. Here is a detailed video that demonstrates how to calculate your grades [Calculating Weighted Grades](#)

Assignments are due as depicted in the course schedule. Late assignments are not accepted except under exception situations and late penalties may apply.

Contacting Me

The most efficient method is email. In the email message be very specific about your problem or issue. Making a statement such as "I do not know how to solve Module 4" is not helpful. A better and more helpful statement is: "I am having problems with (for example) with Module 4, Step 4. When I attempt to do create a new file, the following error message appears." Please use a screen capture and send me the error message. You can contact me by phone: 407 484-1573 any day between 9 A.M. central time and 9 P.M. central time. I get a lot of robo calls that I do not answer. Therefore, *please send me a text requesting a time to chat. Please DO NOT use text for any other purpose*. To deal with a problem request, email is more efficient that using text. However, I will be pleased to chat with you if necessary. Oftentimes, email alone is not enough to solve the problem.

Graduate Level Expectations

Graduate students are held to a higher level of performance expectations. It is expected that you use and exhibit critical thinking, produce high quality work, and submit all assignments in a timely manner. Graduate level work should be essentially error free and demonstrate the necessary investment of time and resources to produce outstanding levels of work. This course will require you to expend a considerable amount of time and effort. Conflicts with other course work, employment, and other externalities are not appropriate reasons for failing to meet graduate level performance expectations. It is your responsibility to remain current with the required coursework. The course is foundational, that is knowledge and skills are built in a progressive manner and requires mastery of foundational knowledge. You are always expected to demonstrate critical thinking skills and error free writing.

Academic Integrity/Plagiarism

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.

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

Similarly, please see the Ethics statement. Student conduct policies are detailed in the current University of Central Florida Golden Rule Golden Rule . All students should review and be familiar with the Golden Rule and specifically sections dealing with Rules of Conduct.

Refer to the course protocol, guidelines, and assessments in the Course Content sections of Webcourses for additional course requirements.

Violations listed below will be prosecuted:

Cheating: Improper application of any information or materials used in evaluating academic work. This includes: using written, visual, or oral materials or assistance from another student, or person, without permission; these materials pertain to quizzes, examinations, course assignments, or projects; knowingly allowing another student to copy from examinations, quizzes, or any other assignments; the distribution of any class materials that include examination components or other course materials without the permission of the instructor; using or possessing course materials that include quizzes, examinations, or modules without the authorization of the instructor.

Plagiarism: Using the words or ideas of others as yours without permission from the owner. You must properly designate ownership of intellectual property (words, ideas, graphics, charts, graphs, tables) through the use of conventional citation methods using the APA style. When paraphrasing or using the words and ideas of others, the material must be properly cited. Purchasing or downloading a paper from another source, or service, is plagiarism. Using the work of another students and representing it as your own is a violation of this

section. Plagiarism is a serious violation of the Golden Rule and will result in grade reduction and/or other sanctions. See <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

Unauthorized Group Work: You are required to work independently. Using collaborative work(s), unless authorized by the instructor, is cheating.

-- Multiple Submissions of the Same Academic Work: Submitting the same work for credit in two courses without the instructor's permission is prohibited.

Ethics

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

Turnitin.com

In this course, we will utilize turnitin.com (if necessary), 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 will be expected to submit assignments through the Canvas Assignment Tool in electronic format. 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>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>.

Grading Policy/Assignment Values

A = 90 or greater
 B = 80 – 89
 C = 70 – 79
 D = 60 – 69
 F = Less than 60

A = Excellent performance. Clearly stands out as an excellent performer. Has unusually sharp insight into material and initiates thoughtful questions. The student sees many sides of any issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps to progression of ideas. These are all features of critical thinking. Uses the APA (American Psychological Association) style without error. All writing must grammatically correct with proper composition and punctuation. Student adheres to all course instructions.

B = Above average performance. Grasps subject matter at a level considered to be good to very good. The student actively participates in the class discussion. Speaks and writes well. The student accomplishes more than the minimum requirements. Work is high quality. Very limited grammatical or punctuation problems. High APA compliance level.

C = Average performance. The student demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements on quizzes and assignments. Competent. The student is able to communicate at an acceptable level for a college student. Has satisfactory understanding of all basic concepts.

D = Below average performance. The student demonstrates understanding at the most rudimentary level. Quality and quantity of work is below average and marginally acceptable.

F = Failing performance. Work is not acceptable and/or timely. Quality and quantity of work fails to demonstrate a marginal understanding of learning objectives and their application. Academic credit is not earned.

Library Skills

Since this course requires writing several research papers, *you are expected to know how to use the library's resources*. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (<http://library.ucf.edu/>). There are links in Webcourses that contains access to the library and UCF Writing Center. The links are Success Resources and Research Guide. You should explore and be familiar with these resources. It is required.

University Writing Center:

University Writing Center

Colbourn Hall 105

Satellite Locations: Main Library, Rosen Library, Online

407-823-2197

<http://uwc.cah.ucf.edu/>

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The Writing Center has a direct link in Webcourses. On-line support is available.

IMPORTANT: You are expected to have MASTERED English composition, grammar, punctuation, and all other components that are required to produce virtually error free written products. This course does not provide remedial English writing skills or knowledge. If your writing is sub-standard, you must remedy this problem, or your assignment assessments will be poor.

Course Accessibility Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any

point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates. Under the "Discussion" section, you will have a designated forum section. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself.

Enrollment Verification

All faculty members are required to document student's academic activity at the beginning of each course. Refer to the course schedule of assignments to complete this requirement. Failure to do so will result in a delay in the disbursement of your financial aid.

Internet Usage

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website:
http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – EO/AA - <http://www.eeo.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>

- UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombud's Office - <http://www.ombuds.ucf.edu>

Course Schedule
CCJ6074-0W61 Spring 2020

| Date | 9/11 | Lowenthal | APA | Modules/Assignments |
|-------------|--|-------------|--------|--|
| January 10 | Introduction | | | Verification of Enrollment Due 1/16, 11:59 P.M. |
| January 17 | Ch. 1-2 | Ch.1 | Ch. 1 | Module 1 Due 1/23, 11:59 P.M. |
| January 24 | Ch. 3 | Ch. 2 - 3 | Ch. 2 | Module 2 Due 1/30, 11:59 P.M. |
| January 31 | Ch. 4 | Ch.4 | Ch. 3 | Module 3 Due 2/6, 11:59 P.M. |
| February 7 | Ch.5 | Ch.5 | Ch. 4 | Module 4 Due 2/13, 11:59 P.M. |
| February 14 | Ch. 6 | Ch. 6 | Ch. 5 | Module 5 Due 2/20, 11:59 P.M. |
| February 21 | Ch. 7 | Ch. 7 | Ch. 6 | Module 6 Due 2/27, 11:59 P.M. |
| February 28 | Midterm Exam Due 3/6, 11:59 P.M. | | | |
| March 7 | Spring Break | | | None |
| March 14 | Ch. 8 | Ch. 8 | Ch. 7 | Module 7 Due 3/20, 11:59 P.M. |
| March 21 | Ch. 9 | Ch. 9 | Ch. 8 | Module 8 Due 3/27, 11:59 P.M. |
| March 28 | Ch. 10 | Ch. 10 - 11 | Ch. 9 | Module 9 Due 4/3, 11:59 P.M. |
| April 4 | Ch. 11 -12 | Ch. 12 | Ch. 10 | None |
| April 11 | | Ch. 13 | Ch. 11 | Module 10 Due 4/17, 11:59 P.M. |
| April 18 | | Ch. 14 - 15 | | None |
| April 25 | Classes end | | | None |
| Final Exam | Final exam intelligence analysis paper is due 5/2, 11:59 P.M. | | | |

Notes: 1) The course schedule is subject to revision.

2) Late submissions are not accepted. The exceptions are extraordinary circumstances and extensions granted in advance of the due date.