Course Description

The Principles of Digital Forensics course investigates digital forensics procedures and legal aspects. Students learn how to perform digital information gathering and understand legal sanctions for electronic crimes.

Course Textbook


For this course, students are required to use the accompanying DVD that is included with the textbook. Units II-VIII contain assignments that require students to access and manipulate documents from this digital Suggested resource.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Identify forensic procedures for investigation.
2. Perform data reconnaissance activities.
3. Demonstrate knowledge of forensics tools.
4. Discuss legal implications for electronic crimes.
5. Identify procedures for law enforcement reporting.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Chapter presentations are provided in each unit study guide as Suggested Reading to aid students in their course of study. The readings themselves are not provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material.
4. **Discussion Boards:** Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
5. **Unit Assessments:** This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of written response questions.
6. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units II-VIII. Specific information and instructions regarding these assignments are provided below. A grading rubric is included with the Assignment in Unit IV. Specific information about accessing this rubric is provided below.
7. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
8. **Student Break Room:** This communication forum allows for casual conversation with your classmates.
The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**Unit Assignments**

**Unit II Lab Assignment**

**Using the FIRAC Method**

Go to page 38 in your textbook and do Activity 2-1: Using the FIRAC Method. For this assignment, you will need to utilize the accompanying DVD that came with the textbook.

After you are finished analyzing the US v. Trotter.doc file, either save it, adding your one- to two-paragraph summary beneath the text, or copy and paste the file information into your own Word document, adding your summary beneath the text.

You must submit the US v. Trotter.doc file information with your summary.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit III Lab Assignment**

**Discovery Attender**

Complete the Hands-On Project 3-1, 3-2, and 3-3 from Chapter 3 on pp. 69-79 of your textbook.

For the Lab Assignment, Discovery Attender, you must have Outlook 2003, 2007, or 2010 to be able to open the Kenneth_Lay_Rev1.pst. If you do not have Outlook, you must download a trial version from [http://office.microsoft.com/en-us/outlook/](http://office.microsoft.com/en-us/outlook/)

You must complete all three Hands-On Projects to create the Kenneth_Lay_Rev1.pst file.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit IV Lab Assignment**

**Information Metadata**

Do Hands-On Project 4-3 on pages 105-109 of the textbook. On step 9, create a screenshot of the document before removing the read-only lock. After you have removed the read-only lock, create another screenshot. Submit both the before and after read-only lock screenshots for this assignment.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit IV Reflection Paper

Use reflective writing to describe how the information you have learned in the first four units will benefit you in your future desired occupation and to help you reflect on your own opinions and feelings about the information you have learned so far.

In this assignment, feel free to write from the first-person point of view.

Here is a checklist for this assignment:

- Include an introduction.
- Describe what you have learned in these first four units and how it will benefit you in your future occupation.
- Share an analysis of your thoughts and feelings about what you have learned so far. What are your initial thoughts? Has this experience changed your assumptions/values/attitudes/beliefs on the subject matter?
- What do any changed feelings/understandings about the topic imply for you personally or professionally?
- Conclusion

Compose your reflection in a 500 word document, organizing it as outlined above. Format your paper using APA style. Use your own words, and include citations and references as needed to avoid plagiarism.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Lab Assignment

TrialDirector Tool

Do the Hands-On Project 5-1 on page 136-137. View the module and try some of the features in this version of TrialDirector. Before closing the TrialDirector you must take a screenshot of the software and submit the screenshot in your assignment. This software will be used again in Chapter 6.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Lab Assignment

Evidence Investigation

Do the Hands-On Project 6-1 on page 171-172. Once you have completed this, do the Hands-On Project 6-2 on page 172-173.

Write a one-page paper on what you observed about the courtroom setup and include descriptions of the types of computer and AV cables or connectors needed for trial representations. Include descriptions of the prosecution and defense tables, witness stand, jury box, podium, and courtroom deputy station. You can use your personal or classroom computer as an example for the connection setups.

Compose your response in a Word document for submission.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Lab Assignment

E-discovery Database

Do the Activity 8-1 on page 212-213 in your textbook. Once you have completed Step 6 in the Activity, submit a screenshot and explain, underneath in a minimum of 200 words, what information you found after your review.

Compile these two requirements in a Word document for submission.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit VIII Lab Assignment

PIPEDA

Do the Hands-On Project 9-1 on page 236-237 in your textbook. Once you have completed step 9 in the Hands-On Activity, submit the brief description of each law, explaining in a one-page paper why you chose it and why you associated it with the keyword you selected.

Compose your response in a Word document for submission.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Boards (8 @ 1.5%)</td>
<td>12%</td>
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<tr>
<td>Unit Assessments (8 @ 3%)</td>
<td>24%</td>
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<tr>
<td>Lab Assignments (7 @ 6%)</td>
<td>42%</td>
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<tr>
<td>Unit IV Reflection Paper</td>
<td>22%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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<thead>
<tr>
<th>Unit</th>
<th>Course Schedule</th>
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<tr>
<td><strong>Unit I</strong></td>
<td><strong>Introduction of Digital Forensics Evidence</strong></td>
</tr>
<tr>
<td>Review:</td>
<td>- Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>- <strong>Chapter 1</strong>: Introduction to E-Discovery and Digital Evidence, pp. 2-19</td>
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<tr>
<td></td>
<td>- <strong>Suggested Reading</strong>: See Study Guide</td>
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<td>Discuss:</td>
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<td>Notes/Goals:</td>
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<tr>
<td><strong>Unit II</strong></td>
<td><strong>History of Discovery/Investigation</strong></td>
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<tr>
<td>Review:</td>
<td>- Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>- <strong>Chapter 2</strong>: A Brief History of E-discovery, pp. 28-43</td>
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<td>Notes/Goals:</td>
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<tr>
<td><strong>Unit III</strong></td>
<td><strong>Forensic Tools</strong></td>
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<tr>
<td>Review:</td>
<td>- Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>- <strong>Chapter 3</strong>: E-discovery Planning and Tools, pp. 54-67</td>
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<td>Unit IV</td>
<td>Forensic Management</td>
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<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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| **Read:** | □ Chapter 4: Experts: The Right Person for the Right Job, pp. 82-100  
□ Chapter 7: Information Governance and Litigation Preparedness, pp. 176-189  
□ Suggested Reading: See Study Guide |
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<th>Digital Forensics Evidence</th>
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<td>□ Unit Study Guide</td>
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□ Suggested Reading: See Study Guide |
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<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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| **Read:** | □ Chapter 6: Case Study: From Beginning to Trial, pages 144 - 166.  
□ Suggested Reading: See Study Guide |
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□ Lab Assignment by Tuesday, 11:59 p.m. CST (Central Time) |
| Notes/Goals: | |
### Unit VII: Laws and Civil Case

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] **Chapter 8:** Researching E-discovery Case Law, pp. 196 - 208
- [ ] **Suggested Reading:** See Study Guide

**Discuss:**
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- [ ] **Lab Assignment** by Tuesday, 11:59 p.m. CST (Central Time)

### Unit VIII: Future and Global Implications

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] **Chapter 9:** The Future of E-discovery, pp. 221 - 233
- [ ] **Suggested Reading:** See Study Guide

**Discuss:**
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