

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.

PSYC507

Course Summary

Course : PSYC507 **Title :** Social Science Perspectives on Cyberdeviance

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This is an introductory course to cyberdeviance with a unique emphasis on the social science components of criminality in cyber settings. Primary topics include the definition of cybercrime, cyberterrorism, cyberwarfare, and cyberbullying with consideration of possible motivation for such occurrences as well the intrapsychic impacts of such circumstances. Further topics include identify theft, hacking, the global implications of cybercrime, child pornography, law enforcement responses to cybercrime, sociological and psychological implications of cybercrime, and the prospective future of cybercrime as technology continues to evolve.

Course Scope:

This course provides students with a foundational understanding of cyberdeviance. It is designed to illustrate the many modalities of cyberdeviance in both National and International contexts. The course also provides an overview of the sociological and psychological impacts of cyberdeviance as well prospective manifestations of cyberdeviance.

Objectives

CO1: Define the role, importance and displays of Cybercrime

CO2: Apply examples of Cybercrime to current events

CO3: Interpret the ways in which Cybercrime impacts society

CO4: Compare and contrast different modalities of Cybercrime

CO5: Evaluate the salient psychological and sociological ramifications of Cybercrime

CO6: Infer future trends of Cybercrime

Outline

Week 1: Introduction to Cyberdeviance

Learning Outcomes

Learning Objectives

- Examine the difficulty associated with defining Cyberdeviance/Cybercrime
- Articulate a definition of Cyberdeviance/Cybercrime
- Examine the evolution of Cyberdeviance
- Identify and express modalities of Cyberdeviance
- Classify and explain modalities of Cyberdeviance
- Assess and characterize the potential impacts of Cyberdeviance (Physical, Psychological, and Social)

Course Objectives Covered

CO1: Define the role, importance and displays of Cybercrime

CO3: Interpret the ways in which Cybercrime impacts society

CO4: Compare and contrast different modalities of Cybercrime

CO5: Evaluate the salient psychological and sociological ramifications of Cybercrime

Required Readings

Reading(s)

- Jewkes, Y. (2007). [Cybercrime](#). In D. S. Clark, *Encyclopedia of law and society*. Sage Publications. Credo Reference
- [Cybercrime](#). (2015). In *The International Encyclopedia of Digital Communication and Society*. CREDO Reference
- Graham, R. S. (2018). [The difference between cybersecurity and cybercrime, and why it matters](#). In *The Conversation*. Credo Reference
- Graham, R. S., & Smith, S. (2020). [Cybercrime and Digital Deviance](#) (1st ed.). Routledge.
- FBI (2020). [Internet Crime Report](#).
- Deseriis, M. (2017). [Hacktivism: On the Use of Botnets in Cyberattacks](#). *Theory, Culture & Society*, 34(4), 131–152.
- Stanciu, V., & Tinca, A. (2017). [Exploring cybercrime – realities and challenges](#). *Journal of Accounting and Management Information Systems*, 16(4), 610–632.
- CSIS. [Significant Cyber Incidents](#)
- Lis, Piotr, and Jacob Mendel. “[Cyberattacks on Critical Infrastructure: An Economic Perspective](#).” *Economics and business review* 5(2) (2019): 24–47.
- Kammoun, Niaz, Ahmed Bounfour, Altay Özyaygen, and Rokhaya Dieye. (2019) [Financial Market Reaction to Cyberattacks](#). *Cogent economics & finance* 7(1) (: 1645584–.

Assignments

Week I Discussion

Recommended Media

Multimedia:

- TED talk. [Cybercrime](#): Caleb Barlow. Summary: Cybercrime netted a whopping \$450 billion in profits last year, with 2 billion records lost or stolen worldwide. Security expert Caleb Barlow calls out the insufficiency of our current strategies to protect our data. His solution? We need to respond to cybercrime with the same collective effort as we apply to a health care crisis, sharing timely information on who is infected and how the disease is spreading. If we're not sharing, he says, then we're part of the problem.
- Podcast: [Darknet Diaries](#): This is a podcast about hackers, breaches, shadow government activity, hacktivism, cybercrime, and all the things that dwell on the hidden parts of the network. This is Darknet Diaries
- PBS. Frontline. [Hackers](#)

Week 2: Cyberterrorism

Learning Outcomes

Learning Objectives

- Effectively articulate a definition of Cyberterrorism
- Identify and express modalities of Cyberterrorism
- Identify and review recorded attacks
- Analyze and critique current methods of Cyberterrorism threat assessments

Course Objectives Covered

CO1: Define the role, importance and displays of Cybercrime

CO2: Apply examples of Cybercrime to current events

CO3: Interpret the ways in which Cybercrime impacts society

CO4: Compare and contrast different modalities of Cybercrime

CO5: Evaluate the salient psychological and sociological ramifications of Cybercrime

Required Readings

Reading(s)

- [Cyberterrorism](#). (2011). In *The SAGE Encyclopedia of Terrorism*.
- Zaharia, M. (2014). [A Paradigm Shift in Cyberspace Security](#). In *Emerging Trends in ICT Security* (pp. 443–451). Chapter 26, Via O'Reilly
- Congressional Research Service (CRS). [Cyberwarfare and Cyberterrorism: In Brief](#)
- Minchev, Z, and M Bogdanoski. [Countering Terrorist Activities in Cyberspace](#). Amsterdam: IOS Press, Incorporated, 2018. [downloads as a PDF, doesn't appear restricted]
- Jarvis, L., Macdonald, S., & Nouri, L. (2014). [The Cyberterrorism Threat: Findings from a Survey of Researchers](#). *Studies in Conflict and Terrorism*, 37(1), 68–90.
- [Terrorist Use of Cyberspace and Cyber Terrorism : New Challenges and Responses](#) Amsterdam, Netherlands: IOS Press, 2015. [downloads as PDF]
- Reveron, Derek S. [Cyberspace and National Security : Threats, Opportunities, and Power in a Virtual World](#), 2012.
- Lee, Claire Seungeun, Kyung-Shick Choi, Ryan Shandler, and Chris Kayser. "[Mapping Global Cyberterror Networks: An Empirical Study of Al-Qaeda and ISIS Cyberterrorism Events](#)." *Journal of contemporary criminal justice* 37, no. 3 (2021): 333–355.
- Eleni Kapsokoli. "[The Transformation of Islamic Terrorism Through Cyberspace: The Case of ISIS](#)." In *European Conference on Cyber Warfare and Security*, 677–XV. Reading: Academic Conferences International Limited, 2019.
- Marsili, M. (2019). [The War on Cyberterrorism](#). *Democracy and Security*, 15(2), 172– 199.
- Jarvis, L., Macdonald, S., & Whiting, A. (2017). [Unpacking cyberterrorism discourse: Specificity, status, and scale in news media constructions of threat](#). *European Journal of International Security*, 2(1), 64–87.

Assignments

Week II Discussion

Recommended Media

Multimedia

- Video: Matthew Olsen, IronNet Cybersecurity. (2018). RSAC TV: [The Future of Cyberterrorism](#). Summary: The global terrorist movement have spread and evolved in the past several years, becoming more complex and challenging for US officials. Increasingly, terrorist groups, like ISIS and al-Qaida, are looking to build their capabilities to carry out cyberattacks. This session will address these urgent questions: what is the nature of this threat, how is it growing and how should we respond?

Week 3: Cyberwarfare

Learning Outcomes

Learning Objectives

- Effectively articulate a definition of Cyberwarfare
- Compare, contrast, and differentiate Cyberwarfare with Cyberterrorism
- Identify and assess psychological weapons of Cyberwarfare
- List and cite common defense mechanisms

Course Objectives Covered

CO1: Define the role, importance and displays of Cybercrime

CO3: Interpret the ways in which Cybercrime impacts society

CO4: Compare and contrast different modalities of Cybercrime

CO5: Evaluate the salient psychological and sociological ramifications of Cybercrime

Required Readings

Reading(s)

- Bernik, I. (2014). [Cybercrime and cyberwarfare](#). Wiley-Blackwell. [Chapters 1 and 2](#).
- Marvel, E. M. (2010). [China's cyberwarfare capability](#). Nova Science Publishers.
- Almeida, V. A. F., Doneda, D., & de Souza Abreu, J. (2017). [Cyberwarfare and Digital Governance](#). IEEE Internet Computing, 21(2), 68–71. <https://doi.org/10.1109/MIC.2017.23>
- Andress, J., & Winterfeld, S. (2011). [Cyber Warfare: Techniques, Tactics and Tools for Security Practitioners](#). Chapters 1 and 7. Elsevier Science & Technology Books.
- Andrew Ruef, Jana Shakarian, & Paulo Shakarian. (2013). [Introduction to Cyber- Warfare](#). Chapters 2 and 3. Syngress.

Assignments

Week III Discussion

Recommended Media

Multimedia

- TED Talk. [Defining Cyberwarfare: In Hopes of Preventing it](#) (3:36)
- TED Talk. [Governments Don't understand Cyberwarfare: We need Hackers](#)

Week 4: Cyberbullying and Cyber Aggression

Learning Outcomes

Learning Objectives

- Identify specific displays of Cyberbullying

- Examine the relationship between Cyberbullying and Teens
- Identify and list common platforms for Cyberbullying
- Effectively articulate a definition of Cyber Aggression
- Identify displays of Cyber Aggression
- List the psychological impact of harassment and bullying in the Cyber Arena

Course Objectives Covered

CO3: Interpret the ways in which Cybercrime impacts society

CO4: Compare and contrast different modalities of Cybercrime

CO5: Evaluate the salient psychological and sociological ramifications of Cybercrime

Required Readings

Reading(s)

Definitions

- Runions, K. C., Bak, M., & Cross, D. (2018). [Cyber Aggression](#). In R. J. R. Levesque, *Encyclopedia of adolescence* (2nd ed.). Springer Science+Business Media. Credo Reference
- Bauman, S., & Bauman. (2012). [Cyberbullying](#). In *Encyclopedia of diversity in education*. Sage Publications. Credo Reference
- Nickerson, A., Guttman, D., & VanHout, S. (2018). [Bullying and cyberbullying prevalence as a form of violence in education](#). In H. Shapiro (Ed.), *Wiley handbooks in education: The Wiley handbook on violence in education: forms, factors, and preventions*. Wiley. Credo Reference

Articles:

- Ranney, M. L., Pittman, S. K., Riese, A., Koehler, C., Ybarra, M. L., Cunningham, R. M., Spirito, A., & Rosen, R. K. (2020). [What Counts?: A Qualitative Study of Adolescents' Lived Experience With Online Victimization and Cyberbullying](#). *Academic Pediatrics*, 20(4), 485–492.
- Wolke, D., Lee, K., & Guy, A. (2017). [Cyberbullying: a storm in a teacup?](#) *European Child & Adolescent Psychiatry*, 26(8)
- Awan, Imran., and Brian. Blakemore. [Policing Cyber Hate. Cyber Threats and Cyber Terrorism](#) London ; Routledge, 2016.
- Hoff, D. L., & Mitchell, S. N. (2009). [Cyberbullying: causes, effects, and remedies](#). *Journal of Educational Administration*, 47(5), 652–665. <https://doi.org/10.1108/09578230910981107>
- Espelage, D. L., & Swearer, S. M. (2011). [Bullying in North American schools](#) (2nd ed.). Routledge. <https://doi.org/10.4324/9780203842898>
- Sutton, A. (2014). [The impact of cyberbullying on psychological distress among adolescents](#). ProQuest Dissertations Publishing.

Assignments

Week IV Midterm Essay

Recommended Media

Multimedia

- TED Talk. [Cyberbullying](#) (Impact)
- TED Talk. [Psychological Perspectives On Cyberbullying Perpetration](#)

Week 5: Identity Theft & Cyber-Deception

Learning Outcomes

Learning Objectives

- Identify and characterize types of online scams
- Examine the modalities of and motivations for phishing
- Identify common forms of debit and credit fraud
- Explore forms of sales and investment fraud
- Identify forms of internet dating deception
- Examine possible relationships between the COVID-19 outbreak and cybercrime
- Discuss the potential psychosocial ramifications associated with Cyber-Deception

Course Objectives Covered

CO1: Define the role, importance and displays of Cybercrime

CO2: Apply examples of Cybercrime to current events

CO3: Interpret the ways in which Cybercrime impacts society

CO4: Compare and contrast different modalities of Cybercrime

CO5: Evaluate the salient psychological and sociological ramifications of Cybercrime

CO6: Infer future trends of Cybercrime

Required Readings

Reading(s)

- Chinthapalli, K. (2017). [The hackers holding hospitals to ransom](#). BMJ, 357, j2214–.
- Wagner, L. (2011). [Disharmony and Matchless: Interpersonal Deception Theory in Online Dating](#). ProQuest Dissertations Publishing.
- Paquet-Clouston, M., Haslhofer, B., & Dupont, B. (2019). [Ransomware payments in the Bitcoin ecosystem](#). *Journal of Cybersecurity*, 5(1).
- Hull, G., John, H., & Arief, B. (2019). [Ransomware deployment methods and analysis: views from a predictive model and human responses](#). *Crime Science*, 8(1), 1–22.
- Manning, P. (2018). [Madoff's Ponzi investment fraud: a social capital analysis](#). *Journal of Financial Crime*, 25(2), 320–336.
- Whitty, M. T., & Buchanan, T. (2016). [The online dating romance scam: The psychological impact on victims – both financial and non-financial](#). *Criminology & Criminal Justice*, 16(2), 176–194.
- Abroshan, H., Devos, J., Poels, G., & Laermans, E. (2021). [Phishing Happens Beyond Technology: The Effects of Human Behaviors and Demographics on Each Step of a Phishing Process](#). *IEEE Access*, 9, 44928–44949.
- Broshan, H., Devos, J., Poels, G., & Laermans, E. (2021). [COVID-19 and Phishing: Effects of Human Emotions, Behavior, and Demographics on the Success of Phishing Attempts During the Pandemic](#). *IEEE Access*, 9, 121916–121929.
- Williams, E. J., & Polage, D. (2019). [How persuasive is phishing email? The role of authentic design, influence and current events in email judgements](#). *Behaviour & Information Technology*, 38(2), 184–197.

Assignments

Week V Discussion

Week 6: Child Pornography and Pedophilia

Learning Outcomes

Learning Objectives

- Identify the ways in which underage pornography is shared and distributed
- Examine and list forms of grooming and sexual advances towards minors
- Compare, contrast, and critique current legislation and ethical standards
- Describe current accessibility issues and preventative measures
- Examine evidence-based psychological interventions for victims

Course Objectives Covered

CO2: Apply examples of Cybercrime to current events

CO3: Interpret the ways in which Cybercrime impacts society

CO4: Compare and contrast different modalities of Cybercrime

CO5: Evaluate the salient psychological and sociological ramifications of Cybercrime

CO6: Infer future trends of Cybercrime

Required Readings

Reading(s)

- Roderick S. Graham, & 'Shawn K. Smith. (2020). [Cybercrime and Digital Deviance](#). [Routledge](#). Chapter 3, p. 56, "The Distribution and Consumption of Online Child Pornography" [Can print 60 pages at a time/ "borrow" online for 7 days]
- Gillespie, A. A. (2018). [Child pornography](#). *Information & Communications Technology Law*, 27(1), 30–55.
- O'Donnell, I., & Milner, C. (2012). [Child Pornography Crime, Computers and Society](#). Taylor and Francis. [Can "borrow" online 21 days or view in browser]
- Eggstein, J., & Knapp, K. (2014). [Fighting Child Pornography: A Review of Legal and Technological Developments](#). *The Journal of Digital Forensics, Security and Law*, 9(4), 29–48.
- Steel, C. M. . (2015). [Web-based child pornography: The global impact of deterrence efforts and its consumption on mobile platforms](#). *Child Abuse & Neglect*, 44, 150–158.
- Gottfried, E. D., Shier, E. K., & Mulay, A. L. (2020). [Child Pornography and Online Sexual Solicitation](#). *Current Psychiatry Reports*, 22(3), 10–10.

Assignments

Week VI Discussion

Week 7: Sociological and Psychological Impact of Cybercrime

Learning Outcomes

Learning Objectives

- Discuss and detail the sociological components of Cybercrime
- Discuss and detail the psychological components of Cybercrime
- Infer potential future trends associated with Cybercrime

Course Objectives Covered

CO2: Apply examples of Cybercrime to current events

CO3: Interpret the ways in which Cybercrime impacts society

CO4: Compare and contrast different modalities of Cybercrime

CO5: Evaluate the salient psychological and sociological ramifications of Cybercrime

CO6: Infer future trends of Cybercrime

Required Readings

Reading(s)

- Huang, W., & Wang, S. Y. K. (2010). [Emerging cybercrime variants in the Socio- Technical space](#). In *Social Computing: Concepts, Methodologies, Tools, and Applications* (pp. 1740-1753). IGI Global.
- Kowalski, R. M., & Limber, S. P. (2013). [Psychological, Physical, and Academic Correlates of Cyberbullying and Traditional Bullying](#). *Journal of Adolescent Health*, 53(1), S13–S20.
- Munanga, A. (2019). [Cybercrime: A New and Growing Problem for Older Adults](#). *Journal of Gerontological Nursing*, 45(2), 3–5.
- Pasculli, L. (2020). The global causes of cybercrime and state responsibilities. [Towards an integrated interdisciplinary theory](#). *Journal of Ethics and Legal Technologies*, 2(1).
- Schneider, K. (2012). [Cyberbullying, School Bullying, and Psychological Distress: A Regional Census of High School Students](#). *American Journal of Public Health*, 102(1), 171–177
- Siddiqua, R., Sahni, S. P., & Faruk, M. O. (2020). [Cyber Violence Victimization: Nature of Psychological Impact on Victims](#). *Journal of Humanities and Social Science*, 25(6).

Assignments

Week VII Final Paper

Week 8: The Future of Cybercrime in a Social Science Context

Learning Outcomes

Learning Objectives

- Identify, examine, and predict prospective issues
- Investigate and infer prospective legislation and criminal punishment
- Identify, list, and predict prospective modalities and evolution

Course Objectives Covered

CO2: Apply examples of Cybercrime to current events

CO3: Interpret the ways in which Cybercrime impacts society

CO5: Evaluate the salient psychological and sociological ramifications of Cybercrime

CO6: Infer future trends of Cybercrime

Required Readings

Reading(s)

- Choi, K. S., & Lee, C. S. (2018). The present and future of cybercrime, cyberterrorism, and cybersecurity. *International Journal of Cybersecurity Intelligence & Cybercrime*, 1(1), 1-4.
- International Cyber Security Protection Alliance (ICSPA). [Scenarios for the Future of Cybercrime](#) - White Paper for Decision Makers
- CRS Report. [Cybercrime: Conceptual Issues for Congress and U.S. Law Enforcement Interventions](#), Policies, and Future Research Directions in Cybercrime. (2016). In *The Wiley Handbook on the Psychology of Violence*.
- Carlo Munoz. (2020). [Smart cyber: AI and the future of cyberwarfare](#). *International Defense Review*, 53(11).

Evaluation

Discussions

Weekly dialogue with classmates based on engagement with assigned course readings and/or related multimedia will take place in the online classroom on designated discussions. While designed to promote lively discourse within a community of fellow learners, the dialogues are academic in nature and require a scholarly orientation.

Assignments

For each assignment, please ensure that your work is in APA format, Times New Roman, with size 12 font, double spaced with 1- inch margins, and includes a title page and reference page. Each assignment should integrate a minimum of five supportive scholarly citations and references to support content and conclusions. Please proofread for grammar and spelling.

Specific instructions for each assignment can be found in the Assignments Tab. Please use the [APA Student Paper Template](#) for your essays.

Midterm Essay (Week 4)

For this essay students are expected to compose a 5-7-page essay on cyberbullying.

Final Paper (Week 7)

In this essay, students will compose a 7-9-page essay on psychological and sociological impacts of cybercrime.

Grading:

Name	Grade %
Discussions	50.00 %
Week 1: Introduction	8.33 %
Week 2: Cyberterrorism and Motivation	8.33 %
Week 3: Cyberwarfare	8.33 %
Week 5: Identity Theft and Cyber-deception	8.33 %
Week 6: Child Pornography is the Cyber Realm	8.33 %
Week 8: Future of CyberCrime	8.33 %
Assignments	50.00 %
Week 4: Midterm - Cyberbullying and Psychological Intervention	25.00 %
Week 7: Final Paper - Sociological and Psychological Impacts of Cybercrime	25.00 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

ISBN: ERESERVE NOTE

Supplemental and Required Reading

There is no textbook for this course. You will use the supplemental and required readings in addition to the content in each weekly lesson to complete your forums and assignments.

Course Guidelines

Citation and Reference Style

It is expected that graduate students will exhibit advanced level critical thinking; the ability to synthesize multiple sources of information, writing skills and academic integrity in all course activities. With the exception of discussion forum posts, assignment submissions completed in a narrative essay or composition format may not be written in first or second person ("I" or "you"). All writing must follow the citation and reference style established by the *Publication Manual of the American Psychological Association, 7th edition* (2019), in size 12 Times New Roman or Sans Serif font, double-spaced with 1" margins on all sides of the page and include a cover page with the following centered vertically and horizontally: Assignment Title, Student Name, University Affiliation, Course Name and Number, Date of Submission, Instructor's Name, Assignment Due Date. Each page must have a header with the respective page number. **A running head with the title of the paper is no longer required.**

The following websites are extremely informative regarding the recent 2019 manual: <https://apastyle.apa.org/>
<https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/g

With the *rare* exception of briefly quoting specific statistical research findings, in which case the publication's author and year date of publication must be properly cited with quoted material placed inside quotation marks, all paper content based on published material must be paraphrased (i.e., summarized in the student's own words) with correct source citations properly formatted in APA style. Copying of any kind and/or failure to source credit will result in an assignment score of zero with any repeat instances causing a failing course grade without option for revision and resubmission.

Unless otherwise instructed for individual assignments, students *may not* use encyclopedias, such as Wikipedia or Encarta, dictionaries, blogs, opinion slanted news media outlets, Ask.com, About.com, WebMD or other commercial websites, and only scholarly, peer reviewed journals, vetted government reports, or other reliable, scholarly sources must be used for assignment completion.

Tutoring

[Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments – APUS Late Policy

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after

the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work. **Academic Dishonesty**

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

Some assignments may have very specific requirements for formatting (such as font, margins, etc.) and submission file type (such as .docx, .pdf, etc.). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

It is the student's responsibility to ensure that all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.

"Substantive" means comments that contribute something new and important to the discussion. Thus, a message that simply says "I agree", even if wordy and thus, meets the length requirement, is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.

As a class, if we run into conflicting viewpoints, we must respect each other as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.

Quizzes and Exams

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will respond to student communications within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.