Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below. By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
- You have familiarize yourself with how to access course content in Blackboard using the Student Quick Reference Guide or CSS Student Orientation Course.

ISSA 6380: Capstone: Intelligence, Security Studies, and Analysis

Course Description/Overview

This capstone course is designed for graduate students in the non-thesis option. Graduate students often take this course prior to their last semester. The course brings elements of previous courses together in order for students to demonstrate their ability to comprehend concepts, apply knowledge, arrange and assemble complex variables, and relate the impact of intelligence to policy decisions. This course affords students to more deeply research key intelligence questions and topics related to current and historical topics, cases and support to combat as a means to demonstrate their mastery of these intelligence-related topics. Graduate students analyze and critically evaluate beliefs and actions, and then develop and defend reasonable positions through the use of integrated examples and evidence. Students culminate their studies with an appreciation that a major aspect of policy making is well-analyzed intelligence appropriately tailored for the needs of consumers.

This concluding course, while it is indeed national security-focused with an emphasis on intelligence and analysis, may include material from other disciplines to include leadership, psychology, economics, and business. Federal intelligence professionals, charged to enhance foreign, domestic and homeland security, share many techniques and procedures with the law enforcement community. Business executives and managers, whose organizational survival depends upon knowledge, seek competitive advantage in close coordination with their business intelligence systems. Leaders within political action groups, nongovernmental organizations, private volunteer organizations, and even places of worship must decide what to believe and then decide what to do.

Finally, this course is designed to give students an opportunity to showcase their intellect. Perspectives honed along the way, a fresh immersion into the literature, professor mentorship, much thinking, and ingenious writing will result in much learning.

Click this link for a printable version of the syllabus.

Course Objectives/Learning Outcomes

The objectives for this capstone course are based on the overall learning outcomes for the MISSA program.

Objectives:
As a result of completing this course, the student will be able to:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Articulate a clear research question or thesis statement.
4. Identify existing body of relevant research.
5. Be familiar with conducting a literature review.
6. Arrange and assemble ideas, arguments, and points of view.
7. Relate the impact of intelligence to policy decisions.

Required Texts and Materials:


Grading Policies

Grades will be based on the demonstrated ability to comprehend, apply, arrange and assemble, and relate fundamental principles and relevant concepts and then present them in a well constructed essay.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis statement and introduction</td>
<td>5%</td>
<td>Not later than 11:59 CST Sunday, at the end of Week 2.</td>
</tr>
<tr>
<td>Literature review</td>
<td>5%</td>
<td>Not later than 11:59 CST Sunday, at the end of Week 4.</td>
</tr>
<tr>
<td>Revised outline</td>
<td>10%</td>
<td>Not later than 11:59 CST Sunday, at the end of Week 6.</td>
</tr>
<tr>
<td>First full draft of the paper / Midterm</td>
<td>20%</td>
<td>Not later than 11:59 CST Sunday, at the end of Week 8.</td>
</tr>
<tr>
<td>Completion of faculty review</td>
<td>5%</td>
<td>Not later than 11:59 CST Sunday, at the end of Week 13.</td>
</tr>
<tr>
<td>Final essay</td>
<td>55%</td>
<td>Not later than 11:59 CST Wednesday, at the end of Week 16.</td>
</tr>
</tbody>
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Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

Discussion Rubric
Writing Assignment Rubric

Grades will be based on your ability to organize the material, integrate relevant concepts and theories, cite your sources, and present them in essay form in discussion threads as well as mid-term and final assignments. You are expected to apply your own observations as necessary when demonstrating grasp of material.

Students are expected to write original material in support of all requirements associated with this class.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100 %
- B = 80 – 89 %
- C = 70 – 79 %
- F = 69 % and below.

Course Announcements:

Anticipate an announcement every week, at the beginning of the week, posted here in Blackboard and disseminated through student school email accounts. It will contain refinements to this syllabus and additional guidance to weekly readings, assignments, and the course. You are required to read course announcements, as they will contain updates to and refinements for this course.

Some thoughts on late work:

Don’t be late. In the professional world, late is often too late. In the intelligence profession and in related fields, being late with written assessments - even with the right assessment or with brilliant work - oftentimes means arriving after the LTIOV - latest time information is of value. However, sometimes lateness is unavoidable. If you know you will be late, let me know ahead of time. In these instances, some accommodation may be possible.

Course Organization:

Lesson 1:
Introductions and Proposed Topic

General Description of Subject Matter

In this week, we will discuss the process for identifying a topic of research and writing for your paper. From this, students will prepare a thesis statement identifying the topic which they will analyze, argue, or explain through research and the use of their paper. The endstate or deliverable is submission of a written thesis statement.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.

To Do List

1. Watch Paper Chase (youtube clip)
2. Discuss the process for identifying a topic of research
3. Submit written thesis statement

Lesson 2:
Defining Your Argument

General Description of Subject Matter

In this lesson, we will discuss defining or refining your argument, and as necessary, generating a general description of the topics involved in your research project. This can include identifying the main points of the argument. We will also discuss analytic tools available to assist with this.
Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.

To Do List

1. Submit a revised thesis statement, and accompanying introduction

Lesson 3:
Literature Review

General Description of Subject Matter

In this lesson, we will begin looking at source material. If there isn't source material to support your research, your research project isn't going anywhere.

We will also discuss source analysis, and primary versus secondary sources - and why to use one versus the other.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.

To Do List

1. Read the following materials:
2. Review the sample literature review
3. Submit an initial literature review.

Lesson 4:
Literature to Argument

General Description of Subject Matter

In this lesson, students will draft an initial outline for their research paper. Students will also request a faculty reader.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.

To Do List

1. Read the following materials:
2. Submit a completed literature review.
Lesson 5:  
Creating an Outline

General Description of Subject Matter

In this lesson, students will draft an initial outline for their research paper. Students will also request a faculty reader.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.

To Do List

1. Identify and contact a faculty member, regarding serving as a reviewer in week 13.
2. Submit an initial outline.

Lesson 6:  
Revised Outline w Annotations

General Description of Subject Matter

In this lesson, students will finish their outline for their paper, to include annotations for source materials in support of details, examples and evidence to be used.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.
4. Relate the impact of intelligence to policy decisions.

To Do List

1. Confirm, as required, contact with a faculty member, regarding serving as a reviewer in week 13.
2. Submit an initial outline.

Lesson 7:  
First Draft

General Description of Subject Matter

In this lesson, students will prepare a first draft of their paper.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.
4. Relate the impact of intelligence to policy decisions.

To Do List

1. Prepare a first draft of your paper.
2. Recommend you consider submitting your finalized outline to your outside faculty reader.

Lesson 8:  
Midterm

In this lesson, students will edit their first draft and submit a second draft of their paper.
Learning Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view. Relate the impact of intelligence to policy decisions.
4. Relate the impact of intelligence to policy decisions.

To Do List

1. Submit a refined, second draft of your essay.

Lesson 9:
The Value of Peer Review

General Description of Subject Matter

In this lesson, students will conduct a peer review of the work of one of their classmates.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.

To Do List

1. Conduct a peer review of a paper.
2. Provide written feedback and constructive criticism on the reviewed paper.

Lesson 10:
Third Draft

General Description of Subject Matter

In this lesson, students will have conduct revisions to their paper based on feedback provided by an initial peer review. Students will complete a third draft of their paper.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.

To Do List

1. Edit and complete a third draft of your paper. American Psychological Association (APA) style. 12 pt. font. with chapter headings that should not exceed 14 points. Avoid the use of boldface, script, italic, block or other unusual typeface. Left margin 1.25”, others 1”.

Lesson 11:
Peer Review

General Description of Subject Matter

In this lesson, students will conduct a peer review of a second, different paper.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.

To Do List

1. Conduct a peer review of a paper.
2. Provide written feedback and constructive criticism on the reviewed paper.

Lesson 12:
Fourth Draft
General Description of Subject Matter

In this lesson, students will conduct revisions to their paper based on feedback provided by an initial peer review. Students will complete a fourth draft of their paper.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.

To Do List

1. Edit and complete a fourth draft of your paper. American Psychological Association (APA) style. 12 pt. font. with chapter headings that should not exceed 14 points. Avoid the use of boldface, script, italic, block or other unusual typeface. Left margin 1.25", others 1”.
2. Contact your faculty reviewer regarding the review process, scheduled for week 13.
3. Not later than Sunday evening, send your completed fourth draft to your faculty reader.

Lesson 13:
Faculty review

General Description of Subject Matter

Students will submit the fourth draft of their paper to a selected faculty member, for a peer review.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.

To Do List

1. Contact your faculty reader, to acknowledge their receipt of your draft paper.
2. Collect their written feedback.

Lesson 14:
Format Review

General Description of Subject Matter

In this lesson, students make edits and revisions to their paper and will additionally focus on revisions to the formatting of the paper.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.
4. Relate the impact of intelligence to policy decisions.

To Do List

1. Edit and complete a fifth draft of your paper. American Psychological Association (APA) style. 12 pt. font. with chapter headings that should not exceed 14 points. Avoid the use of boldface, script, italic, block or other unusual typeface. Left margin 1.25”, others 1”.

Lesson 15:
Final Draft

General Description of Subject Matter

In this lesson, students will focus on the final draft of their paper.

Lesson Outcomes:
Lesson 16: Final

In this lesson, students will complete and submit the final version of their paper.

Learning Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view. Relate the impact of intelligence to policy decisions.
4. Relate the impact of intelligence to policy decisions.

To Do List

1. Submit final version of the paper via Blackboard.

End of Course Housekeeping

IDEA Student Surveys

Please help ASU leadership and the professor comprehend what you think of this course plus how the teaching and leadership style contributed to your achievements. Your reviews will determine the fate of the course and serve as a "report card" for the professor. It is best to address and solve issues, regarding subject matter and classroom decorum, with the professor throughout the course. Please know that not responding can be as detrimental to the course and professor as a negative report.

Assessment:

Many courses at ASU are assessed for academic accreditation purposes. Your performance in this course may be evaluated against higher-level learning objectives. You will receive an e-mail if you, as a member of this course, are selected for assessment. Reported ratings have nothing to do with your grade or academic standing. They are consolidated with hundreds of other inputs so as to evaluate the department, college, and university.

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.
# University Policies

**Academic Integrity:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

**Accommodations for Disability**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

**Office of Student Affairs**
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

**Student absence for religious holidays**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.