

General Course Information

CNS 340: Fundamentals of Information Assurance	Spring 2018
Instructor: Thomas Andrew (Andy) Reeder	Email: treeder2@cdm.depaul.edu
Meeting location/times: Section 901-33906– LOOP, Wednesday, 5:45PM - 9:00PM, CS&TC 00218 Section 910 - 33911 - Distance	Office hours: Tuesdays, 5:00p – 6:30p, CDM 635
Course homepage: https://d2l.depaul.edu Used for presentation materials, supplemental materials, and submission drop boxes	<u>Information Security: Principles and Practices</u> , 2nd Edition, Mark S. Merkow, Jim Breithaupt, June 2014, Paperback: 324 pages; Publisher Pearson Education ISBN-13: 978-0-7897-5325-0 Optional: <u>Certified Ethical Hacker (CEH), Cert Guide</u> , Michael Gregg, May 2014, Hardcover 677 pages; Publisher Pearson Education ISBN-13: 978-0-7897-5127-0 Other reading materials are provided through URL links or posting to D2L

Course Description:

This course is a survey of the fundamental elements of information security and identifies how this field has become an integral part of managing an organization's assets. We will explore information security as a career field and its basic principles to address information security controls. Organizational governance will be discussed as will basic network architecture, design, and recovery fundamentals. We will also explore how software design, project management, and other development issues can affect information security safeguards. The type of instruction for this course will be lecture and discussion.

Prerequisite(s): None

Learning Objectives:

Identify and understand the increasing threats to information and information systems; factors contributing to the growth of the information security career field; skills needed to build an information security career; resources useful in developing an information security career; and how certifications contribute to career development.

Students will also identify and understand information security foundational principles; basic information security governance; legal, regulatory, and ethical issues affecting information security controls; how information security is integrated into network architecture and design; basic principles for Business Continuity Planning and Disaster Recovery Planning; physical and operational security controls; basic

access controls; use of cryptography; telecommunications, network, and Internet security; and software development issues affecting security.

Class Schedule/Assignment Schedule *(All assignments are due by Sunday at 5p of the week assigned)*

Week	Topics Covered/Lecture	Assignment Schedule
1	<ul style="list-style-type: none"> • Introduction • Why Study Information Security? (Chapter 1) • Information Security Principles of Success (Chapter 2) 	Introductions Article Journal D2L Discussion Post (Online Class Only) Lab
2	<ul style="list-style-type: none"> • Certification Programs and the Common Body of Knowledge (Chapter 3) • Governance and Risk Management (Chapter 4) 	Article Journal D2L Discussion Post (Online Class Only) Lab
3	<ul style="list-style-type: none"> • Security Architecture and Design (Chapter 5) • Business Continuity Planning and Disaster Recovery Planning (Chapter 6) 	Article Journal D2L Discussion Post (Online Class Only) Lab
4	<ul style="list-style-type: none"> • Law, Investigations, and Ethics (Chapter 7) 	Article Journal D2L Discussion Post (Online Class Only) Lab
5	<ul style="list-style-type: none"> • Physical Security Control (Chapter 8) • Operations Security (Chapter 9) 	Article Journal D2L Discussion Post (Online Class Only) <u>Mid-Term Test</u>
6	<ul style="list-style-type: none"> • Access Control Systems and Methodology (Chapter 10) • Cryptography (Chapter 11) 	Article Journal D2L Discussion Post (Online Class Only) Lab
7	<ul style="list-style-type: none"> • Telecommunications, Network, and Internet Security (Chapter 12) • Software Development Security (Chapter 13) 	Article Journal D2L Discussion Post (Online Class Only) Lab
8	<ul style="list-style-type: none"> • Securing the Future (Chapter 14) 	Article Journal D2L Discussion Post (Online Class Only) Lab

Week	Topics Covered/Lecture	Assignment Schedule
9	<ul style="list-style-type: none"> Ethical Hacking Basics 	Article Journal D2L Discussion Post (Online Class Only) Lab
10	<ul style="list-style-type: none"> Risk Assessment Methods Security and Privacy of Information by Industry 	Article Journal D2L Discussion Post (Online Class Only)
11	<ul style="list-style-type: none"> Final Exam 	https://offices.depaul.edu/oaa/academic-calendar/Pages/final-exam-schedule-2017-2018.aspx

Assignments/Grading

Assignment	Description	Grade Points (Total = 100)
Class Participation	<p><i>In Class Students:</i> Participation in class discussions will be measured by students actively asking questions and offering comments relevant to the day's topic or by the instructor asking students to offer comments related to the reading assignments.</p> <p><i>Online Students:</i> Login to the D2L class lecture each week; Post to D2L by selecting and responding to at least 1 "Question" or "Exercise" (see slide titles) from the week's lecture (include question selected in the thread) <i>and</i> respond in D2L to at least one other student post by providing your thoughts/reactions and constructive feedback.</p>	10
Article Journal	<p>Choose an article from a popular or scholarly publication <u>related to one of the current week's</u> lecture topics. In D2L, post a reference to the article (see style guide) that includes author; date of publication; title of article; title of periodical/article; volume (if applicable); URL retrieved from. Include an abstract (<u>short</u> (5-6 sentences)) of what the article addresses.</p>	10
Article Presentations	<p>All students must present one of their articles as a class discussion. This is discussion only – no other presentation materials are required. Online students must post a sound or video recording to D2L VoiceThread. Students must sign up in advance using a link provided by the instructor. Article presentations must be related to the Article Journal for the week selected.</p>	10

Assignment	Description	Grade Points (Total = 100)
Labs	Prepare and respond to one weekly lab using online resources. Labs require a written summary as identified in the lab instructions. Written summary should be no more than one-page submitted to D2L	10
Mid-Term	Multiple-choice based exam (open notes/open book)	30
Final Exam	Multiple-choice based exam (open notes/open book)	30
Extra Credit	<i>Attend at least one conference; seminar; or professional association chapter meeting focusing on information security, privacy, legal affairs, or a similar topic.</i> Students should not attend something that costs a fee just for the extra credit. To receive credit – turn in a 1-page summary of the event by posting to D2L and provide a presentation summary to the class.	3
Extra Credit	Multiple-choice based quiz (open notes/open book)	10

Late Submissions: Late submissions will be permitted past a due date but with a point reduction in the “Timing” rubric for each missed day. Discuss any circumstances with the instructor if a late submission becomes necessary.

Style

- For report and document preparation and citations, use APA (American Psychological Association), Purdue's OWL (Online Writing Lab): <https://owl.english.purdue.edu/owl/resource/560/10/>
- Written assignments (Labs, Article Journals) should be **single-spaced**; 11 or 12-point; Calibri font; include student name/date at top left of paper; .doc or .docx is preferred

Grading Scale: (based on 100 points = 100%)

93	A	87	B+	77	C+	60	D
90	A-	83	B	73	C	<60	F
		80	B-	70	C-		

Rubrics will be used in grading based on the following criteria; mid-term and final exams are graded on a correct/not correct basis

“Participation”	<ul style="list-style-type: none"> Participation Level
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	<ul style="list-style-type: none"> • Quality of Discussion • Timing (date of submission)
“Article Journal”	<ul style="list-style-type: none"> • Citations • Applicability • Abstract included • Timing (date of submission)
“Article Presentations”	<ul style="list-style-type: none"> • Applicability • Presentation • Timing (date of submission)
“Labs”	<ul style="list-style-type: none"> • Clarity (Related to the assigned topic) • Organization (Clearly sequences elements/ideas) • Mechanics (Correctness of grammar and spelling) • Timing (date of submission)
Extra Credit (Conference/Seminar)	<ul style="list-style-type: none"> • Clarity (Related to the course) • Organization (Clearly sequences elements/ideas) • Mechanics (Correctness of grammar and spelling) • Presentation made

Writing Center: I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. To schedule a Face to Face, Written Feedback, or Online Realtime Appointment, visit www.depaul.edu/writing. You can also call one of the Writing Center offices: (312) 362-6726 (Loop Office, Lewis Center 1600) or (773) 325-4272 (LPC Office, SAC 212). When possible, the Writing Center accepts walk-in requests, but it's always a good idea to schedule your appointment ahead of time. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. You can also request an Appointment Report, in order to confirm your visit to the Writing Center to work on your paper(s) for this course.

Changes to Syllabus. This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be addressed during class and posted at the standard class link on the DePaul website

Course Expectations and Guidelines

Civil Discourse. DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](#). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility

can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Internet-Enabled Devices - For Learning Only: While in the classroom, Internet-enabled devices such as laptops, tablets, smartphones, and smart watches can ONLY be used for learning purposes as required by the instructor. Violation will result in losing the class performance grade.

Attendance:

- **In Class:** Students are expected to attend each class and to remain for the duration of the class. Late arrivals or departures should be discussed in advance with the Instructor.
- **Online:** Students are expected to view each week's lecture online and turn in assignments as indicated. Failure to login to the lecture or turn in assignments will count as a class absence.
- **Three absences** for any reason, whether excused or not, may constitute failure for the course. The exceptions are a family or medical emergency or extenuating circumstances that are supported by documentation or evidence and coordinated through the University.
- **Excused Absence.** To petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/forms.html>. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.
- It is not possible for students to informally change enrollment type after the course has started (i.e., online students must attend online and in class students must attend in class). Any request to change enrollment type must be coordinated through Student Affairs.

Withdrawal. Students who withdraw from the course do so by using the Campus Connection system (<http://campusconnect.depaul.edu>). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Retroactive Withdrawal. This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career, students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval. College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are the last day of the last final exam for the subsequent Quarter.

Incomplete. An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for an incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.

- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two-quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.

An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Additional Policies

Academic Integrity. DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.

Students with Disabilities. Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations: Loop Campus – Lewis Center #1420 – (312) 362-8002; Lincoln Park Campus – Student Center #370 – (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.

Dean of Students Office: The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally, we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us at <http://studentaffairs.depaul.edu/dos>

Online Course Evaluations. Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable. As you experience this course and material, think about how your learning is impacted.

Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the University and teaching evaluation results is one component used in annual performance reviews (including salary raises and

promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Sexual and Relationship Violence: As a DePaul community, we share a commitment to take care of one another. Classroom relationships are based on trust and communication. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence. In other instances, students may reach out to faculty as a source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and will not begin the process of DePaul providing a response. Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) or the Dean of Students and Title IX Coordinator (Lincoln Park: 773-325-7290; Loop: 312-362-8066 or titleixcoordinator@depaul.edu). Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at <http://studentaffairs.depaul.edu/hpw/shvp.html>. Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may need support.