

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

**School of Science and Technology
Department of Information Technology
ISSC331: Legal Issues in Information Security
3 Credit Hours
8 Week Course
Prerequisite(s): None**

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Instructor Information

Instructor: [\(Bio\)](#)
Email:
Phone:
Office Hours:

Course Description (Catalog)

This course examines the techniques and technologies for penetration of networks, detection of attacks, and prevention of attacks. This course addresses the techniques, the technologies, and the methodologies used by cyber intruders (hackers) to select a target and launch an attack. An understanding into the mind and psyche of the hacker is essential to anticipating the moves of the hacker and to design effective countermeasures. This course focuses on techniques and technologies to detect such attacks even while the attack is in progress; early detection enables the administrator to track the movements of the hacker and to discover the intent and goals of the hacker. This course assesses the various countermeasures to keep the system out of the "sights" of the hacker and to keep the hacker out of the perimeter of the target network. This course also explores the laws and the legal considerations in prosecuting computer crime. Requires CITRIX CLIENT SOFTWARE INSTALLATION FOR ONLINE VIRTUAL LABS accessibility.

Course Scope

This course offers an overview of the legal processes involved in implementing and maintaining an e-commerce Web site. In addition, this course examines security issues involved in maintaining a Web or intranet/Internet site and opportunities for misuse.

Course Objectives

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The successful student will fulfill the following learning objectives:

CO-1: Discuss common concepts in information security, privacy and the law

CO-2: Know the basic components and structure of the federal and state court systems

CO-3: Analyze the types of crimes that have evolved due to the use of technology and the laws that are in place to support them

CO-4: Differentiate between civil, criminal, common, and administrative law

CO-5: Analyze the issues surrounding jurisdiction that have been created by technology

CO-6: Discuss the federal and state laws and legal concepts that affect how governments and organizations think about information security

CO-7: Discuss reasonable expectations of privacy on the Internet

CO-8: Become familiar with information security programs that address the laws and compliance requirements

Course Delivery Method

This course offers an overview of the legal processes involved in implementing and maintaining an e-commerce Web site. In addition, this course examines security issues involved in maintaining a Web or intranet/Internet site and opportunities for misuse.

Resources

Required eBook – provided in the online classroom, under Resources

Legal Issues in Information Security by J. L. Grama, Jones & Bartlett Learning (JBL) Aug 23, 2010). ISBN: 978-0763791858

Web-based Readings – if these links are no longer available, conduct a web search on the topics

- **Center for Intellectual Property**
This reference resource provides resources and workshops for the higher education community on intellectual property and copyright in the digital environment. In addition, this reference also emphasizes on law and policy relating to distance education.
<http://www.umuc.edu/distance/odell/cip/cip.html> (accessed November 9, 2011).
- **Copyright Law in Cyberspace**
This reference resource provides a summary of copyright law in the cyber community.
<http://www.webnovice.com/sep01/copyrightcyberlaw.htm> (accessed November 9, 2011).
- **Crash Course in Copyright**
This reference resource provides understanding on the basics of copyright law.
<http://copyright.lib.utexas.edu/> (accessed November 9, 2011).
- **Ethics in Computing**
This online reference provides ethical guidelines for IT.
<http://www.infoweblinks.com/content/ethicsincomputing.htm> (accessed November 9, 2011).
- **Ethics in Computing**
This presentation helps students learn ethics in computing.
www.cs.fredonia.edu/~zubairi/s2k6/csit120/ethics1.ppt (accessed April 15, 2010).
- **United States Patent and Trademark Office**
This online resource provides information for research on patent and trademarks.
<http://www.uspto.gov/> (accessed November 9, 2011).

Software Requirements

1. Microsoft Office (MS Word, MS Excel, MS PowerPoint)

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2. MS Office Visio – <http://microsoft.com/office/visio> (Visio will be used for diagramming networks)
3. Adobe Acrobat Reader ([Click here for free download](#))

Evaluation Procedures

The grading will be based on eight graded assignments, seven weekly Forum postings, an individual project paper.

1. There will be **eight assignments (3% each) counting a total of 24% of the final grade**. The assignments will follow each of the major milestones of the course. These assignments will be problems or questions from the text. They are a combination of Lesson Reviews and Lesson Activities and/or Labs. They are selected to provide the student with information to understand the concepts discussed. Assignments should be prepared in Microsoft Word and uploaded into the student folder by the due date. Any necessary Visio diagrams should be incorporated within the Word document as part of the document.
2. There will be **eight weekly Forum postings you will need to respond to**. Answers should be 3-4 paragraphs with a **topic sentence** that **restates the question** and **supporting sentences** using the terms, concepts, and theories from the required readings. Each answer should be a **minimum of 250 - 400 words** (about 6 to 8 good sentences). You may **attack, support** or **supplement** other students' answers using the terms, concepts and theories from the required readings. All responses should be a **courteous paragraph** that contains a **topic sentence** with good **supporting sentences**. You may respond multiple times with a continuous discussion with points and counter points. The key requirement is to express your idea and then **support your position using the terms, concepts and theories from the required readings** to demonstrate to me that you understand the material. The Forum postings will count as 20% (2.5% for each discussion posting) of the final grade.
3. There will be a **project paper (21%)** which will be due week 7

All assignments, Forum question responses, and the quiz are due by 12:00 midnight Eastern Time Sunday of the week assigned.

Grade Instruments	Points Possible	% of Final Grade
Assignment (Weeks 1 to 8) (4 points each)	32	32%
Forum Posts (Weeks 1 to 8) (4 points each)	32	32%
Case Study (36 points)		
Create a document retention policy (Week 4)	5	5%
Create a Litigation Hold Notice (Week 5)	5	5%
Create a checklist of procedures (Week 6)	5	5%
Summary Paper (Week 7)	21	21%
TOTAL	100 Points	100%

Case Study Schedule:

- Week 4: Document retention policy due
- Week 5: Litigation Hold Notice due
- Week 6: Checklist of procedures due
- Week 7: Summary Paper

Details of Summary Paper (21%): Prepare a 8-10 page summary paper in Microsoft Word (counts as 21% of the final grade) in APA format with 5-10 references (see writing expectations in the Policies section) (250 words per page). This paper must include the week 4, 5 and 6 assignments as sections of document for grading. Your summary should refer to the prior assignments within the document.

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Grading: The Appendix A – Grading Rubric will be used to evaluate your paper along with the APA manual

APA Tips

- Paragraphs average 3-5 sentences in length
- Reference all statements of fact
- At least 1 reference per paragraph as a rule of thumb
- Font size and style consistent
- No first person (I, we, us, etc.)
- Past tense only
- Double spaced
- First line of paragraph indented

Grading Scale

Please see the [student handbook](#) to reference the University's [grading scale](#).

Course Outline

Week	Topic	Learning Objectives	Reading(s)	Assignment(s) (*Graded)
1	Common concepts in information security, privacy and the law	CO1	Lesson 1 Ch1 Presentation Lesson 2 Ch2 Presentation	Forum: DQ#1* Week 1 Assignment*
2	Basic components and structure of the federal and state court systems	CO2	Lesson 3 Ch3 Presentation Lesson 4 Ch4 Presentation	Forum: DQ#2* Week 2 Assignment*
3	Types of crimes that have evolved due to the use of technology and the laws that are in place to support them	CO3	Lesson 5 Ch5 Presentation Lesson 6 Ch6 Presentation	Forum: DQ#3* Week 3 Assignment*
4	Civil, criminal, common, and administrative law	CO4	Lesson 7 Ch7 Presentation Lesson 8 Ch8 Presentation	Forum: DQ#4* Week 4 Assignment* Week 4 Case Study: Create a document retention policy
5	Issues surrounding jurisdiction that have been created by technology	CO5	Lesson 9 Ch9 Presentation Lesson 10 Ch10 Presentation	Forum: DQ#5* Week 5 Assignment* Week 5 Case Study: Create a Litigation Hold Notice
6	Federal and state laws and legal concepts that affect how governments and organizations think about information security	CO6	Lesson 11 Ch11 Presentation Lesson 12 Ch12 Presentation	Forum: DQ#6* Week 6 Assignment* Week 6 Case Study: Create a checklist of procedures

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7	Privacy on the Internet	CO7	Lesson 13 Ch13 Presentation Lesson 14 Ch14 Presentation	Forum: DQ#7* Week 7 Assignment* Case Study: Prepare a summary of all your findings with Acceptable Originality Report (15 per cent)
8	Information security programs that address the laws and compliance requirements surrounding	CO8	Lesson 15 Ch15 Presentation	Forum: DQ#8* Week 8 Assignment*

Policies

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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](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington, D.C.: American Psychological Association.

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 deducted from your final course grade. Assignments submitted late without a prearranged extension will be subject to a 10% late penalty. **No late assignments will be accepted after the last day of the course.**

Academic Services

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ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

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The Online Library Resource Center 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 Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@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.
- **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.
- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

Selected Bibliography

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Additional Resources

External

- **Center for Intellectual Property**
This reference resource provides resources and workshops for the higher education community on intellectual property and copyright in the digital environment. In addition, this reference also emphasizes on law and policy relating to distance education.
<http://www.umuc.edu/distance/odell/cip/cip.html> (accessed November 9, 2011).
- **Copyright Law in Cyberspace**
This reference resource provides a summary of copyright law in the cyber community.
<http://www.webnovice.com/sep01/copyrightcyberlaw.htm> (accessed November 9, 2011)
- **Crash Course in Copyright**
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<http://copyright.lib.utexas.edu/> (accessed November 9, 2011).
- **Ethics in Computing**
This online reference provides ethical guidelines for IT.
<http://www.infoweblinks.com/content/ethicsincomputing.htm> (accessed November 9, 2011).
- **Ethics in Computing**
This presentation helps students learn ethics in computing.
www.cs.fredonia.edu/~zubairi/s2k6/csit120/ethics1.ppt (accessed April 15, 2010).
- **United States Patent and Trademark Office**
This online resource provides information for research on patent and trademarks.
<http://www.uspto.gov/> (accessed November 9, 2011).

Appendix A – Grading Rubric

All written assignments will be assessed according to this rubric. Note that a score of 0 may be assigned in any category where your work does not meet the criteria for the beginning level.

APUS Assignment Rubric Undergraduate Level 300-400	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1	TOTAL POINTS
FOCUS/THESIS	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well-constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.	10
CONTENT/SUBJECT KNOWLEDGE	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge.	The assignment reveals that the student has a general, fundamental understanding of the Resource. Whereas, there are areas of some concern in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.	20

CRITICAL THINKING SKILLS	Student demonstrates a higher-level of critical thinking necessary for 300-400 level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	20
ORGANIZATION OF IDEAS/FORMAT	Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well- developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence. Student uses at least of 5-7 references in assignment.	Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with a few formatting errors. Assignment contains less than 5 resources.	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. Student uses less than 3 sources or references.	Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to review and revise the assignment.	20
WRITING CONVENTIONS (GRAMMAR & MECHANICS)	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs	20

	understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare a high-quality academic assignment.	and present an above average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a final written product that covers the above-minimal requirements.	student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.	
USE OF COMPUTER TECHNOLOGY/ APPLICATIONS	Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.	Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.	Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.	10
TOTAL POINTS					100