



CYBERCRIME AND CRIMINAL JUSTICE

CJE6688-oW61 - 3 Credit Hours

Spring 2023 Course Syllabus

Class Location: Online

Professor: Dr. Erica Fissel

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Office: HSA 1, Office 323

Office Hours (aka Student Hours): I will be available on Mondays and Fridays from 9:00 to 11:30 AM. This time provides a chance for you to get help on an assignment, go over course material, talk about connections between class material and field experiences or other academic work, and so on. Although they are generally student-directed, I can help you formulate questions to ask based on my sense of your strengths and weaknesses in the course. If this availability does not fit with your schedule, e-mail me to set up an alternative meeting time.

GRADUATE CATALOG COURSE DESCRIPTION

Deals with the problem of cyber crime and the criminal use of the internet. Includes investigation, enforcement, and legal issues.

COURSE OVERVIEW

Cybercrime is a unique and challenging topic within criminal justice. As emerging technologies continue to redefine the nature of crime, the legal apparatus in the United States and around the world must adapt accordingly. This course is designed to provide students with an overview of topics related to cybercrime, including legalistic, enforcement, behavioral, and social factors that influence its perpetration, victimization, prevention, and prosecution. Familiarity with computers and technology will help you progress through the course, but expertise is not required nor is it expected.

REQUIRED COURSE MATERIALS

Reading and viewing materials will be assigned throughout the semester and are available through online sources. The reading/viewing schedule can be found on Webcourses.

COURSE PRE-REQUISITES

CCJ 5015 or C.I.

COURSE OBJECTIVES

At the conclusion of this course, students will be able to:

1. Identify and describe different types of cybercrime;
2. Apply broader criminological and victimological theories to explain cybercrime;
3. Explain various criminal justice policies and practices aimed at policing/prevention cybercrime; and
4. Demonstrate knowledge of the evolution of cybercrime and where the future of cybercrime is headed

COURSE STRUCTURE

This course is offered completely through the internet using Webcourses. You are not expected to attend class at a specific time, but you are required to submit assignments on time. You can always work ahead in the modules, but you cannot work behind. This class is designed as a course featuring critical thinking, active learning, discussion, and debate on a variety of issues related to the topic of cybercrime. Your performance in this class will be largely based on your ability to think critically and write about the topics covered in the assigned readings, videos, and lectures.

This course is organized in a highly structured format. The course follows a module format, though, all modules are made available at the beginning of the semester. Each module will have an introduction, required readings/viewings, assignments, and discussions. I will present information via short videos and powerpoints. You are expected to view these materials, in addition to completing the reading/viewing assignments. There is a Q&A discussion thread for each topic where you are able to post questions, things you found interesting, etc. to further facilitate discussion amongst your classmates and professor. I will be checking the discussion boards multiple times a week and encourage everyone to utilize this resource.

VIRTUAL CLASSROOM RULES OF CONDUCT

Students are expected to be engaged in the course material and be active in Webcourses throughout the semester. Please note that I have a strong commitment to creating a class environment that upholds principles of free speech, open access to knowledge, and respect for a diversity of opinions. With that being said, it is also important to be respectful and polite to others. Offensive and biased language that degrades individuals or groups of people will not be tolerated in this class.

COURSE POLICIES: TECHNOLOGY

(A) **UCF IT Services.** If you are having difficulty with the technology for this course, please contact UCF's IT Support Center, which can be reached at 407-823-5117 or visit their website at <https://it.ucf.edu/>. In most cases, technology problems will not be considered a valid excuse for late or missing work.

(B) **E-mail Correspondence.** Please use e-mail as the primary method of correspondence.

(1) I will not respond to e-mails sent from personal e-mail accounts; only use your official UCF e-mail.

(2) I will do my best to respond to e-mails within 24 hours, but please allow up to 48. If at that time I have not responded, please feel free to e-mail again. I likely will not respond to e-mails over the weekend.

(3) Please use appropriate e-mail etiquette (e.g., salutation, signature, subject line, professional writing, etc.). While you may not see the importance of this, it is vitally important to begin establishing communication strategies that are utilized by professionals in your career field.

(C) **Class material.** Audio or video recording of instructional activities is prohibited without the express written consent of the professor. The professor will record and share each remote class with students who are unable to make a class session. No student has permission to distribute or sell any class materials. Class materials, including but not limited to powerpoint slides, test questions, assignments, and examples of graded material, are the intellectual property of the professor and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Copyright. This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA. During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

COURSE POLICIES: ACCOMODATIONS

(A) **Course Accessibility Statement.** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu> (Ferrell Commons 185, sas@ucf.edu, 407-823-2371). Through SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

(B) **Military Students.** Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

(C) **Religious Observations.** Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

COURSE POLICIES: ACADEMIC INTEGRITY

Students should familiarize themselves with UCF's Rules of conducts at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

(1) Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

(2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

(3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

(4) Falsifying or misrepresenting the student's own academic work.

(5) **Plagiarism:** Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

(6) **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.

(7) Helping another violate academic behavior standards.

(8) Soliciting assistance with academic coursework and/or degree requirements.

For more information about Academic Integrity, consult the International Center for Academic Integrity <https://academicintegrity.org/>.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty. Students should familiarize themselves with the procedures for academic misconduct in UCF’s student handbook <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. The professor reserves the right to determine the appropriate penalty depending on the severity of the misconduct. Penalties can range from receiving a zero on an assignment up to receiving a failing grade in the course and having expulsion recommended. An Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Turnitin.com. In this course we will utilize Turnitin.com for written assignments. Turnitin.com is an automated system which allows professors to compare students’ assignments with billions of websites, along with a database of student papers. I will receive a report that displays the percentage of overlap between the submitted assignment and other sources (websites, other students’ papers, books, etc.). A large percentage of overlap may be indicative of academic misconduct.

COURSE POLICIES: GRADES

(A) **Late Assignments.** Students are expected to turn in all assignments on time as indicated in the syllabus and on Webcourses. Late assignments will not be accepted as all assignments are available beginning the first week of the semester.

(B) **Make-Up Assignments/Exams Policy.** Assignments may only be made up under extreme circumstances and will only be allowed if you have a university-approved excuse, along with appropriate documentation. For more information, see the [UCF policy](#).

(C) Incomplete Grades. The current University policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. I am the final authority on whether you qualify for an incomplete. Incomplete work must be completed by the date indicated on the Incomplete Form or the “I” will automatically be recorded as an “F” on your transcript.

GRADING

Grade Distribution

Assignment	Points	Due Date
Getting Started Assignment	10	January 13
Active Learning Assignments (10)	200	Ongoing
Discussion Boards (6)	120	Ongoing
Quizzes (3)	90	Multiple
Research Proposal Project		
Topic Brainstorm	10	March 26
Infographic	100	April 30
Paper	100	April 30
Total	630	

Grading Scale

Letter Grade	Percentage	Letter Grade, continued	Percentage, continued
A	94 – 100%	C	73 – 76%
A-	90 – 93%	C-	70 – 72 %
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	F	59 and below

*Rounding of final grades will follow standard rounding rules: 89.4% = 89% = B+ ; 89.5% = 90% = A-
Extra credit may be offered to the entire class, at my discretion, but will not be considered on an individual basis.*

Grade Dissemination

You can access your grades at any time throughout the semester on Webcourses. Any disputed grades or grades that do not appear on Webcourses must be brought to my attention as soon as possible. If you do not address these concerns with me within a reasonable amount of time, the grade will remain the same. You can expect most grades to be posted within one week of the due date.

COURSE ASSIGNMENTS

Detailed grading rubrics are provided for each assignment in Webcourses.

(A) Getting Started Assignment. All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, you will need to complete this getting started assignment by the end of the first week of classes. Failure to do so may result in a delay in the disbursement of your financial aid. This assignment is worth ten points.

Purpose: The purpose of this assignment is two-fold. First, it meets the Academic Activity required by the university. Second, it gives me a chance to meet everyone. More details are available on Webcourses.

(B) Active Learning Assignments. There will be 10 active learning assignments throughout the semester that will require you to apply what you have learned from the lectures and readings. Each active learning assignment is worth 20 points.

Purpose: The purpose of these assignments is to encourage students to apply knowledge learned in the course to real-world problems and to think more critically about the topics covered in the readings and lectures.

(C) Discussion Boards. There will be six discussion board assignments throughout the semester that will require students to engage in conversations about class topics with one another. Each discussion board assignment is worth 20 points.

Purpose: The purpose of these assignments is to learn directly from experts and to provide an opportunity for class discussion about these topics.

(D) Quizzes. There will be 3 quizzes throughout the semester that will assess your comprehension of the readings; videos; and assignments. One will cover Modules 1 and 2, one will cover Modules 3 and 4, and the final one will cover Modules 5 and 6. Each quiz is worth 30 points.

Purpose: The purpose of these assignments is to assess comprehension of class materials.

(E) Research Proposal Project. The research proposal project provides students the opportunity to dive deeply into a cybercrime topic of their choice.

More details about the project and individual assignments can be found on Webcourses.

Topic Brainstorm. 10 points

Infographic. 100 points

Paper. 100 points

Purpose: The purpose of this assignment is to provide students the opportunity to design a research study related to a cybercrime topic of their choosing. Further, this project gives students an opportunity to create deliverables for various stakeholders to raise awareness and educate others about their cybercrime.

COURSE SCHEDULE

Although I put considerable effort into the syllabus to balance your workload and ensure that the course flows well, adjustments to the content, timeline, and due dates for assignments may be required during the semester. If this is necessary, some components of the syllabus may change. However, all changes will be announced and posted on Webcourses.

Module	Suggested Due Dates	Due Dates
<i>Module 0: Introduction</i>		Getting Started Assignment – Jan. 13
<i>Module 1: Cybercrime and the Criminal Justice System</i>		Module 1 and 2 assignments due by February 12
<i>Cybercrime and Policing</i>	January 22	
<i>Cybercrime and the Courts</i>	January 29	
<i>Module 2: “Techy” Cybercrimes</i>		
<i>Malware</i>	February 5	
<i>Hacking</i>	February 12	Module 3 and 4 assignments due by March 26
<i>Module 3: Frauds & Scams</i>		
<i>Scams</i>	February 19	
<i>Identity Theft</i>	February 26	
<i>Module 4: Interpersonal Cybercrimes</i>		
<i>Cyberbullying</i>	March 5	Module 5 and 6 assignments due by April 23
<i>Cyberstalking</i>	March 12	
<i>Intimate Partner Cyber Abuse</i>	March 26	
<i>Module 5: Sexual Cybercrimes</i>		
<i>Child Pornography</i>	April 2	
<i>Nonconsensual Pornography</i>	April 9	Module 6 assignments due by April 23
<i>Module 6: The Future of Cybercrimes</i>		
<i>Emerging Issues</i>	April 16	
<i>Controversial Issues</i>	April 23	Final Assignments due by April 30
<i>Module 7: Finals Week</i>		

Please note that all assignments are due at 11:59 pm on the assigned date.

CONTENT WARNING

This course will touch on topics and issues which may be offensive, disturbing, and/or triggering to some individuals. This may include, but is not limited to, violence, sexual violence, offensive/foul language, controversial laws, practices or treatments, and cases of fictional or real criminal investigations. Some of the teaching materials used in this class are inherently emotive, meaning that they have the potential to cause intense feelings, especially for individuals who have experienced trauma in their lives. Due to the nature and degree of sensitive topics covered in this course, students may find some information uncomfortable because of personal experiences or the experiences of family and/or friends. Please take care of yourself throughout the semester. If you need to talk to someone about issues that are brought up in this course, I encourage you to contact the university counseling center for free services. Students are expected to act and speak professionally when these topics are discussed. Additionally, students are expected to respect the opinions, experiences, and lifestyles of the other students in the class. Anyone who does not act professionally and respectfully will be dealt with accordingly.

Please keep in mind that I am a mandated reporter for sex-based discrimination, sexual harassment, sexual assault, relationship violence, or stalking.

UCF RESOURCES

UCF Victim Services - Provides confidential advocacy and support.

- Office Number (407) 823-2425 (during regular business hours)
- 24/7 Hotline Help (407) 823-1200
- 24/7 Help via Text (407) 823-6868
- For more information visit their website: <http://victimservices.ucf.edu/>

Counseling and Psychological Services (CAPS) - Provides free comprehensive psychological services, including individual and group therapy, to students.

- 24/7 Help Call (407) 823-2811
- For more information visit their website: <http://caps.sdes.ucf.edu/>

Student Health Services (SHS) - Provides a variety of primary and specialty health services including STI screenings for students. Does not provide sexual assault kit examinations but will ensure that the student is connected to the servicing agency which provides that resource.

- Main Number (407) 823-2701
- For more information visit their website <http://shs.sdes.ucf.edu/>

Ombuds Office - Provides an informal, independent, confidential, neutral office that offers assistance and impartial advice regarding concerns related to the university.

- Office Number (407) 823-6440 (during regular business hours)
- For more information visit their website: <http://www.ombuds.ucf.edu/>

For more information on these services and for a full list of local, regional and national resources, please visit LetsBeClear@ucf.edu.

CAMPUS SAFETY STATEMENT

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.