

## Syllabus

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### MISSISSIPPI VALLEY STATE UNIVERSITY

<b>Academic Term and Year</b>	Fall 2019
<b>Course Prefix and Number; CRN</b>	CJ 391
<b>Course Title</b>	Introduction to Cybercrime
<b>Days, Time and Location of Class Meeting</b>	Online
<b>Instructor's Contact Information</b>	
Name:	Kenneth L.Done
Office Location:	149 OPL Education Bldg
Office Hours:	Blackboard Email
Office Phone Number:	662.254.3625
E-Mail Address:	Use Blackboard Communication Tool (E-Mail)
<b>Course Prerequisites</b>	None
<b>Catalog Course Description</b>	A comprehensive examination of crimes committed with the use of computers and strategies for preventing, controlling, and investigating such crime.
<b>Expected Student Learning Outcomes</b>	<p>Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a working knowledge of basic concepts and issues of computer forensics applications and tools;</li> <li>2. Demonstrate an understanding of the various laws dealing with computer and cyber crime;</li> <li>3. Understand the rules of evidence and the importance of the chain of custody in regard to computer crimes</li> <li>4. Understand what tools and techniques to use in computer and cyber crime investigations; and,</li> <li>5. To understand the documentation needed to perform forensic investigations.</li> </ol>
<b>Required textbook(s):</b>	<p>Required Text(s): Maras, M.H. (2012). Computer forensics: Cybercrime, laws, and evidence. Massachusetts: Jones &amp; Bartlett Learning. ISBN: 13:978-1-4496-0072-3</p>
<b>Technology skills:</b>	Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail, Excel, PowerPoint and Word Processing programs
<b>Course Requirements</b>	<p>A. Discussions and Participation: Each assigned discussion on the discussion board is worth 20 points. For each discussion topic, there should be at least three (3) submissions/responses for each learner, one original post (i.e., the learner's substantive original post to the discussion topic) and one response to two other learners' post.</p>

To actively participate in discussions, each learner should create a substantive post (not less than two hundred words) with supporting arguments/documentations (i.e., literature with citations) on the assigned topic. In addition, Each learner should also respond to the posts of at least two other learners for each discussion topic (i.e., responsive posts). These responses to other learners should also be substantive posts (at least 30 words) that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic.

In addition, learners should respond to any follow-up questions the instructor directs to them in the discussion area.

As stated above, there are five (5) discussion topics, each worth up to 20 points. If a learner does not participate in discussions during the assigned period, he or she will not be able to make-up such discussions. When a learner does not participate in discussions during the assigned period, he or she will not have an opportunity to engage in dialogue with other learners. Therefore, the learner will earn 0 points

- B. Examinations: There will be a minimum of two (2) examinations, each worth 100 points. Each exam will have approximately 50 questions (e.g., multiple choice, true/false). Each exam will encompass only the materials analyzed during that portion of the course.

If a student finds it unavoidable to be absent from an examination, makeup exams are to be scheduled with the instructor and will only be given to students with excused absences (i.e., death of someone close, hospitalization of oneself or one's child, or a spouse, etc.) Expect such tests to be more challenging than regularly scheduled exams.

- C. Quizzes: There will be a total of 5 quizzes administered throughout the semester. Each worth up to 20 point and comprised of ten (10) to twenty (20) questions (viz., multiple choice,

true/false).

- D. Assignment 1 (Peer-Review Project): (Please refer to the Assignment module of course). Students will only have one assignment/**Project – Peer Review. Students are to post their course papers/projects in the assignment module (which will be linked to the discussion board by November 15, 2019 as an attachment, including title and reference pages). This project is worth up to 25 points.**

As stated above, each student is to post his or her project in the assignment module under the corresponding section and provide feedback to two other peers pertaining to their projects.

When giving feedback, use the following Criteria (**Please refer to the grading rubric for Peer Review Project**):

- Identify the strengths of the work first. Comment on the linkage of the topic to the course, the method of applying coursework to practice, and the use of research and theory to form the scaffolding for the work.
- If indicated in your opinion, identify an area or areas that would benefit from expansion or clarification. When doing this, use the "I" viewpoint. For example, "I believe that you can also think about cyber crime by distinguishing applicable substantive law, procedural law, and jurisdictional law, and to distinguish between reactive, preemptive, and preventative strategies. I understand what you have stated about the two types of substantive cyber crime law: computer misuse and traditional crime. However, can you please elaborate on the two and provide examples. In addition, I believe that a recent article will be of interest to you (i.e., Kerr, 2005), please see attachment. Note: This critique is positive, professional, and identifies what the learner would like to learn about in greater depth. The author of the work,

however, has options when responding to this feedback. For example, he or she may say, "Thanks for the insights. I really did not think about distinguishing applicable substantive law, procedural law, and jurisdictional law concerning cyber crime. Therefore, I think I will take a look to see how to weave that into the material." Or, the author may reply with something like, "I see your point. I have to say, though, that my whole focus for this paper is to ... Thanks for your input."

With this peer feedback, the objectivity that comes with "fresh eyes" viewing one's work can add clarity to the next step in completing the work. Remember, all written work is in draft form. It can be revised and strengthened, and this is an important element of the self-reflection process. In addition, the instructor will also provide feedback to learners' papers.

- E. Term Paper/Research Paper: Students are required to write a term/research paper on any contemporary criminal justice topic that is related to the material covered in this course. For example, you may choose to summarize, synthesize, and analyze one of the course learning objectives. Such topics must first be discussed with the instructor for approval. Note that the instructor (Dr. Done) must approve your topic before you proceed. In particular, Dr. Done may limit the number of students who are writing on the same or closely related topics.

The paper is to follow the APA style and must be between eight (8) to fifteen (15) typed double spaced pages, excluding title and reference pages. For information on APA style/format, please reference the APA (6<sup>th</sup> ed.) Manual or student can the APA website at [www.apa.org](http://www.apa.org). In addition, the course paper must consist of a minimum of eight (8) different citations/sources, including peer reviewed articles, books, etc. (Note: Wikipedia sources cannot be used as a source in this

	<p>paper).</p> <p>Also, before the instructor (Dr. Done) assess/grade students' papers, the papers have to be submitted via <a href="http://turnitin.com">turnitin.com</a> website and as an attachment via the assignment module.</p> <p>The term/research paper is due on or before <b>November 15, 2019</b>.</p> <p>Please note that plagiarism (the act of incorporating material that comes from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of plagiarism will result in at least a failing grade for the assignment(s) and/or course. (Term/Research paper is worth 75 points—Please see attached term/research paper rubric)</p> <p><b>*Note: All papers (including projects) must be typed, double-spaced and in APA format, 6<sup>th</sup> edition.</b></p>
<p><b>Class attendance policy:</b></p>	<p>Each student is <b>REQUIRED</b> to participate in using Blackboard Communication Tools, taking online exams, completing assignments, and other aspects of Blackboard.</p> <p>Each student is expected to access MVSU Blackboard on a regular basis (<b>daily</b>, perhaps several times per day), from whatever location is available (home, office, lab, school, public library etc...) to complete all assignments and communication, including viewing course materials.</p> <p>Student(s) who fail to participate in the classroom during a course week will be deemed absent for that week. The absence will be annotated as <u>absent unexcused</u> (AU), unless the instructor has been informed beforehand and deemed the absence as <u>absent excused</u> (AE). The instructor shall report all absences to the main campus as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be recommended for administrative withdrawal to the main campus. In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance. The student is still annotated as AU or AE. The online classroom shall be no different in this respect. It is the instructor's sole discretion as to what he/she shall consider AU or AE.</p>

<p><b>Submission of Work:</b></p>	<p>The first week begins the first day of the term. Scheduled assignments <b>MUST</b> be completed and successfully submitted through the Blackboard Assignment Tool (drop box) by due date and time. Assignments (viz., discussions, quizzes, major examinations, project, etc.) automatically become unavailable after the due date/time expires.</p> <p><b>NO</b> opportunities will be available for making up online class activities (i.e., discussions) and/or assignments.</p> <p><b>All assignments MUST be keyed using MS Word or saved as a .DOC file and no multiple submissions will be allowed.</b></p>
<p><b>Make-up examination policy:</b></p>	<p>Make-up examinations maybe scheduled only if a student can demonstrate (with supporting documents) the occurrence of an unavoidable event (sickness, accident, death, etc).</p>
<p><b>Course Drops/Incompletes:</b></p>	<p>Students not completing the course for any reason are required to submit official drop notices to the Registrar’s Office prior to the deadline date. This is <b>your</b> responsibility. Failure to comply with the procedure <u>WILL</u> result in you receiving a letter grade of “<b>F</b>” or “<b>UF</b>.”</p> <p><b>Also, if for any reason you decide to withdraw from the university at any time, please withdraw properly. Not officially withdrawing from the university may impact your financial aid and result in you owing the university.</b></p>
<p>Cheating and plagiarism policy:</p>	<p>Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another’s words, work or ideas on individual class assignments.</p> <p>To address the situation of plagiarism, the University has implemented <i>Turnitin</i> to fight plagiarism and improve reading, writing, and research skills. <i>Turnitin</i> is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students’ work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet.</p> <p>Plagiarism will result in at least a failing grade for the assignment(s) and/or course.</p>
<p><b>Online Communication Observation of “Netiquette”:</b></p>	<p>Students <b>MUST</b> use Blackboard mail for contact with the instructor and other members of the class.</p> <p>All your Online communications should be composed with fairness, honesty and tact. What you put into an Online course reflects on your level of professionalism.</p>
<p><b>Technical Problems:</b></p>	<p>If you experience technical/computer difficulties (<i>need help downloading browsers or plug-in, logging into your</i></p>

	<p>course, using your course web site tools, or experience errors or problems while in your online course), contact <b>MR. GEORGE HUNTLEY</b> at 662.254.3624 as well as your instructor. Note: Blackboard (Bb) technicians do not address your academic problems/issues and should not be consulted for such.</p>																				
<p><b>Technology Infusion:</b></p>	<p><b><u>Hardware:</u></b></p> <table border="1" data-bbox="776 464 1463 705"> <tr> <td><b>Operating System:</b></td> <td>Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher</td> </tr> <tr> <td><b>Processor:</b></td> <td>200 MHz or higher</td> </tr> <tr> <td><b>Memory:</b></td> <td>32 MB of RAM</td> </tr> <tr> <td><b>H Drive Space:</b></td> <td>100 MB free disk space</td> </tr> <tr> <td><b>Modem:</b></td> <td>28.8 kbps or higher</td> </tr> <tr> <td><b>Monitor:</b></td> <td>800x600 resolution</td> </tr> </table> <p><b><u>Software:</u></b></p> <table border="1" data-bbox="776 806 1450 1014"> <tr> <td><b>Internet Access:</b></td> <td>Any Internet Service Provider</td> </tr> <tr> <td><b>Browser:</b></td> <td>Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**</td> </tr> <tr> <td><b>Application</b></td> <td>Recommend Microsoft Word or application file name <b>.doc</b></td> </tr> <tr> <td><b>Audio &amp; Video:</b></td> <td>RealPlayer, Quick Time</td> </tr> </table>	<b>Operating System:</b>	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher	<b>Processor:</b>	200 MHz or higher	<b>Memory:</b>	32 MB of RAM	<b>H Drive Space:</b>	100 MB free disk space	<b>Modem:</b>	28.8 kbps or higher	<b>Monitor:</b>	800x600 resolution	<b>Internet Access:</b>	Any Internet Service Provider	<b>Browser:</b>	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**	<b>Application</b>	Recommend Microsoft Word or application file name <b>.doc</b>	<b>Audio &amp; Video:</b>	RealPlayer, Quick Time
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<p><b>Teaching/Learning Strategies</b></p>	<p>The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.</p>																				
<p><b>Evaluation Procedures</b></p>	<p>To access MVSU Blackboard course(s) at <a href="http://mvsu.blackboard.com">http://mvsu.blackboard.com</a> or <a href="http://www.mvsu.edu">www.mvsu.edu</a>, please click on Blackboard for detailed instructions regarding assignments.</p>																				
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B	400 – 449	80%	Exams	<b>2@100</b>	<b>200</b>
C	350 – 399	70%	Quizzes	<b>5 @ 20</b>	<b>100</b>
D	300 – 349	60%	Assignment 1 (Peer-Review Project)	<b>1@25</b>	<b>25</b>
F	299 - Below	50%	Assignment 2 (Term/Research Paper)	<b>1 @ 75</b>	<b>75</b>
			<b>Total</b>		<b>500</b>
<b>ADA Statement</b>			Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator, The coordinator can be contacted directly at 662.254.3446 or through the University College office number at 662.254.3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course.		

### GRADING RUBRIC FOR DISCUSSION/PARTICIPATION

<b>Criteria (20 total points)</b>	<b>0 Non-performance</b>	<b>1-2 Basic</b>	<b>3 Proficient</b>	<b>4 Distinguished</b>
<b>Applies relevant Course concepts, theories, or materials correctly. (4 points)</b>	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories or materials correctly, using examples or supporting evidence.
<b>Collaborate with fellow learners, relating the discussion to relevant course concepts. (4 points)</b>	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialogue.
<b>Applies relevant professional or other real-world experiences. (4 points)</b>	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialogue.

<b>Supports position with applicable knowledge. (4 points)</b>	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.
<b>Writing quality (4 points)</b>	Has three or more errors (i.e., spelling, capitalization, grammar, etc.) in regard to writing mechanics	Has two errors (i.e., spelling, capitalization, grammar, etc.) in regard to writing mechanics	Has only one error (i.e., spelling, capitalization, grammar, etc.) in regard to writing mechanics	No improper writing mechanics (i.e., spelling, capitalization, grammar, etc.)

### Participation Guidelines

To actively participate in discussions, you should create a substantive post for each of the discussion topics. Each post should demonstrate your achievement of the participation criteria. In addition, you should also respond to the posts of at least two of your fellow learners for each discussion topic/question. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. In addition, learners should respond to any follow-up questions the instructor directs to you in the discussion area.

To allow other learners time to respond, you are encouraged to post your initial/substantive response to the discussion topic within the first week of assigned discussion on the discussion board. To receive maximum points for discussion, learners are to perform the following:

- Learners are expected to complete and post their substantive original post on the discussion board within the first week of assigned discussion;
- Learners are to move the discussion/dialogue forward by validating their position with applicable knowledge supporting by literature;
- Learners are to apply relevant professional, personal, or other real world experience to extend the dialogue during the duration of the assigned discussion; and
- (4) Learners are to demonstrate quality-writing skills (e.g., proper spelling, punctuation, grammar, and sentence structure). Learners are not to post using shortcut texting. For example, students are not to use shortcut like “u” for “you” in their postings. Please “spell check” your work before posting.

Note: Learners are to proofread their work before posting on the discussion board.

### **GRADING RUBRIC FOR PEER REVIEW PROJECT**

The purposes of the peer-review process are three-fold which include:

- (1) To encourage students to produce the best possible materials by providing specific and structured proof-readings and review processes before the final term/research paper is submitted to the instructor for grading/assessment;
- (2) To allow peer-to-peer instruction, having each student raise the level of learning of the class by presenting new ideas and applications of concepts to their (at least two) peers; and
- (3) To provide students with additional opportunities to practice analytical and critical-thinking skills in the course as they analyze the structures, evidence, arguments, and plans as presented by their peers.

In the peer review/assessment process, students will earn points in the following participation criteria.

<b>Criteria (25 total points)</b>	<b>Non- performance</b>	<b>Insufficient</b>	<b>Sufficient</b>	<b>Expected</b>
<b>Submitted your finished paper to the group discussion project area PRIOR to deadline to allow other learners to comment on your work</b>  <b>(7 points)</b>	<b>0 points</b>	<b>1-4 points</b>  Incomplete/not finished/or past deadline.	<b>5 points</b>  Fully complete and in ahead of deadline	<b>6-7points</b>  Materials submitted to group at least 72 hours before posting deadline to allow additional opportunities for peers to view your structure and organization before submitting their papers
<b>Provide meaningful feedback on submission of two other learners data/research sufficiency</b>  <b>(4 points)</b>	<b>0 points</b>	<b>1-2 points</b>  Comments are superficial and do not provide true analysis	<b>3 points</b>  Comments indicate correct analysis of the data/research	<b>4 points</b>  Comments include specific suggestions and additional resources for consideration
<b>Provided meaningful feedback on structure/organization and clarity of points</b>  <b>(5 points)</b>	<b>0 points</b>	<b>1-3 points</b>  Comments are superficial	<b>3.5 points</b>  Comments identify potential problems with the structures and organization of the components/ concepts	<b>4-5 points</b>  Comments include specific suggestions improving structure and order
<b>Provided meaningful feedback on the logic, assumptions, and recommendations the learner(s)/peer(s) has drawn</b>  <b>(5 points)</b>	<b>0 points</b>	<b>1-3 points</b>  Comments provided are not logical or incorrectly state assumptions	<b>3.5 points</b>  Comments illustrate useful analysis of logic and assumptions and identify potential problems	<b>4-5 points</b>  Comments include specific suggestions for improving or resolving problems with logic or assumptions and

				help to restate recommendations that are better supported by the evidence
<b>Provided all comments in a positive, encouraging, and constructive manner to at least two other learners</b>  <b>(4 points)</b>	<b>0 points</b>  Comments might be interpreted as insulting	<b>1-2 points</b>  Comments are neutral or non-encouraging	<b>3 points</b>  Comments include positive feedback and suggestions	<b>4 points</b>  Comments praise specific strengths of the presentation as well as the constructively addressing weaknesses with alternatives that might be considered

Source: (MNSCU, 2012)

**GRADING RUBRIC FOR TERM/RESEARCH PAPER**

<b>Category/Criteria</b> <b>(75 total points)</b>	<b>Excellent</b> <b>A/B</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b> <b>D/F</b>
<b>Mechanics</b> <b>(15 points)</b>	<b>12-15 points:</b> Paper has no to a few (0 to two) spelling, grammatical or sentence structure errors.	<b>11 points:</b> Paper has some (3 to 5) spelling, punctuation, grammatical and sentence structure errors, but not enough to detract from the content.	<b>0-10 points:</b> An abundance of spelling, grammatical, punctuation, and sentence structure errors that detracts from the content.
<b>Organization</b> <b>(20 points)</b>	<b>15-20 points:</b> Paper follows the APA 6 <sup>th</sup> ed. format, progresses in a logical manner, and has appropriate transitions.	<b>13-14 points:</b> Paper has some problems with format, logic and transitions, but not enough to detract from the content.	<b>0-12 points:</b> An abundance of format, logic and transition issues that detracts from the content.
<b>Citations/Sources</b> <b>(10 points)</b>	<b>8-10 points:</b> All sources are properly cited both in-text and in the reference page.	<b>7 points:</b> Only minor issues with citation placement and reference page.	<b>0-6 points:</b> An Abundance of citation errors in-text or in the reference page.

<p><b>Content.</b> <b>(30 points)</b></p>	<p><b>22-30 points:</b> Author addresses all aspects of the assignment, has fully developed ideas, uses description and analysis appropriately, demonstrates critical thinking skills and uses appropriate sources. .</p>	<p><b>19-21 points:</b> Author needs to make minor improvements to addressing, developing ideas, describing/analyzing, demonstrating critical thinking skills and using appropriate sources.</p>	<p><b>0-18 points:</b> Author fails to address the assignment, develop ideas completely, describe or analyze appropriately, use critical thinking skills and use appropriate sources.</p>
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Source: (Lenning & Quinn, 2011)

If student/learner submits a paper with more than 9% commonalities of published information (according to turnitin.com), then, the student will obtain a total of 0 points for his or her submission/submittal.

Total Points: \_\_\_\_/75

General Comments:

**Course Outline:** The Course outline is *subject to some changes depending on the needs and level of the class.*

WEEKS	ASSIGNMENTS
September 1-14	Blackboard Orientation (Please contact Mr. George Huntley at 662.254.3624) Introductions ( <b>Discussion 1: Bios and Introductions</b> ) Chapter 1 –Entering the World of Cybercrime Chapter 2—An Introduction to Computer Forensics Investigations and Electronic Evidence Assigned Readings: Chapters 1 and 2 <b>Quiz 1 (Chapters 1 and 2)</b> <b>Submit Proposed Topic for Course Term/Research Paper (Due OCT 14, 2019 by 11:59 p.m. (CST))</b>
September 15-30	Chapter 3—Law Regulating Access to Electronic Evidence Chapter 4—Searches and Seizures of Computers and Electronic Evidence Chapter 5—Cybercrime Laws: Which Statute for Which Crime? Assigned Readings: Chapters 3, 4, and 5 <b>Discussion 2</b> <b>Quiz 2 (Chapters 3-5)</b>
October 1-31	Chapter 7—Where Is the Electronic Evidence and Which Tools Can We Use to Find It? Chapter 8 —Crime and Incident Scene: What Should an Investigator Do? Assigned Readings: Chapters 7 and 8 <b>Mid-Term Exams:</b> Chapter 9—Corporate Crimes and Policy Violations Involving Computers: How to Conduct a Corporate Investigation Chapter 10—E-mail Forensics Assigned Readings: Chapters 9 and 10)

	<p><b>Quiz 3 (Chapters 9 and 10)</b>  <b>Discussion 3</b></p>
November 1-30	<p>Chapter 11—Network Forensics: An Introduction  Chapter 12—Mobile Phones and PDAs in Computer Forensics Investigations  Assigned Readings: Chapters 11 and 12  <b>Quiz 4 (Chapters 11 and 12)</b>  <b>Discussion 4</b>  <b>Assignment 1: (Peer-Review Project/due November 15, 2019 by 11:59 p.m.)</b></p>
December 1-13	<p>Chapter 13—The Pre-trial and Courtroom Experiences of a Computer Forensics Investigator  Assigned Reading: Chapter 13  <b>Discussion 5</b>  <b>Quiz 5</b>  <b>Assignment 2 (Term/Research Paper): November 15, 2019</b>  <b>Final Exams: Test 2 (Chapters 9-13):</b></p>

<b>Comments:</b>	<p>This syllabus is not a contract. It is only a guideline. The instructor reserves the right to make changes and additions to this syllabus at her/his discretion. If changes are necessitated during the term of the course, you will be notified of changes via Blackboard mail and/or announcement.</p>
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