**ICS382/CYBR 332—Computer Security**

Department of Computer Sciences and Cybersecurity

Metropolitan State University

**Summer 2021**

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| **Instructor** | Jennifer Grant, Ph.D. |
| **Office Hours** | By Email or Online Chat by Appointment at mutually agreed convenient times |
| **Email** | Jennifer.Grant@metrostate.edu  Always use the prefix ICS/CYBR-382 to all e-mail messages related to the course |

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| **Course Information Classroom Location** | Online; 4 credits |
| **Class Time** | Online |
| **Course Dates** | 5/7-8/15/21 |
| **Class Webpage** | On Desire2Learn ([D2L](https://metrostate.learn.minnstate.edu/)) |
| **Prerequisite** | ICS 141—Programming with Objects AND  MATH 215—Discrete Mathematics OR  CFS 280—Introduction to Computer Forensics |
| **Textbook Bundle and Resources (required)** | 1. **http://www.jblearning.com/covers/full/128411645X.jpgTextbook:** David Kim and Michael G. Solomon, Fundamentals of Information Systems Security, Jones & Bartlett, 2018 (ISBN: 9781284141825) 2. **Virtual labs:** V-Cloud Lab Access (ISBN: 9781284159714)   Select one of the following textbook/lab access bundles (available via the bookstore)   1. **Print Bundle (includes Print book and V-Cloud Lab Access Code)** 2. **E-Bundle (includes E-book and V-Cloud Lab Access Code)** 3. Or you may purchase **only** the lab access code for **V-Cloud Lab** from the bookstore.   All options will provide you with an access code that will give you access to the V-Cloud Lab resource (**MANDATORY**).  When you redeem your access code at jblearning.com you will need to provide this course code: **Course Code for vCloud Labs = DEB539**  Course ID for Navigate 2: 292347 |

**Catalog Description of the Course**

This course introduces computer security aspects of computer systems. The course presents a current technical look at computer system strengths and vulnerabilities, and techniques to effectively protect these assets. Topics include security threats, security management, operating systems, and network firewall and security measures.

**Course Outcome**

* Comprehend emerging issues related to adequate security management of information and computing resources.
* Explain computer and information security issues using technical vocabulary.
* Recognize information and computing asset security threats and vulnerabilities.
* Understands and can discuss basic concepts of security management, the technical characteristics of threats and technical solutions.
* Familiar with example technologies employed to provide security controls over information and computing resources.
* Can use cybersecurity products to provide asset protection

**Major Course Activities**

This is a fully online course in which all of the instructional materials and activities are delivered through D2L, and/or other internet-based media.

* Student learning will be enabled by textbook reading, PowerPoint Slides, Case Studies, Individual and group assignments, hands-on exercises and quizzes. For each chapter, there will be assignments including quizzes, and practical exercises. These assignments are due each week.
* Learning will be self-directed and participative. Evaluation of learning will be based on the quantity and quality of student (self-directed) study reflected by completing all assignments, and examinations. The participation part of the grade will be determined by the assignments, and how well students actively participate in other exercises (if any) to be announced throughout the semester. We will engage in this type of learning activity through the Discussion Forum part of D2L.
* Students are expected to (electronically) complete the assigned readings and learning exercises during the week the assignment is due.
* Students are expected to play an active role in different learning activities including posting and answering class related questions on the discussion forum. Active participation is encouraged and expected.

The following table depicts major course activities:

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| --- | --- |
| Individual Video | * You are required to make a video of yourself discussing a topic of your choice that is related to Computer Security and/or other security related issues. This could be a demonstration of tool(s) or a discussion of a new topic. * You must post your individual video **proposal** in the appropriate discussion forum by the deadline, as mentioned in the course calendar. Please use the video title as the subject of your posting. Failure to do so will incur a penalty resulting in a reduced grade. Please refer to the course calendar regarding the video proposal submission deadline. * By the deadline, please upload your video to YouTube or Vimeo and post your **video link (URL)** on D2L under the same **discussion thread** that you used for video proposal. There is no need to submit any paper based report for this project. Make sure that your YouTube video privacy setting is **NOT** set to **Private** and your video is accessible by anyone. A grade of **zero** will be assigned if the instructor cannot view it. * Your video will be assessed based on the overall quality of the project. For example, if your video is only based on PowerPoint, you will not get full points. PowerPoint accompanied with hands-on demonstration, selected topic, and creativity will make you qualified for the maximum possible points. Few examples can be seen [here](https://www.youtube.com/watch?v=eyyj4UpjV5s) or can be found by searching YouTube using the keywords ICS382, ICS490, or Metrostate. * Following are some guidelines to create and upload the video: * The video must be **at least 10 minutes** long. * You can use any video editing software of your own choice. * Your face must be completely visible most of the time. This is to make  sure that you are the one doing the presentation. * You can use PowerPoint or any other presentation software. * Select a suitable title and description that reflects the content of the video. * At the start of the video, you should announce that you are doing this as  a part of Computer Security course, your name, and your instructor name. * Due to the nature of presented topics, introduce a disclaimer that this video is solely for the educational purpose and that you are not liable for any damages that could be caused using these demonstrations. * Start with a brief discussion of what this video is about, followed by any demo/implementation. In the end properly conclude your video. * If applicable, video Category should be Education, How To, or Science  and Technology. * In order for people to be able to find your video, use proper **keywords** in the Tag section. You can use your name, instructor name, class number, Metrostate University, and any other important keywords. * Try to introduce some humor to make it funny so that people don’t get bored. * **Individual Video Reviews:** You are required to review and provide comments on the D2L site of at least 3 of your classmate’s Individual Video’s. |
| Group Project | * Please form a group, select the group leader, and send the **group project proposal** by the indicated deadline. Failure to do so will incur a penalty resulting in a reduced grade. * The groups must comprise of **no more than 4 students** working together  throughout the course sessions. * The group projects may require substantial amount of **research work**  towards the review, implementation, and/or demo of any issues related to computer security. Accordingly, the group is asked to clearly differentiate and understand the requirements of this group research project and the individual video project. * The group is required to **review at least 4 newly published papers (at least 1 Journal papers)** that are related to the chosen topic. * The proposal must **be at least a page long** and should comprise of appropriate sections. Please try to use the outline in **Proposaltipshints.pdf** available in Course Content. * The groups must submit a properly formatted research paper, formatted utilizing the IEEE conference paper format guidelines (http://www.ieee.org/conferences\_events/conferences/publishing/templates.html). A good guide to write an effective research paper is available [here](http://www.csus.edu/wac/wac/students/research_guide.html). * The group leaders must submit via D2L any demo materials (PowerPoint/tools/research paper) by the due date as mentioned in the course calendar. * All group members must also submit **peer evaluations. Submit to dropbox. Template available in the Sticky Section** * **A sample group paper is available in the Sticky section.** |
| vCloud Labs | The curriculum is supplemented with online Virtual Cloud Security Labs,  delivered in a cloud environment. These hands-on labs provide a fully  immersive mock IT infrastructure that reproduces the complex challenges of the  real-world and enable students to test their skills with realistic security  scenarios; scenarios they will encounter in their future careers. Through this  experiential learning approach, the students will be able to perform various  exercises on an actual IT infrastructure without putting an institutions’ assets at  risk.   * You need to purchase access to **Virtual Security Cloud Labs**. A detailed setup instruction is available in the Course Content. * In order to successfully subscribe, you will need **Lab Access Code** (provided by publisher) and **Course Code** (provided by your instructor at top of syllabus). * The publisher code that you purchase cannot be shared as it pertains to individual students. The bundle version comes with the Lab Access Code. * **The Course Code is DEB539**. * Should you need any help, Help-desk is available (Please look at Help Desk flyer with extended Sunday hours.pdf) in the Course Content. * While completing the labs, you are required to take screenshots of all major steps that you successfully completed. Please take as many screenshots as possible **in addition** to the required screenshots as mentioned in the lab instructions. A **sample submission** is available in the Sticky section. * Unless and otherwise stated, all deliverable will be in PDF-format only. **5 points deduction** for non-pdf format. * No opportunities will be offered for making up missed labs. |
| Final Exam | * One (1) final exam delivered via D2L. * Make sure you allow enough time to take the final. Once you start it you are committed to taking the entire test. * The Final exam will be a comprehensive exam and may include hands-on activities demonstrated throughout the recorded lectures and/or completed via the hands-on labs. * There will be **no make-up** for Final exam. |
| Weekly Quizzes | * Weekly quizzes to test your understanding of the covered material. * These **quizzes are timed with only one attempt allowed**. * Quizzes will be delivered via D2L. * **No makeup quizzes will be offered.** * **The lowest One (1) quiz’s grade will be dropped.** |
| Blogging and threaded Discussion | * Create a blog to document your learning experiences as you study Computer Security throughout the semester. * **TASK:** Visit one of the many sites that offer free blogs, such as http://www.blogger.com, http://www.wordpress.com, or http://www.tumblr.com. Follow the site’s instructions to establish your own blog and give it a professional name. Make sure that the blog is **publicly accessible** by anyone. Please look [here](https://hervangshoua.wordpress.com/2015/09/04/what-is-a-computer-virus/) and [here](http://aabitblog.blogspot.com/) for samples * **TASK:** For the purpose of this class, your blog will be a place to note/discuss/comments on websites that you find useful or interesting related to the general field of computer-security. Please provide a brief synopsis of the website. On a **weekly basis**, report **at least one** sites that contain useful resources/information related to the general topic of computer security **OR** post an interesting article in the same area. If you read an article or come across an interesting post elsewhere that is related to cybersecurity, please post it here for the benefit of rest of the class. * **TASK:** Under the “Blog it” discussion forum, create a separate thread under your blog name. Keep your thread up to date by posting **links to your weekly blog entries**, under your own thread. * **TASK:** On a weekly basis, you are supposed to **read and discuss/comment on at least 5 blogging entries** posted by your fellow students, raise questions, and/or make comments. Please use D2L to post the comments under the respective blogging entries. **You will not get the discussion points if you don’t perform this task** * **Full points** will be awarded **only**, if you post links to your blog entries and provide comments to other entries before the **end of each week**, throughout the semester |
| Course Material Reading | * Reading the chapters of the course materials and other assigned work. |

**First Week Activities (WHO AM I ?, LinkedIn profile, Blogging)**

***Task 1:***

* This first week activity is an icebreaker and is just to introduce yourself to your classmates and your instructor.
* Use YouTube to shoot a video about yourself of **no more than 60 seconds**. Be creative and look professional. For samples, you can search for previous semester posts.
* In your introductory video, you should clearly state the following:
  + Your full name
  + Freshman, Junior, Sophomore, or Senior?
  + Your working status(fulltime/part-time)? If working, what type of work and where?
  + Why are you interested in taking this course? Your expectations from the course.
  + Your current experience with computer security (if any)
  + Where do you see yourself in the next five years?
* Post the Video in **“Who AM I ?” discussion forum** by creating a new thread with your **full name** as the subject of your thread
* ***Task 2 (optional):***
* Create your **LinkedIn profile** (if you already don’t have one) and all your classmates.
* Make sure that your profile confirms according to the checklist found [here](https://university.linkedin.com/content/dam/university/global/en_US/site/pdf/LinkedIn%20Profile%20Checklist%20-%20College%20Students.pdf)
* You may want to look at the other LinkedIn page [here](https://university.linkedin.com/linkedin-for-students) to learn how to network and look  for jobs and internships.
* **Post the link to your LinkedIn profile under your Who AM I video link** (Task 1)
* Points will be awarded **only** for entries that are submitted **before the end of the first week**.
* ***Task 3:***
* Visit one of the many sites that offer free blogs, such as http://www.blogger.com, http://www.wordpress.com, or http://www.tumblr.com. Follow the site’s instructions to establish your own blog and give it a professional name. Make sure that the blog is publicly accessible by anyone. Please look [here](https://hervangshoua.wordpress.com/2015/09/04/what-is-a-computer-virus/) and [here](http://aabitblog.blogspot.com/) for samples.
* Under the “Blog it” discussion forum, create a separate thread under your blog name and post the link to your blog.

**Policies and Expectations**

**Dropping, Withdrawing, and Academic Progress**

The university web sites says, “Students may log into MnSCU eServices and view their class schedule for the Last Day to Withdraw date.”

The university's academic progress policy may affect students who withdraw from classes. Be aware that a W (withdraw) is different from a drop. Withdrawing from this class may put you at risk for academic probation. If you have questions about your situation, contact your academic advisor as soon as possible. If you choose to drop this course, check the University's [Academic Calendar](http://www.metrostate.edu/events/other-university-calendars/2016-2017-academic-calendar) for dates and deadlines.

**Grading Scheme**

An overview of the University Grading Policy can be found at the [student handbook](http://www.metrostate.edu/msweb/pathway/gateway/handbook/handbook.html#GradingPolicy) website. The various components will worth the following percentages:

|  |  |
| --- | --- |
| **Virtual Security Cloud Labs** | 15% |
| **Individual Video** | 15% |
| **Group Project** | 15% |
| **Weekly Quizzes** | 15% |
| **Threaded Discussions/Participation** | 10% |
| **Who AM I\*** | 2% |
| **Blog It... (weekly entries)\*** | 10% |
| **Comprehensive Final Exam** | 18% |

**\* Items must be completed to qualify for participation points and for final grade curve**

**Tentative Grading Scale**

If you have selected the S/N grading option, then to receive a satisfactory rating (S) you must earn at least 75% of the possible points. If you wish to elect S/N grading, you must inform the registrar before the second class meeting. Bear in mind that you must earn a C- or better (or an S) in order for a course to fulfill a requirement or elective in your major. The overall grade is determined based on the overall percentage, as given in the following table:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | 100-95 | B+ | 86-89 | C+ | 76-79 | D+ | 66-69 | F | 0-59 |
| A- | 90-94 | B | 83-85 | C | 73-75 | D | 63-65 |  |  |
|  |  | B- | 80-82 | C- | 70-72 | D- | 60-62 |  |  |

**Assignment Grading**

All assigned work will be due on **Sundays by 6:00 PM**. I will accept late submissions with the following penalties:

|  |  |
| --- | --- |
| **Submission time** | **Penalty (Percentages will apply on the grade you would have obtained otherwise)** |
| **After Sunday 6:00 PM through Sunday 11:59 PM** | 10% |
| **After Sunday 11:59 PM through Monday 11:59 PM** | 20% |
| **After Monday 11:59 PM through Tuesday 11:59 PM** | 30% |
| **After 11:59 PM on Tuesday** | 100% |

**Weekly Quizzes**

* **Quiz Dates:** Most of the quizzes will be due on **Sundays**. For exact dates, exceptions and number of quizzes, refer to the Course Calendar.
* **Questions Related to Quizzes**: Quiz grade will be available as soon as you submit the quiz. The question text, the student response, and the correct answer will be available as soon as possible. Please don't post anything in the public discussion forum related to questions in quiz until the grades are released. You can send me a private message concerning a quiz question anytime.
* **Missed Quiz Policy:** Quizzes cannot be made up or missed. They are all open at the beginning of the semester so please plan accordingly.

**Incompletes**

From time to time I am asked to consider assigning a grade of incomplete. My past experience at Metro State with incomplete grades makes it unlikely that I will grant you one, except in the most justified cases. A grade of incomplete may be considered if the person requesting has successfully completed most of the class and is a student in good standing in the class. Good standing means that the requester is earning a minimum of a C grade and has attended class regularly. I reserve the right to say no to any request for an incomplete without justifying my position.

**Complaints**

If you have any complaints, I suggest that you first try to resolve it by taking up the matter directly with me. If that does not resolve the problem, you could take up the issue with the department chairman, Professor Mike Stein. (His phone number is (651) 793-1426, and his e-mail address is [Michael.Stein@metrostate.edu](mailto:Michael.Stein@metrostate.edu).)

**Disability Services**

Metropolitan State University offers reasonable accommodations to qualified students with documented disabilities. If you have a disability that may require accommodations, it is essential that you be registered with the Disability Services Office. You may contact the Disability Services Office, at Founders Hall, Room 146 A, St. Paul Campus or (651) 793-1549, TTY (651) 772-7581 or email Disability.Services@metrostate.edu. For additional information visit the [Disability Services website.](http://www.metrostate.edu/msweb/pathway/academic_success/disability/index.html)

**Expectations**

This is an online course, which means all of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional face-to-face course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students. Sometimes difficulties arise when the expectations of students and teachers are different. Here is a brief summary of what I expect from you AND a summary of what you can expect from me.

***What you can expect from me***

* I will share my technical knowledge with you as effectively as possible.
* I will grade your work and try to return it quickly. In most cases I will grade your work and return it to you during the next week (but not before). Occasionally I will take two class sessions to return your work.
* I will provide you with the feedback on the quality of your work. If you do not understand why you were assigned a particular grade or if my comments are not clear, I will explain more thoroughly if you ask me to.
* I will return your emails. However, I may take more than one business day to do so. I do not offer 24/7 service.
* I will treat you with respect. I may not honor all of your requests, but I will listen to what you have to say and listen to you respectfully.
* I will log in to the course shell 3 times per week

***What I expect from you***

Primarily I want you to work hard. If you don’t, you will not learn the contents and will not receive a good grade. I will grade you fairly, but my policies are firm and standards are high. Among other things:

* I expect you to read and understand the syllabus and to know the outline class policies.
* I expect you to read and understand the academic integrity policy and adhere to it
* I expect you to turn in individual and original work. Please be respectful of copyrights and document your sources appropriately. This means that what you turn in must be your own work and it cannot be copied from work previously done for some other class(es). If you copy the words of another, you must put quotation marks around the quote and indicate the source. Otherwise, you have committed plagiarism. If you turn in work done by someone else you may be assigned an F in this course. Repeated instances of academic dishonesty may result in expulsion from the University.
* I expect you to say no if another student asks you for a copy of your work. The penalty for permitting another student to copy your work is the same as if you yourself had turned in work that was not individual and original.
* I expect you to seek help if you are having difficulty with your course work. I expect you to talk to me if you are having problems. If a stressful work or home situation arises that affect your ability to perform well, please talk to me as soon as possible.
* If you do not understand why you received a particular grade, I expect you to approach me and ask questions. I expect you to treat me with respect even if you disagree with the grade you were assigned.
* I expect you to review and follow the course calendar
* **I expect you to Log in to the course daily**
* I expect you to interact online with instructor/s and peers and respond to discussion boards, blogs, and journal postings within 1 day
* Respond to emails/message within 1 day. You will be solely responsible for the consequences, if you miss anything due to late checking of your emails.
* I expect you to turn in your assignments in a timely fashion before the deadline. All assignments should be submitted to the D2L course site.
* I expect you to complete the reading assignments and complete all the weekly activities in a timely fashion.
* As a university course, you are expected to spend 3 to 4 hours per credit per week in your studies, preparation activities, and assessments. In a 4-credit course, you therefore are expected to spend 12 to 16 hours per week completing readings, assignments, discussions, and research for this course.
* I expect you to treat me and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities).
* I expect you to contribute in intelligent, positive, and constructive manners within the course. Behaviors that are abusive, disruptive, or harassing may result in disciplinary actions as specified within the Student Conduct Code (University Policy #1020). The conduct code can be found at the [Metropolitan State University Regulations website](http://www.metrostate.edu/policies/).

**Communications**

***Questions and Answers about the Course***

The most efficient way to ask questions about the course readings, content, assignments, and schedules is to post a question to the appropriate discussion board. Please read through the entries there before posting a new question, as there might already be an answer posted. If you know the answer to a question posted by another student, you are encouraged to provide assistance. I will check the discussion Q & A area three times a week (M-F) and will try to respond to your queries within 48 hours (M-F).

***Emails***

* As per the university policy, students' identity must be verified before processing requests. Thus, the Registrar's Office requires that all official correspondence take place through Metropolitan State University email accounts. Emails originating from outside the campus email servers may be deleted without review by the instructor.
* All emails should be sent to the instructor and must include a subject line starting with the course/section number and include a brief description that summarizes the content of the email. For example: **ICS 382 <heading>**
* Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

***Discussion Forum Expectations***

* Please post questions concerning course material, class procedures and problems on the Discussion Forum, so that all students can benefit from it. If you can answer a fellow student's question, feel free to post it. I will try to check the Discussion Forum regularly to answer any questions you may have.
* When you post a message on the "discussion forum," please post it under the appropriate discussions thread (or create if one doesn't exist).
* When you post a message, please be specific and discuss only one issue at time. If you include multiple questions in one message, it discourages others to respond to your message.
* Be cordial when writing your messages. Rudeness, sarcasm, and ill intended messages will not be tolerated.

**Academic Honesty**

I expect the highest level of academic integrity from every student. All quizzes and all exams must be completed without consulting anyone else. For all assignments, you may seek help from me or from your fellow student; but you are expressly prohibited from showing your work to your classmates and other students. Allowing others to copy your work is penalized as heavily as copying other people’s work.

Even one instance of an academic honesty violation could result in a grade of “**F”** for the class. I will be the sole judge of the penalty to be imposed.

You must read the document, Student Academic Integrity University Procedure 219 (<http://www.metrostate.edu/applications/drep/files/Procedure%20219.pdf>). Here are excerpts from the document.

“Any behavior or activity that seeks or achieves misrepresentation of the originality of a student’s work, or damage to another student’s work, constitutes a violation of academic integrity. The following violations of academic integrity suggest typical categories of offenses and a few examples, but it is by no means an exhaustive or definitive list. If a student is unsure about an issue pertaining to academic integrity, she or he should solicit guidance from the faculty member before acting or submitting work.

**Cheating:** deliberately engaging in acts of deception to create an unfair advantage for the cheater, usually by attempting to use inadmissible sources of information or assistance. This includes, but is not limited to, copying another student’s answers (including work from prior semesters) on an assignment; obtaining unauthorized content, materials, or information about a test before it is administered; referring to notes in any form during a quiz or examination when no notes are allowed; using a computer or calculator to solve a problem students were instructed to complete without assistance; or unauthorized collaboration in the preparation of assignments, lab reports, papers, or take-home examinations.

**Academic Misconduct:** a broad category of offenses which attempt to undermine the impartiality of the grading process. Examples include trying to bribe an instructor for a better grade; threatening violence unless a particular grade is received; lying about a personal crisis in order to receive an extension on an assignment; and falsely reporting completion of work for a practicum, internship, or any other type of academic activity.

**Academic Fraud:** serious academic offenses characterized by misrepresentations of methods, results, or sources.

**Fabrication:** inventing sources or data and then referring to them as if they were real sources. Citing an invented article in a research paper, or making up data, are a few examples of fabricating materials.

**Falsification:** misrepresenting a source or changing data. Claiming that a source supports a particular stance when it actually opposes it, taking a statement out of context, selectively editing a document or image, or willfully distorting the results of a study or experiment, are examples of falsification. Other forms of falsification include data fudging, data massaging, or omission of data.

**Forgery:** unauthorized interference with official university documents and records, including illicit changing of grades on transcripts, illegitimate use of university letterhead, forging an advisor or instructor’s signature, or misrepresentation of academic credentials.

**Plagiarism:** presenting another person’s words, ideas, images, graphs, statistics, sound clips, charts, or other original material as one’s own. Plagiarism includes copying paragraphs, sentences, or parts of sentences from online or print sources without documenting the author and source; repeating another writer’s idea (even in new words) without citing that author; including an unattributed image or graph in a paper; or submitting a paper wholly or partially written by another person. Plagiarism can occur in any academic assignment submitted to fulfill course requirements, whether a minor assignment such as a lab report or a major assignment such as a paper.

Merely replacing words with synonyms, while retaining the original syntax is not sufficient to avoid plagiarism. Quotations, paraphrases, summaries, and statistics must be cited in the body of the paper as well as in Bibliography, Works Cited, or References page at the end of the paper.

**Double Submission**: the attempt to submit the same assignment for more than one course. Unless the student has express written permission from the instructor(s), the student is not allowed to satisfy the course requirements for two different courses with the same assignment.

**Collusion**: any intentional attempt to help another student commit any of the violations of academic integrity listed above. Collusion includes, but is not limited to, letting someone copy during an exam, engaging in unauthorized collaboration on an assignment, obtaining or transmitting content or information about tests by unauthorized means, or rewriting passages in someone else’s paper without clearly documenting those contributions.

Academic programs may define and publish additional examples of violations of academic integrity that are specific to the ethical and professional expectations of a given field of study or practice.”

Violations of the Academic Integrity Policy are assessed according to frequency and varying levels of severity.

**First-Level Violations:** For a first-time offense, faculty must submit a violation referral and recommend additional educational intervention arranged at the discretion of the Provost/Vice President of Academic Affairs. The referral should include the student’s name, evidence of the violation, and the sanction(s) the instructor has imposed.

A violation may be considered first-level if the violation affects a small proportion of the course’s overall grade or would not have increased a student’s grade in the course significantly.

Examples of first-level violations include but are not limited to:

* unauthorized collaboration on a homework assignment or lab;
* copying from another student during a quiz or examination;
* using unauthorized materials during an exam;
* providing unauthorized assistance to someone on an examination;
* using the work of collaborators on an assignment or laboratory report without acknowledging their contributions;
* failing to acknowledge sources of material once in a major assignment; or
* submitting the same work, or major portions of the same work, to satisfy the requirements of more than one course without written permission from the instructor(s).

The faculty member will levy sanctions commensurate with the course syllabus. These may include but are not limited to:

* assigning a zero for the assignment;
* requiring a make-up assignment;
* requiring an additional assignment about the ethical implications of breaches of academic integrity; and/or
* assigning additional practice in proper citation methods.

“The Provost/Vice President of Academic Affairs will levy the following sanctions for a first-level violation:

* sending the student a Breach of Academic Integrity Letter informing the student about the violation of the Academic Integrity Policy and the action(s) taken by the instructor; and requiring additional educational intervention (e.g., online workshops, conferences with designated faculty).

A copy of Breach of Academic Integrity Letter will be placed in a discreet AIP file on the student maintained by the office of the Provost / Vice President of Academic Affairs but will not be made public or attached to transcripts or other records. It should notify the student of his or her right to appeal (University Procedure #300 Academic Appeal).

**Second-Level Violations:** Second-level violations are serious breaches of academic integrity. These violations involve premeditated dishonesty or repeated ethics violations and result in disciplinary procedures.

Examples of second-level violations include, but are not limited to:

* committing a second first-level violation;
* altering an exam or assignment and submitting it for re-grading;
* acquiring or distributing an exam answer key from an unauthorized source;
* committing plagiarism that exceeds the first-level violation threshold (e.g.,
* using unattributed sources more than once within a major paper or submitting an assignment written by someone else); or
* fabricating research data.

The Provost/Vice President of Academic Affairs will levy the following required University sanctions for second-level violations:

* assigning disciplinary failure for the course;
* sending the student a copy of Breach of Academic Integrity Letter documenting the student’s academic integrity policy violation, history of violations (if applicable), and
* disciplinary action(s) taken; and
* requiring additional educational intervention (e.g., online workshops, conferences with designated faculty).

A copy of Breach of Academic Integrity Letter will be placed in the student’s file but will not be made public or attached to transcripts or other records. It should notify the student of his or her right to appeal (University Procedure #300 Academic Appeal).

**Third-Level Violations:** Third-level violations are serious breaches of academic integrity. These violations involve gross dishonesty or repeated ethics violations and result in severe disciplinary procedures.

Examples of third-level violations include but are not limited to:

* a third first-level offense as tracked by the Provost/Vice President of Academic Affairs;
* forgery, theft, or falsification of University documents or credentials;
* fulfillment of course requirements by someone other than the student (which results in third-level violations for both students);
* fabrication of evidence, falsification of data, or any instance of plagiarism in a senior thesis, capstone paper, master’s thesis, doctoral dissertation, or conference presentation; and/or
* willful violation of the ethical code of the profession for which the student is preparing.
* The Provost/Vice President of Academic Affairs will levy the following required University sanctions for third-level violations:
* sending the student a copy of the Breach of Academic Integrity Letter
* documenting the student’s academic integrity policy violation, history of violations (if applicable), and disciplinary action(s) taken. The letter should inform the student of his or her right to appeal (University Procedure #300 Academic Appeal); and
* administering disciplinary suspension or permanent expulsion from the University with a notation of “academic disciplinary separation” on the student’s transcript. Permanent expulsion will result in an additional legislatively-required due process hearing by the Board of Trustees.”

I believe that the above discussion brings home the point. Although the following is redundant, just to emphasize my point, please note that the following are prohibited with respect to assignments.

* Talking to anyone regarding the solution.
* Asking/telling other students how to approach the assignment.
* Coding programs for other students.
* Designing the solutions for other students.
* Looking at the solutions of other students.

More information regarding plagiarism and disciplinary policies can be found on the University's student handbook website.

**Resources and Technology Requirements**

**Resources**

* **Computer Centers**: In Minneapolis (612.659.6000), St. Paul (651.793.1634) and Midway (651.999.5845). Students have access to software applications, their email account, and online resources through these labs.
* **Writing Center**: To make an appointment or to inquire about the center's services, call 651.793.1460 or email centerfolk@metrostate.edu. The Writing Center is very helpful and student centered.
* **Library Services**: The Metropolitan State Library is located on the main St. Paul campus. Library services are also available online at the library's website: <http://www.metrostate.edu/library>. Please see the library's website or call the Library Services Desk at 651.793.1616 for specific information on hours. The library databases can be accessed by going to the library website and then using the Search for Articles tool.
* **Center for Online Learning:** If you are having trouble getting into your D2L course site, please contact online.learning@metrostate.edu. This support is limited to D2L only; for assistance with non-D2L technology issues, please contact the IT help desk.
* **Information Technology Help Desk**: Support is available by sending an email to IT.DESK@Metrostate.edu. During normal business hours, the IT DESK phone number is 651-793-1240. IT Help Desk provides support for campus web portal, campus email, and campus NetDirect accounts (usernames and passwords).
* **T**utoring is also typically available

**Technology Requirements**

* ***Computer Hardware***
* For this course, your computer should meet the optimum requirements as specified on the Technology Requirements webpage.
* ***Internet Connection***
* You are expected to have Internet access in order to log into the D2L system at least three days per week in order to check for updates and complete required work. Your computer must also fully pass the System Check found on the [Desire2Learn login page](https://metrostate.learn.minnstate.edu/). Browser plug-ins for your course may be obtained by accessing the D2L Home Page and viewing the Tips and Tricks section for Browser Plug-Ins.
* ***Computer Software***
* You are expected to be extremely well-versed in using Microsoft's Internet Explorer and in using the Internet to access online resources and sites. You are expected to be extremely familiar and competent at using Microsoft Word and Microsoft PowerPoint.
* ***File Management***
* You are expected to have intermediate or higher level skills at file management (ability to create folders, move and rename folders and files, identify type of file by its 3-letter file extension, attach files to emails, etc.).
* **Course Site Downtime**
* It is very important that each time you log into D2L that you read the My Home area to check if there are any scheduled downtimes. You are responsible for planning around these downtimes for your assignments and to turn them in prior to deadline (therefore it is best to get all assignments done before deadline and submitted in case the system needs to be taken offline for maintenance).

If there is an ongoing disruption that prevents you from completing a D2L assignment, email the [D2L help desk](https://d2l.custhelp.com) screenshots of the error messages you are receiving and include specific times you are trying to log into the system. These can be later verified to determine the nature of the problem.

Most problems within D2L are based on high-usage (too many people online at the same time). Try your activity 30-minutes later, and you are likely to be successful.

**Tentative Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topics and Required Readings** | **Deliverables** |
| 1 | May 7 – May 17 | * Read the Syllabus carefully and in its entirety * Complete all the first week tasks * Sign up for the vCloud Labs | * Complete Who AM I? video * Establish your blog * Post your first blog entry and provide comments on others’ entries |
| 2 | May 18 – May 24 | * Chapter 1 | * Lab #1 * Quiz 1 (Chapter 1) |
| 3 | May 25 – May 31 | * Chapter 2 | * Lab #2 * Quiz #2 (Chapter 2) * **Form the Group Project team (No more than 4 members per team)** |
| 4 | June 1 – June 7 | * Chapter 3 | * Lab #3 * Quiz #3 (Chapter 3) * **Due: Individual Video Proposal** |
| 5 | June 8 – June 14 | * Chapter 4 * Chapter 5 | * Lab #4 * Quiz #4 (Chapter 4 & 5) |
| 6 | June 15 – June 21 | * Chapter 6 | * Quiz #5 (Chapter 6) * **Due: Group Project Proposal** |
| 7 | June 22 – June 28 | * Chapter 7 | * Lab #5 * Quiz #6 (Chapter 7) |
| 8 | June 29 – July 5 | * Chapter 8 * Chapter 9 | * Lab #6 * Quiz #7 (Chapter 8) * Quiz #8 (Chapter 9) |
| 9 | July 6 – July 12 | * Chapter 10 * Chapter 11 | * Lab #7 * Quiz #9 (Chapter 10 and 11) |
| 10 | July 13 – July 19 | * Chapter 12 * Chapter 13 | * Lab #8 * Quiz #10 (Chapter 12 and 13) |
| 11 | July 20 – July 26 | * Chapter 14 | * Lab #9 * Quiz #11 (Chapter 14) |
| 12 | July 27 – Aug. 2 | * Chapter 15 * Chapter 16 | * Lab #10 * Quiz #12 (Chapter 15 and 16) |
| 13 | Aug. 3 – Aug. 9 | * Work on your Group Projects * Finalize your individual video | * **Due: Individual Video Projects** |
| 14 | Aug. 10 – Aug. 15 |  | * **Due: Peer Evaluations** * **Due: Group Project Files** * **Final Exam** |

*Note: The instructor reserves the right to make adjustments to this syllabus and schedule as deemed necessary.*