An analysis of four articles in your field of study (Part I) is required based on guidelines below. Also, a capstone briefing paper (Part II) is required using the Part II guidelines. Part III is a guideline for your assessment assignment developed by Patti Bolten and should further guide your effort in Part II.

Part I: Paper Analysis

Papers and article analysis will follow the guidelines below.

- A short sample will be discussed in the first-class period (week 2).
- A paper (paper one) for everyone to analyze will be provided in that class and discussed in class during week 4.
- Papers 2 and 3 will be due in week 6 and each student will be asked to evaluate the analysis of another student effort. You choose papers 2 and 3 and have the instructor approve them.
- Paper four will be assigned in week 6 and the analysis of it is due in week 7 before break and will be evaluated for course grade.

Analyzing an Article or Brief¹

One important way to understand an essay, article or paper is through the analysis of the parts of the paper and its structure. If you truly understand the structure as they interrelate in an article, you should be able to understand the thinking of the author(s). Below are the nine steps that will allow you to understand the structure of an article. They include the essential elements of thought necessary to write a good paper or article.

Here is a template to follow in writing your analysis of an article:

Title, author(s) citation?

1) The main purpose of this article is ___________
   Here you are trying to state, as accurately as possible, the author’s intent in writing the article.
   What was the author trying to accomplish?

2) The key question that the author is addressing is ___________.
   Your goal is to figure out the key question that was in the mind of the author when he/she wrote the article. What was the key question addressed in the article?

3) The most important information in this article is ___________.

¹ Taken and adapted from The Thinker's Guide to Analytic Thinking, 2010 Foundation for Critical Thinking Press www.criticalthinking.org page 28-9
You want to identify the key information the author used, or presupposed, in the article to support his/her main arguments. Here you are looking for facts, experiences, and/or data the author is using to support his/her conclusions.

4) The main assumption(s) underlying the author’s thinking is (are) ______
Ask yourself: What is the author taking for granted [that might be questioned]? The assumptions are generalizations that the author does not think he/she has to defend in the context of writing the article, and they are usually unstated: This is where the author's thinking logically begins.

5) The key concept(s) we need to understand in this article is (are) ______.
By these concepts the author means _______________.
To identify these ideas, ask yourself: What are the most important ideas that you would have to know to understand the author’s line of reasoning? Then briefly elaborate what the author means by these ideas.

6) The main implications stated from the information and assumptions in this article are ____________.
You want to identify the implications the author makes that are fully supported by the underlying assumptions, information, and facts presented in the article. These may be false based on other facts, information or assumptions.

7a) If we accept this line of reasoning (completely or partially), the further implications may be _____.
What consequences are likely to follow if people take the author's line of reasoning seriously? Here you are to pursue the logical implications of the author's position. You should include implications that the author states, and also those that the author does not state.

7b) If we fail to accept this line of reasoning, the further implications may be _____________.
What consequences are likely to follow if people ignore the author's reasoning? The author should have alluded to alternative implications or counterarguments to their implications and why they are not good options.

8) The main points of view presented in this article is (are) ________.
The main question you are trying to answer here is: What is the author looking at, and how is he/she seeing it? For example, is this article only requiring one to understand an issue? Is the author asking us to consider some key judgments/conclusions being made? Are there recommendations for action? That is, is the article for understanding, to give judgments, and/or to suggest possible actions?

9) The article provided clear a understanding, conclusions, key judgments, and/or recommendations that ________________?
Was the conclusion judgments, recommendations or actions clear or muddled?
Part II: Capstone Briefing Paper

Schedule for your assessment/analysis paper:

- By midterm break a topic is required and an initial Issue or question approved. The question can be based on your interests and can relate to a paper done in another class.
- An outline is required in week 10 containing all sections (A-F) below and details of information to be cited.
- By week 12 a final draft is due and will be evaluated by the class and instructors.
- On week 15 the final document is due. Be sure to also consider the guidelines in Part III.
- Evaluation: Based on quality of analysis, information used, style and presentation.

Sections of the Capstone Briefing Paper:

A. BLUF: "Bottom Line Up Front"
   - Opens by identifying the concern or question addressed
   - Gives a one sentence statement covering the basis for analysis and the information/facts used.
   - States clearly MAJOR implication, key judgments, conclusion, and recommendation or possible course of action.

   One strong tight and focused paragraph. All that is really needed to understand your analysis.

B. Background or Context:
   - Summarizes the question and issue, the various points of view on the topic and explains how they have led to the question driving the inquiry (What?)
     - Clearly states a good relevant question (based on the requirement question)
     - The guiding question is not limited to “yes” or “no” or “either/or”
     - The guiding question asks how, why, should or the extent to which
     - Conveys a clear idea of who you are answering the question for
   - Explains why this issue is important, and what is at stake; addresses relation to other bigger or more important issues (Why and so What?)

   Two paragraphs – one for each of the two main bullets above.

C. Method and Analysis Development:
   - States the analysis POV - is it for information only, to give judgment(s), or to suggest possible action(s).
   - List any underlying assumptions or working thesis. If needed point out any concepts needed for the analysis.
   - Discuss your method (any analysis tools) and what type of information you have access to.
   - Information for the analysis: Describe the key information and the gathered facts relative to the issue. Why are they the best available. (e.g. experts, data, types of intelligence, doing background/historical work, etc.)

   Multiple paragraphs – at most one for each bullet in this category
D. Implications

- Claim and expected results: Explains the implications with regard to this question and how the assumptions, information, facts and methods support the implications.
- Challenges anticipated counterarguments: Are there other implications that could come from the information and analysis and what counterarguments are there to them or what status might they have for the issue. Most often this is due to different assumptions and underlying concepts.

One paragraph for each major implication and for each major counter position. Order from most important to least (but still important).

E. Conclusions, key judgments, and course of action (if asked as part of the issue) supported

State the main conclusions and key judgments of the assessment and be sure they are adequately justified. What might be implications of action or non-action if a course or action is suggested or is part of the issue? Implications should lead naturally to conclusions or key judgments or to possible actions.

F. Annotated Bibliography (not necessarily part of a formal brief but for background as the analysis is developed and reviewed)

- Divides sources by genre
- Alphabetical order of citations/sources by author
- Short summary of each source, 2-4 sentences
- Summaries include a description of what the source examines (overall argument) and how the source relates to your inquiry by explaining how you intend to use this source.
- At least 4 sources (no Wikipedia, no About, must be books or articles from reputable journals, other open sources, or documented experts)
- Demonstrates that you have collected and reviewed relevant sources to the extent that you are able to write authoritatively on the analysis being done on your topic.
- No websites, no homepages. Go to their source for any needed information.

G. Other features of your analysis brief.

- Audience: Write to an appropriate audience as identified in the Introduction.
- Title: Very important to describe the topic and issue to catch attention to the analysis/assessment.
- Language and Grammar: Suggest: Skrunk and White, The Elements of Style or L. Rozakis, Writing Great Research Papers.
Part III: Writing an Analytic Assessment

These notes are to help guide good analytic writing for assessment of an intelligence question or issue. They are to be used as a guide and checklist for your assessment/analysis document.

1. Analytic Writing
   - Understands the needs of different customers.
   - Displays in-depth expertise and analytic thinking.
   - Encompasses different perspectives and explores all angles.
   - Makes a persuasive argument.
   - Is precise, concise, and easy to read.

   An analytic message draws on expertise and insight to answer a question that has many possible and probable answers.

2. What Question Are You Answering?
   An intelligence question (IQ) identifies a substantive issue and links it to your customer’s interests.
   An intelligence question:
   - Can be answered by reporting and analysis.
   - Is open-ended (not yes or no).
   - Is future-oriented.

3. Examples of Intelligence Questions
   - How does Mars’ attempted procurement of additional illudium phosdex affect its space modulator weapons program?
   - How will President What effect will Warbania’s new security policy have on regional terrorist groups?
   - Smith’s death affect stability in Warbania and its neighbors?

4. Expand the Intelligence Question
   An expanded IQ helps to guide the analyst’s research and the paper’s organization.
   - What sub-questions need to be considered in answering the main IQ?
   - How should the sub-questions be ordered to tell the story in a logical way?

5. Expanded IQ Example
   IQ: How does Mars’ attempted procurement of additional illudium phosdex (IP) affect its space modulator weapons program?

   Expanded IQs:
   - How much IP has Mars attempted to procure?
   - Why or for what purpose is Mars attempting to acquire IP?
   - What else can IP be used for?
   - What does the acquisition of IP mean for its space modulator weapons program?

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2 Notes from Patti Bolten, 12/12/14
6. **Now What?**
   Generate hypotheses to answer the intelligence question.
   - Four to six hypotheses is a manageable range.
   - Avoid three—you may find yourself with a variation of “gets better, gets worse, stays the same.”
   - Use the expanded IQs to help you organize and outline your paper.

7. **Analytic Writing Tells a Story**

<table>
<thead>
<tr>
<th>What/Who, threat</th>
<th>Why, why now?</th>
<th>So What</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Impact?</td>
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</tbody>
</table>

8. **Analytic writing provides judgments, not just facts.**
   Key Judgment = What + So What

9. **Analytic?**

   *Analytic?*
   Melissa Jones is the new Minister of Finance. She had been Deputy Minister for nine years. She received her PhD from the London School of Economics and has held steadily more responsible government jobs since.

   *Better?*
   Melissa Jones, the newly named Minister of Finance, probably will have little influence despite her credentials. President Sanchez’s chief of staff last month told US diplomats that Sanchez does not trust Jones.
   - Jones had been Deputy Minister for nine years and received her PhD from the London School of Economics.

10. **Be Concise**
    Trim needless modifiers and wordy phrases:
    - Serious crisis.
    - Future prospects.
    - General consensus.
    - Actively pursue.
    - Relocate elsewhere.
    - Actually will.

11. **Avoid Data Dumps**
    - Use your best evidence—not all of it.
    - Make sure every detail is necessary to explain or support your judgment.

12. **Keep Sentences Short, Use Active Voice**
    Basic sentence structure: subject—verb—object.
    - President Sanchez told his defense minister to deploy the missiles.
    - Start sentences with the main actor.
Avoid “There is” and “There are.”

13. **Analytic Titles**
   - A strong title gives the paper focus by capturing the analytic message in a few words.
   - The title provides the first, and often only, chance to grab the attention of readers.

14. **Title Captures the Bottom Line**
   - What and So What.
   - Title is analytic—not bland or melodramatic.
   - Draws in reader and sets expectations.
   - Conveys sense of change, movement, warning, or opportunity.
   - No questions, puns, or humor.

15. **Example - Convey Information and Message**
    Mars: Cell Phone Tower Identified. **Fact**

    Mars: Cell Phone Tower May Play Role in Space Modulator Program. **Analytic message**— but is it enough?

    Mars: Cell Phone Tower Probably Intended to Relay Space Modulator Test Data. **Analytic message**

16. **Structuring a Judgment/Conclusion Paragraph**
    Judgment—the topic sentence or lead sentence.
    - One per paragraph.
    Evidence and reasoning.
    - Sufficient to support the judgment.
    - Clearly linked to judgment.
    - Arrayed logically.
    - Credibility of evidence is clear from source attributions.

17. **Organizing an Analytic Paper**
    - Moves forward from what’s happening now to what will happen next or from what is known to what is unknown.
    - Follows a journalistic question-and-answer format.
    - Groups like things together.

18. **Logical Sequence Example**
    A cruise ship sank. - **The What**
    It got too close to the beach. - **The Why**
    Some passengers were killed and injured. The ship is leaking fuel. - **The Impact**
    Investigations will determine the role of the captain. - **The Outlook**
    New rules for cruise ship captains and passengers are expected. - **The Implications**
The Warbanian military is emerging as a regional military power.

Because of the military's successful insurgency campaign.

The military is beginning to show signs of strain.

Warbania is likely to face trade-offs between domestic and regional priorities.

International assistance probably would help Warbania manage competing priorities.