**Term Paper**

**Security Issues White Paper**

Choose an area of information security management, ethics, or privacy that interests you and research it through the electronic media and the library. Discuss the topic with your instructor as soon as possible in the term for counsel and approval. Write about a ten page (or more), 1.5-spaced paper on the subject. A bibliography of references must be included.

**Your goal should be to address a managerially significant issue and to propose an action plan to address it.** Examples of interesting topics might be: “Security Aspects of Peer-to-Peer Computing (or IM or Cloud Computing)”, “The Impact of Wireless on Corporate (or Home) Networks”. The two-third paper should be devoted to the issue, and the rest should be dedicated to an action plan.

For this assignment you will need to choose one partner.

The paper should have the following format:

* 12pt, Times New Roman, 1.5 Spaced
* The file naming convention: last name, first initial, underscore, assignment, and extension (ImG\_Topic.docx).

First page should contain the following:

* Team member names, Instructor’s Name, Due date

**Due Dates**

* Presentation: Monday, Dec. 5, 2011 (*This is cancelled.*)
* Paper: Monday, Dec. 5, 2011, 5:30 PM

**Evaluation Criteria**

|  |  |
| --- | --- |
| ***Criteria*** | ***Point*** |
| Writing Assignment | 30 |
| Coherence | 30 |
| Reasoning Units | 20 |
| Error Interference | 10 |
| Following Instructions | 10 |
| *Total* | *100 %* |

**Sample Topics**

* Social engineering
* Insider threats
* Cloud computing and security
* Mobile computing and security
* Social media and security
* Hacker black market
* Cyber war
* Non-traditional hacking
* Application and platform security
* Enterprise data protection
* National infrastructure security
* Security policies

**Plagiarism**

Plagiarism is not tolerated and must be avoided at all costs. Follow the links for guide:

<http://louisville.edu/writingcenter/resources-for-faculty/plagiarism-1.html>

<http://owl.english.purdue.edu/owl/resource/589/01/>

<http://www.plagiarism.org/>

# Evaluation Criteria for the Write-up

The written paper will be graded on the following:

**Assignment**: How effectively does the writing fulfill the task assigned?

**Coherence**: How effectively does the writing form a meaningful whole, developing ideas that connect coherently one to the next?

**Reasoning Units**: How effectively does the writing assert claims and provide support?

**Error Interference**: Do severe and/or frequent errors interfere with the communication and/or damage the writer's credibility? You will be graded on grammar and punctuation.

Be sure to use a spell checker. If English is not your spoken language, please have the paper reviewed for form and grammar.

**High Impact Writing Characteristics**

Paragraph Length. Paragraphs are no longer than three to four sentences; use one sentence paragraphs to emphasize important information (Felker, Redish and Peterson, 1985)

Headings and Subheadings. Major headings and subheadings telegraph major sections of relevant information (Redish, 1989).

Lists and Bullets. These graphic aids highlight significant information, break out statistical information and lay out complicated chronological sequences. (Benson, 1985, Rubens, 1986).

Internal Previews. At the beginning of long issue sections, an internal preview provides a quick overview of the major points that will follow (Redish, Battison, and Gold, 1985).

Proximity of Subject-Verb-Object. Keeping subjects, verbs, and objects within clauses close to each other avoids strain on the audience’s short-term memory (Fodor and Garret, 1967).

Active Verbs. When ever appropriate, active verbs put the agent of the action up front (Mirel, 1988; Selzer, 1983).

Explicit Transitional Tags. Clearing temporal transitional tags, such as “after” and “next,” and “then,” makes it easier for readers to grasp relationships between ideas (Guillemette, 1987).

# Writing Assignment Tool

# 100% Handles the assignment thoroughly, identifying several main points and exploring them in some depth.

* 90% Handles the assignment quite thoroughly, identifying and explaining issues clearly.
* 80% Handles the assignment, identifying some main points and providing some explanation.
* 70% Begins to handle the assignment, but may raise issues without explaining them adequately; may digress; or may narrowly identify and analyze a single issue.
* 60% Asserts main point without backing it up; may focus on insignificant aspects of the subject.
* 50% No significant treatment of subject. Loose collection of others , ideas.

## Coherence Tool

* 100% Text forms meaningful whole with a logically developed controlling idea. Rereading is unnecessary .
* 90% Text largely forms meaningful whole with a logically developed controlling idea. Rereading is rarely necessary
* 80% Text forms some sense of meaning around a central idea with general movement from one passage to the next. Occasional rereading may be necessary.
* 70% Some passages hold together but do not form a meaningful whole. Cohesive devices may not compensate for lack of overall meaning. Frequent rereading is necessary.
* 60% Many passages do not hold together; no sense of meaningful whole. Some passages remain unclear even after rereading.
* 50% Passages are disjointed with no overall sense of meaning. Entire text requires rereading; many passages remain unclear.

# Reasoning Units Tool

* 100% Reasoning units, consisting of claims and support, are logical, credible, and complete. Support is relevant to claims, varied, concrete, and engaging.
* 90% Reasoning units, consisting of claims and support, are logical and credible. Claims are explicitly stated and sufficiently explained.
* 80% Reasoning units, consisting of claims and supports, are adequate. 3 Reasoning units are incomplete or inadequate. Claims are undeveloped with little or no support; support is reasonably relevant to claims.
* 70% Claims may be vague, difficult to find, insignificant, or irrelevant.
* 60% No claims; no support.

## Error Interference Tool

* *Disruptive Errors* (unintelligible sentences, omitted words/phrases, unclear pronoun references, incorrect verb forms, run-on sentences, wrong words) *tend to make the reader's task more difficult.*
* *Credibility Errors*(e.g. faulty subject/verb agreement, some punctuation errors, spelling errors) do not usually disrupt communication, , but they *tend to reflect negatively on the writer 's credibility, reducing the reader 's confidence in the writer has to say.*