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Purpose

Throughout the semester you will be paired with a group to complete three projects related to cyber security. The purpose of these projects are to:

1. Provide an opportunity for each student to prove they have mastered the Course Learning Outcomes (CLOs) for CIT 171:
 - a. Use vocabulary and concepts of cybersecurity to communicate best practices to different audiences.
 - b. Recommend common technology tools to manage risks, address threats, and mitigate vulnerabilities.
 - c. Analyze/choose strategies to manage trust, access, and privacy in digital accounts.
 - d. Relate/**explain** [to others] tactics for recognizing and combating social engineering [and general cyber] attacks.
 - e. Appreciate security challenges in their everyday life and choose to manage their information assets more carefully.
2. Provide an opportunity for each student to implement the [BYU-I Learning Model](#):
 - a. Prepare.
 - b. Teach One Another.
 - c. Ponder and Prove.
3. Provide an opportunity for each student to gain real world experience in professional workplace skills, including but not limited to:
 - a. Leadership.
 - b. Time Management.
 - c. Delegation.
 - d. Conflict Resolution.
 - e. Improvement Plans.

Schedule

Your projects are due according to the following schedule. Exact due dates can be found in Canvas and take precedent over this packet.

Week 3

Your goal this week should be to get to know your team and create a plan for solid group communication. Many students prefer to use something like Discord, Slack, or Teams to communicate outside of class time. Regardless of what you choose, make sure all your team members are added to and familiar with the tool.

Week 6

Your first group project is due. This project should give priority to material learned weeks 1–6 of this semester.

Week 9

Your second group project is due. This project should give priority to material learned weeks 7–9 of this semester but will also incorporate material from the previous weeks.

Week 12

Your third group project is due; check canvas if the due date has been extended. This project can include material learned weeks 10–12 of this semester, but will **mostly** incorporate material from the previous weeks, since the last few weeks are enterprise heavy and not easily relatable to your target audience.

Instructions

Your three group projects place you in a fictional scenario that requires you to use security skills similar to real life security positions. Here is your scenario:

You and your teammates have recently been called to serve as Stake Technology Specialists, and each of you have faithfully and enthusiastically accepted the calling. When he extended this call to you, the Stake President informed you that he has seen an increase in the number of families in the Stake that have been conned by scammers and phishers. Members have had their computers infected with malware, their homes broken into, money stolen from their bank accounts, or were victims of other types of fraud. After prayerful consultation with his counselors and the Stake High Council, he has asked your team to work together as a committee to prepare teaching materials that will help families in the Stake learn and teach each other to safeguard their digital lives.

When starting a new project please keep in mind that **every project** you turn in will require the following:

- You will create a presentation and some kind of supporting handout for each project.
- Your presentation and handout(s) should compliment each other, but they are **distinct** resources and should not appear to be a copy-pasted/ reformatted version of the other.
- It would be appropriate to include scriptures / gospel instruction.
- Use Google Slides for the presentation; do not forget to cite your sources.
- Use Google Docs for any handout(s) / information guide(s) / study guide(s).
- Do not allow anonymous editing of your Slides or Docs. Require users to be signed-in to edit and add each team member by their personal Gmail address or student email address; which is also linked to Google if you were unaware.
- Keep the demographic of your audience in mind; age, skill level, concerns, etc. Help them understand the **who, what, when, where, why**, and **how** of security dangers. Help them understand **what** to protect and **how** to protect it when appropriate.
- Slide presentations should be downloaded and submitted as a PDF. Your handout should be downloaded and submitted as a PDF, ODT, DOC, or DOCX.

Project Scenarios

Week 6 Senario

Prepare lesson materials for Bishops to use in a fifth-sunday combined Priesthood and Relief Society lesson focused on social engineering. The Bishops will discuss how scammers use social engineering principles and techniques, and how families can protect themselves from being scammed. Remember to incorporate other appropriate material from the semester as well as outside research. Social engineering is the focus, but introducing and weaving in other concepts (CIA triad, Threat Actors, Malware, etc.) will help your audience better understand why and how to protect themselves.

Week 9 Senario

Your team will collect and prepare resources to be used by households in a special Family Home Evening (FHE) lesson* about online/ offline privacy and social media. Grandparents, parents, and children must be prepared to teach each other about online safety: What items are good to share online versus what information should be restricted. **Keeping the demographics of your audience in mind will be extremely important for this project!** Every family is different (big, small, with or without kids, with or without grandparents, with or without technology experience, etc.) and you must account for this. Remember to incorporate other appropriate material from the semester as well as outside research.

* It may not be common for a family to use a Slides / Powerpoint presentation for FHE but assume that your presentation will be used by every family. Your presentation could focus on helping parents teach the rest of the family, but your group will then need to have several other handouts to ensure you reach all demographics.

Week 12 Senario

The Stake Presidency has decided to conduct a Stake Fireside about the material you have learned in this course. The fireside should also include an emphasis on online financial transactions: How people can more carefully protect their banking and other online accounts. Your team will conduct this fireside, provide the training, and be prepared for a live question and answer session. The entire Stake and local community will be invited. Remember to incorporate other appropriate material from the semester as well as outside research. It will be extremely important to include material and topics from earlier in the semester. You should cover several topics, not just online financial transactions and accounts.

FAQs

Do we have to follow any specific format?

No, however your instructor expects something professional and of high quality. You might consider something like MLA or APA when / where appropriate. Don't forget you need to cite your sources when appropriate, like images or outside sources used in your presentation. This can be done in-line or with a works cited slide(s).

Why are we not allowed to pick our own teams?

To provide you with the opportunity to practice professional skills in a team setting; communication, delegation, conflict resolution, etc. In the workplace you will not always have the luxury to choose your own team so this provides you with an opportunity to practice your team skills now. This is also an opportunity to use the BYU-I Learning Model.

What if someone is not participating or pulling their weight?

Remember the purpose of these projects, specifically purpose number two, the BYU-I Learning Model. Do what you can as a team to be professional and practice applying team / management skills. If conditions are not improving, notify your instructor via email. Do not forget to include your group number and team member names in the email. Your instructor may step in and help resolve issues, reassign or split teams, and reduce the scores of individual members. Do not wait until a project's due date to raise concerns with your instructor!

What does an A project look like / how do I get an A on every project?

Grading your group projects is subjective and up to your instructors interpretation and opinion. In general an A project is any project that is professionally (style, contrast, grammar, spelling, cited sources, etc.) done.

Copy-pasting definitions and reiterating the same material as your lectures will not earn you top scores. **Make the material your own and seek out additional information.** In general great projects meet the following criteria:

1. Addresses not just the project scenario but also includes any other appropriate material to magnify your audience's learning experience. Where all material:
 - a. Is accurate and factual,
 - b. Appropriate for the demographic, and
 - c. Added in a logical sense that aids the flow of your presentation.
2. Shows your team's mastery of the material learned in the previous weeks of lecture.
3. Demonstrates your team's understanding and execution of the Course Learning Outcomes (CLOs) for CIT 171; see the Purpose section for more information.

For further guidance please see the *What an A Project Looks Like* section in the *W03 Group Project: Overview*.