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American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
INTL442
Tactical Intelligence
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite: NONE

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Instructor Information	Evaluation Procedures
Course Description	Grading Scale
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Course Objectives	Policies
Course Delivery Method	Online Library
Course Resources	Selected Bibliography

Instructor Information

Instructor: See online classroom.

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Course Description (Catalog)

INTL442 Tactical Intelligence (3 hours)
During this course, students apply tactical intelligence theory and practice in support of ground operations. The impact of terrain and weather on tactics, employment of multi-discipline intelligence collections (imagery, signal

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intelligence, human intelligence, etc.), and principles of tactical intelligence analysis form the core of the course. Students also develop an appreciation for the limits of process in applying the art of intelligence to deal with tactical problems.

(Note to Students: The course materials, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning coursework necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course.)

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Course Scope

As a 400-level course, this course provides a higher level of knowledge building on the material taught at the 300 level. The purpose and scope of this course is to enable the student to build a deeper understanding of the discipline.

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Course Objectives

After successfully completing this course, you will be able to:

CO-1 Describe the different types of tactics and explain how successful tacticians use tactical intelligence to achieve a decision, gain advantage on the battlefield, exploit success, and defeat the enemy.

CO-2 Explain how tactical intelligence supports combat leaders in their ability to adapt and cooperate.

CO-3 Clarify the importance of estimating enemy capabilities, limitations, centers of gravity, critical vulnerabilities, as well as other enemy strengths and weaknesses.

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CO-4 Analyze the impact of weather and terrain on military operations.

CO-5 Critique the goals, process, and problems of tactical intelligence dissemination.

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Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course resources and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

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Course Resources

- Koch & Hays, G2: Intelligence for Patton. Shiffer Military History.
- Naylor, Sean. Not a Good Day to Die: The Untold Story of Operation Anaconda. Berkley Caliber, 2006. (e-book)
- Various resources from the APUS Library are used. Please visit http://apus.libguides.com/er.php to locate the course eReserve.
    - Please visit http://apus.libguides.com/er.php and search by the course number (ex: LITR210) to access your required resources.
- External websites and other assigned reading found in the Lessons area of the classroom.

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- Weekly Lesson Notes and videos or audio files are found in the Lessons area of the classroom.

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Evaluation Procedures

Forum discussions – 25 percent

Each week, a discussion question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post by Thursday at 11:55 pm ET and respond to 2 or more classmates by Sunday 11:55 pm ET. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

Midterm assignment - 25 percent

This assignment is a take-home essay assignment of 2 questions, 3 pages each, to test knowledge and assimilation of the course objectives. The exclusive use of required texts and readings from this course is mandatory.

Progress assignment - 25 percent

Specialized Exercise. 8-10 pages including research and analysis.

Final assignment – 25 percent

This assignment is a take-home essay assignment of 2 questions, 3 pages each, to test knowledge and assimilation of the course objectives. The exclusive use of required texts and readings from this course is mandatory.

Grade Instruments	Percentage
Forum Discussions (8)	**25**
Progress Assignment	**25**
Midterm Assignment	**25**
Final Assignment	**25**
Total	**100**

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8 – Week Course Outline

Week	Topic(s)	Course Objective(s)	Reading(s)	Assignment(s)
1	**Tactical Intelligence: Orientation and Introduction**	**CO-1**	**MCDP 2, Intelligence**: Chapter 1, "The Nature of Intelligence" (pp. 1-29), and an extract from Chapter 2, "Intelligence Theory" entitled "Levels of Intelligence" (pp. 51-52). **MCDP 1-3, Tactics**: Chapter 1, "Understanding Tactics" (pp. 1-12), Chapter 2, "Achieving a Decision" (pp. 13-35), Chapter 3, "Gaining Advantage" (pp. 37-56), and Chapter 7, "Exploiting Success and Finishing" (pp. 99-110) **Swinton, FMFRP 12-33**, The Defense of Duffer's Drift. **Koch**, G2: Intelligence for Patton, pp. 19-38	Week 1 Introduction and Week 1 Forum
2	**Intelligence and Tactical Command & Control**	**CO-2**	**MCDP 1-3, Tactics**, Chapter 4, "Being Faster" (pp. 57-78), Chapter 5, "Adapting" (pp. 79-88), and Chapter 6, "Cooperating" (pp. 89-98). **MCDP 6, Command and Control,** Chapter 1, "The Nature of Command and Control" (pp. 33-60), and selections from Chapter 2, "Command and Control Theory" (pp. 61-104), and Chapter 3, "Creating Effective Command and Control" (pp. 105-138).	Week Two Forum Progress Assignment

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			MCDP 2, Intelligence, selections from Chapter 2, "Intelligence Theory," entitled "The Intelligence Cycle" (pp. 59-64), Chapter 3, "Creating Effective Intelligence" (pp. 73-100). **FMFRP 12-16, Front-Line Intelligence:** Chapter 1, "You and the Big Picture" (pp. 13-24) and Chapter 2, "Your Mission" (pp. 25-29). **Koch**, G2: Intelligence for Patton, pp. 38-75	
3	**Tactical Intelligence in World War II – Case study Patton/Koch**	**CO-3**	**MCDP 2, Intelligence:** selection from Chapter 2, "Intelligence Theory" titled "What Do We Want to Know About the Enemy?" (pp. 33-38), "Classes of Intelligence" (pp. 42-45), "Capabilities and Intentions (pp. 45-47), and "Signals and Noise" (pp.47-51). **Donovan**, "Signals and Noise in Intelligence." P. 1-6. **FMFRP 12-16, Front Line Intelligence:** Chapter 4, "Your Plan" (pp. 49-56) and Chapter 6, "You Collate Information" (pp. 87-92), Chapter 7 "You Evaluate and Interpret" (pp. 93-103), and Chapter 12, "You and the O/B Team" (pp. 137-144). Chapter 17 "You Learn From Battle" (pp. 167-170). **Koch**, G2: Intelligence for Patton, pp. 76-121	Week Three Forum
4	**Tactical Intelligence and Duffer's Drift**	**CO-4**	**Naylor,** Not a Good Day to Die, pp. 1-100	Week Four Forum

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				Midterm Assignment
5	**Afghanistan Case Study—Operation Anaconda**	**CO-5**	**Naylor,** Not a Good Day to Die, pp. 101-200 **Review FMFRP 12-16, Front Line Intelligence**, Chapter 4 "Your Plan" (pp. 49-56) **FMFRP 12-16, Front Line Intelligence,** Chapter 5, "You Collect Information" (pp. 57-86). **TF Dagger PDF - optional**	Week Five Forum
6	**Afghanistan Case Study Continued—Intelligence Collection Operations**		**Naylor,** Not a Good Day to Die, pp. 200-end of book Review **FMFRP 12-16, Front Line Intelligence,** Chapter 5, "You Collect Information" (pp. 57-86), Chapter 13 "You Capture People and Things" (pp. 145-149), Chapter 14 "You and Aerial Photographs" (pp. 150-155), Chapter 15, "You and Your Linguists" (pp. 156-161), and Chapter 9 "Your Counterintelligence Responsibility" (pp. 113-121) ***TF Dagger PDF - optional***	Week Six Forum Discussion
7	**Roundtable Analysis of Tactical Intelligence**	**COs-1-5**	Review prior readings to include new material on intelligence dissemination: Review **MCDP 6, Command and Control.** **FMFRP 12-16, Front Line Intelligence,** Chapter 8, "You Disseminate Information" (p. 104-112)	Week Seven Forum Discussion

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8	**Iraq Case Study—Operation Cobra II**	**COs-1-5**	**Hooker, Shaping the Plan for Operation Iraqi Freedom (in total)** **FMFRP 12-16, Front-Line Intelligence,** Chapter 10, "Your Security Responsibility" (pp. 112-127) and Chapter 16, "You Train Your People and Yourself" (pp. 162-166).	Week Eight Forum Discussion Final Assignment

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Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Citation and Reference Style

Attention Please: Students will follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University.
See http://www.apus.edu/Online-Library/tutorials/chicago.htm.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points

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deducted from your final course grade. Late graded work CAN be penalized up to 5 points per day.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

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- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Tutor.*com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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Wenger, William V., and Fredric W. Young. 1992. "The Los Angeles Riots and Tactical Intelligence." *Military Intelligence*, Vol. 18, No. 4: 30.

Kostek, Stephen R. 1998. "Joint Tactical Terminal and Common Integrated Broadcast Service--Modules (JTT/CIBS-M)." *Military Intelligence Professional Bulletin*, Vol. 24, No. 4: 33.

Benson, Bill. 2004. "Tactical Intelligence Shortcomings in Iraq: Restructuring Battalion Intelligence to Win." *Military Intelligence Professional Bulletin*, Vol. 30, No. 4 (Oct-Dec): 8-15.

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