FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL[1]

UGPC APPROVAL _____
UFS APPROVAL _____
SCNS SUBMITTAL _____
CONFIRMED _____
BANNER POSTED _____
CATALOG _____

DEPARTMENT: CRIMINOLOGY AND CRIMINAL JUSTICE	COLLEGE: CDSI

RECOMMENDED COURSE IDENTIFICATION:

PREFIX ___CCJ___ COURSE NUMBER ___6078___ LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: **COMPUTER CRIME RESEARCH AND POLICY**

EFFECTIVE DATE
(first term course will be offered)
FALL 2015

CREDITS[2]: 3

TEXTBOOK INFORMATION: NO COURSE TEXTBOOK. LIST OF CURRENT READINGS PROVIDED ON SYLLABUS.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR __X__ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:
PROVIDES AN OVERVIEW OF CYBERCRIME FROM A CRIMINAL JUSTICE PERSPECTIVE. EXAMINES CURRENT TRENDS, SECURITY ELEMENTS, LEGAL AND SOCIAL ELEMENTS, AND MODERN INVESTIGATIVE METHODOLOGIES. REVIEWS LATEST RESEARCH WITH A FOCUS ON IDENTIFYING BEST PRACTICES FOR INDIVIDUALS, ORGANIZATIONS, AND SOCIETY TO CREATE AND IMPLEMENT IN THEIR PREVENTION AND RESPONSE GOALS.

PREREQUISITES *: NONE	COREQUISITES*: NONE	REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*: MAJOR: CCJ MASTER OF SCIENCE STUDENTS ONLY

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number:
Rachel Santos: rboba@fau.edu; 561-297-3240

Please consult and list departments that might be affected by the new course and attach comments.[3] NA

Approved by:

Department Chair: _____

College Curriculum Chair: _____

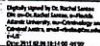College Dean: _____

UGPC Chair: _____

Graduate College Dean: _____

UFS President: _____

Provost: _____

John Ortiz Smykla, Ph.D, Director and Professor
cn=John Ortiz Smykla, Ph.D, Director and Professor, o=Florida Atlantic University, ou=School of Criminology and Criminal Justice, email=jsmykla@fau.edu, c=US
2015.02.10 06:20:57 -05'00'

Digitally signed by Dr. Rachel Santos
Dr. Rachel Santos
2015.02.10 10:11:00 -05'00'

Digitally signed by Rosalyn Carter
Date: 2015.02.11 14:39 -05'00'

Date:

2/9/2015
2/9/2015
2/11/2015
2/18/15
2/20/15

1. **Syllabus** must be attached; see guidelines for requirements: *www.fau.edu/provost/files/course syllabus.2011.pdf*

2. Review **Provost Memorandum: Definition of a Credit Hour** *www.fau.edu/provost/files/Definition Credit_Hour_Memo_2012.pdf*

3. **Consent** from affected departments (attach if necessary)

Email this form and syllabus to *UGPC@fau.edu* **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FAUnewcrseGrad—Revised November 2014

FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE
College of Design and Social Inquiry
CCJ6078 COMPUTER CRIME RESEARCH AND POLICY
_____ Semester, (YEAR)
Online, Three (3) Credit Hours

Instructor: Sameer Hinduja, Ph.D.
Office: SR 223
Phone: 561.799.8227
Fax: 561.799.8535
Email: hinduja@fau.edu

Note: Email is the **best** (and preferred) medium to use to get in touch with me. I check my email multiple times daily and will be able to respond more promptly to your inquiry or concern. During the week, I respond within 24 hours. If you do not hear from me within 24 hours, I did not get your email – please resend it. I do not respond during the weekend, but will get back to weekend inquiries on Monday.

I am <u>very flexible</u> concerning office appointments; don't hesitate to schedule one with me if necessary.

COURSE WEBSITE http://blackboard.fau.edu

COURSE DESCRIPTION

This course provides an overview of cybercrime from a criminal justice perspective. The course will also examine similar issues such as current trends, security elements, legal and social elements, and modern investigative methodologies. The latest research in the field will also be reviewed with a focus on identifying the best behavioral and technological strategies for individuals, organizations, and society at large to create and implement in their prevention and response goals.

COURSE OBJECTIVES

1. Develop an understanding of etiology, scope, prevalence, types, and techniques of computer crime
2. Comprehend its importance for inquiry and policy development as we progress into the Information Age.
3. Obtain general proficiency in technical concepts.
4. Understand the criminal justice system's response to computer crime.
5. Obtain knowledge of the best security defenses (by corporations, society, individuals) against those techniques.
6. Demonstrate a holistic understanding of computer crime from intrusion to conviction

TEXT

No course textbook. PDFs of readings, and links to articles online, will be uploaded to Blackboard EVERY WEEK, and I will expect you to have read them before commenting or posting.

OFFICE HOURS

Students are encouraged to seek help from the instructor whenever necessary. For the _____ semester of _____, my office hours are on ___ from ___. If those times do not work for you, I am happy to schedule a meeting at another time. Feel also always feel free to email/call.

Note: Email is the **best** (and preferred) medium to use to get in touch with me. I check my email multiple times daily and will be able to respond more promptly to your inquiry or concern. During the week, I respond within 24 hours. If you do not hear from me within 24 hours, I did not get your email – please resend it. I do not respond during the weekend, but will get back to weekend inquiries on Monday.

COURSE ORGANIZATION

The course will be conducted entirely online in Blackboard with no on-campus meetings or live chat rooms required on specific days or times. Each week is equivalent to one weekly class meeting on campus. In this course, we begin each Sunday with a new unit. Perhaps the good news for you is that there are no exams in this course. The tradeoff for that, however, is that there is a lot of assigned readings and my expectations for participation is very high. In addition, you will be doing a lot of writing. You will be writing summaries, as well as discussion posts and replies.

Falling behind on the reading in this class will get you in trouble. The burden is on each student to complete the required readings in a timely manner to advance your individual learning. Because we will not have lectures or fixed meeting times/locations, much of your time will be spent completing these readings, writing individual summaries, and engaging in online discussions with fellow students.

COURSE PROFESSIONALISM AND NETIQUETTE

You are responsible for your own success in this course. All interaction should be done with professionalism. You should act as though you are working with colleagues in a criminal justice agency or a research organization, not texting or chatting with your BFF. Students are sometimes tempted to relax their punctuation, capitalization, grammar, spelling, and/or professionalism; however, remember you are now in a college level course. Such communication is not appropriate here. Maintain your professionalism at all times.

SUMMARIES (50% of final grade)

There are three grading periods. Each grading period, students will complete distinct summaries/review of the weekly readings focusing on the following questions:

1. Review: What is the author trying to convey, and what are the primary and secondary points that are made? How does this fit in against the backdrop of all that we are learning in this class?

2. Analysis: What do you (personally and critically) think about the reading? Based on your knowledge or personal and professional experiences, do you think all of what is said is valid? Is some of it? Is none of it? Why? What are some strong or weak aspects of what is said, and why? What are the major limitations, and are they correctable? If so, how?

3. Application: How might the main points of the reading be applicable in real life - given the fact that we cannot fully control human behavior? How can the ideas be used to address, prevent, or reduce computer crime in all areas of society? Are there specific role players who can help with the implementation of the ideas/strategies more than others? How much value do you see here?

Students are expected to respond to each of these questions using approximately 500 words for each week, citing examples in the readings (or other scholarly sources) using APA format where relevant. It is important that this summary is clear, concise, thoughtful, and original. Don't restate what you find online – think for yourself and have your own opinions. **Your summaries are worth 300 total points (100 points for each of the three grading periods).**

100=Excellent summary/analysis
80=Good summary/analysis
60=Average summary/analysis
40=Below average summary/analysis
20=Poor summary/analysis
0=Summary not accepted

PARTICIPATION ON THE DISCUSSION BOARDS (50% of final grade)
This class is intended to be interactive and to involve serious scholarly engagement with the reading assignments and others. I expect you to be well prepared each week to discuss the assigned readings with your colleagues. **Each grading period, each student is responsible for posting at least eight times (four original posts, and four replies)** in the Discussion Forum for other students in the class to consider. **Each post should be at least 300 words, for a total of at least 2400 words across your eight posts. All posts/replies should be posted periodically throughout the grading period.** The questions should be phrased in the form of an analytic inquiry. This means that students shouldn't just ask a simple question, they should couch the question in the readings or other scholarly works and offer their perspective.

Students need to take the time to learn about a specific aspect of a topic, summarize the issue, and then meaningfully articulate questions, answers, reflections, questions, criticisms, strategies, and perspectives. Moreover, cutting and pasting text from readings or online articles is also not helpful - you should rephrase the material in your own words or put quotations around direct quotes from articles. Always feel free to refer to relevant material when posting - I just don't want to see that the majority of your posting involves quoted material from other sources. **Your Summaries do NOT count towards your eight posts/replies each grading period, and MUST NOT be posted to the discussion board. Posting a Summary to the discussion board will result in an automatic ZERO for your Summary grade.**

Students are expected to participate on the discussion boards appropriately. This means you should NOT do any of the following: bring up irrelevant information, attack people

online for their opinions, attach any file to your emails that has not been checked for viruses, send people in class irrelevant materials or files, and prevent from posting or harass individuals online.

IMPORTANT: Every single time you email me, please put the Course Prefix and Number at the beginning of every email subject line. For example, for this course, every email you send me should start with CCJ6934 in the subject line.

IMPORTANT: Each grading period (dates specified below), you are required to email me (hinduja@fau.edu) in Microsoft Word, Open Office, or Google Docs format (filetype should be .docx or .doc) your summaries and your eight contributions (original posts and replies), one after the other, in a single document (feel from to copy and paste from the discussion boards). You should title the filename of the document in a format similar to this: "CCJ6934 – GP1 – Lastname, Firstname.doc". For example, if your name is Chris Carrabba, you should entitle your file name "CCJ6934 - GP1 - Carrabba, Chris.doc". I need you to do this because I get thousands of emails every month and it is impossible to keep track otherwise. This should be very easy for you - **if you do not do this, I will give you a zero for that grading period.**

No late submissions will be accepted. **If you email me your posts at 12:00am, they are late and I will give you a zero. Please plan ahead to make sure you submit your posts on time and even earlier in the grading period if you can manage it.**

Your document emailed to me should look like the following:

Name: **Summaries for Grading Period 1** **(500 words for each week)** **(text here)** **or** **Summaries for Grading Period 2** **500 words for each week)** **(text here)** **or** **Summaries for Grading Period 3** **(500 words for each week)** **(text here)** **Original Post 1 (300 words):** **(text here)** **Original Post 2 (300 words):**

(text here)

Original Post 3 (300 words):
(text here)

Original Post 4 (300 words):
(text here)

Reply 1 (300 words):
(text here)

Reply 2 (300 words):
(text here)

Reply 3 (300 words):
(text here)

Reply 4 (300 words):
(text here)

WHAT COUNTS AS GOOD PARTICIPATION?

In order to get credit, you should be making coherent and useful statements about what you read, as well as useful comments about others' contributions. By "coherent and useful statements" I mean that you should be expressing your ideas in a way that helps others understand them and not simply regurgitating what is in the readings or simply agreeing or disagreeing with others' posts.

TIME YOU SHOULD SPEND EACH WEEK

Since this is a three credit-hour course, you would normally be spending at least three hours in a classroom and three hours working on course-related matters. Thus, you are expected to spend the same amount of time reading the chapter(s), writing up your summaries, and posting and discussing issues (i.e., 360 minutes total per week). I will know as we continue through the semester who is doing the bare minimum, and who is going the "extra mile" – and students will be graded accordingly.

TIP: It is recommended that you craft/draft your posts and replies in Microsoft Word or another word processing program. If you save often you will have a backup in case Blackboard freaks out on you (it's happened to me, multiple times) goes down or your computer craps out while you are writing. We've all been there before: you spend 30 minutes writing an amazing post but for some reason it doesn't go through and gets lost and you have to start all over. Also, Word will help you by spell-checking and pointing out weird grammar issues along the way (please, please submit neat, tight, clean writing to me - you cannot imagine how much better it reflects on you).

DISCUSSION BOARD GRADING RUBRIC

	0-40 - Poor	40 - Average	60 - Satisfactory	80 - Above Average	100 - Excellent
Participation/ Frequency	Three or less original posts or replies	Four meaningful original posts or replies	Five meaningful original posts or replies	Six meaningful original posts or replies	Eight meaningful original posts or replies
Topical/ Relevance	No relevance to topic	Only indirect relevance to topic	Little direct relevance to topic	Appropriate relevance to topic	Expansive to topic
Accuracy/ Completeness	Information is neither accurate or complete	Information is accurate, but lacks completeness	Information is accurate and mostly complete	Information is accurate and complete	Information is accurate and expansive
Grammar/ Spelling	Abundant grammatical and spelling errors making reading difficult	Numerous grammatical or spelling errors, but thought is conveyed	Few grammatical or spelling errors, and thought is clear	Only one or two grammatical or spelling errors, and thought is clear	No grammatical or spelling errors and thought is clear.

GRADING

There are 600 possible points to be earned in this class, 300 points from the Summaries (100 possible points each grading period), and 300 points from the Discussion Posts (100 possible points each grading period).

A = 93 - 100%
A- = 90 - 92.99%
B+ = 87 - 89.99%
B = 83 - 86.99%
B- = 80 - 82.99%
C+ = 77 - 79.99%
C = 73 - 76.99%
C- = 70 - 72.99%
D+ = 67 - 69.99%
D = 63 - 66.99%
D- = 60 - 62.99%
F = 0 - 59.99%

Note: A minimum grade of "C" is required for every CCJ, CJC, CJE, or CJL prefixed course. If a grade below a "C" (such as a "C-") is earned in a CCJ, CJC, CJE, or CJL prefixed course, the course will not count toward any portion of the 120-credit program.

EXTRA CREDIT

I will not be assigning extra credit in this class. Please keep that in mind. Please do not come to me after receiving your final grade for the course and ask for a few extra points, as my hands are tied and I cannot raise one student's grade without equally raising the grades of all students.

INCOMPLETES AND WITHDRAWALS

Incompletes are to be avoided at all costs. In cases of extreme emergencies, incompletes will be granted at my discretion and only in accordance with university policy. A request for an incomplete will require documentation and you must request an incomplete in writing one week before the final exam.

If a student initiates a drop (withdrawal) by _____, the student's name will not appear on the grade sheet and no grade will be issued. Please see the academic calendar information published by the Office of the Registrar for more details (http://www.fau.edu/registrar).

ACADEMIC DISHONESTY

Please refer to FAU's Code of Academic Integrity:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

As quoted, the following shall constitute academic irregularities:

1. The presentation of words from any other source or another person as one's own without proper quotation and citation.
2. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
3. Turning in someone else's work as one's own
4. Any other form of academic cheating, plagiarism, or dishonesty.

Everything you post or turn in will be run through Blackboard's proprietary plagiarism software (SafeAssign). If anything comes back as suspicious or plagiarized, I will also run it through Turn It In (turnitin.com). If evidence of plagiarism is found, I will then pursue the severest formal charges. I <u>will not</u>

tolerate plagiarism or cheating; it is absolutely unacceptable in a university environment.

Please take the time to read an article about plagiarism, located at http://people.ucalgary.ca/~hexham/content/articles/plague-of-plagiarism.html

ASSISTANCE WITH WRITING

"The University Center for Excellence in Writing is devoted exclusively to the support and promotion of writing for all members of the FAU community - undergraduate and graduate students, staff, faculty, and visiting scholars. Our Center provides a range of free support services, including informed and sensitive readers who help writers become more reflective readers and more self-sufficient crafters of their written work." Please visit their site at http://www.fau.edu/UCEW to learn about the resources they offer should you need any help before submitting any writing assignment in any class.

POLICY ON USE OF RECORDING DEVICES IN THE CLASSROOM

The College for Design and Social Inquiry (as well as Florida law 934.03 - Interception and disclosure of wire, oral, or electronic communications prohibited) prohibits audio or video recording of instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This does not apply to students receiving accommodations from the Office with Student Disabilities. When the instructor's consent is given, the materials are for personal use only and are not for distribution or sale in any fashion.

TECHNICAL PROBLEM RESOLUTION POLICY

In the online environment, there is always a possibility of technical issues, (i.e., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait to the last minute to do your work before deadlines, the chances of these "glitches" affecting your grade are greatly increased. Please plan appropriately. Should a problem occur, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action regarding a resolution. Please take the following steps should a problem occur:

1. If you can, make a "print screen" of the monitor when the problem occurred.
2. Complete a Blackboard support ticket. See **Blackboard Support** for instructions on the FAU's Blackboard Homepage. If Blackboard is unavailable, you can reach the **Help Desk** directly at http://www.fau.edu/helpdesk. Make sure you complete the form entirely so the Help Desk staff will have all pertinent information to assist you.
3. Send an email to the instructor to notify me of the problem. Include all pertinent information of the incident.
4. If the problem is one where you do not have access to Blackboard, send an email to the instructor with all pertinent information of the incident.
5. If you do not hear back from the Help Desk or your professor within a timely manner (48 hours), it is your responsibility to follow up and make sure the problem is resolved.

OTHER COMMENTS

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must

register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) – and follow all OSD procedures. Any student with a documented disability which may require special accommodations should self-identify to the instructor as early as possible in order to receive effective and timely accommodation. If you have any questions about accommodations for a disability, please contact the Office for Students with Disabilities (OSD). The OSD office at FAU offers college constituents equity and excellence in education. By working with students, as well as faculty and staff members, on all FAU campuses, OSD ensures that appropriate academic adjustments are made to allow all students equal opportunities online, inside the classroom and around campus.

Many students have issues or problems that occur in any given semester. **Please let me know as soon as possible if you need anything or if you are having specific problems**. Do NOT wait until the end of the semester to tell me that you are having difficulties—nothing can be done to fix your grade in the last weeks of the semester! **My door is always open** and I read email several times a day. I am more than willing to spend time answering your questions and to listen to your issues. Also, feel free to share good news with me rather than feeling like you can only see me when you have problems.

If you are having difficulties with life that make successful completion of this course difficult, please contact http://www.fau.edu/counseling/

If you would like a Faculty Friend, look at http://www.fau.edu/admissions/facultyfriends.php

If you are a CDSI major and have questions about credits or other requirements, check http://www.fau.edu/divdept/caupa/advising/currentstudents.html

I would like everyone to act appropriately. This includes NOT doing any of the following: chatting with others, bringing up unrelated information, disrupting or being abusive toward others, etc. **I want your experiences in this course and with me to be positive ones**.

Students would be well advised to daily check their FAU e-mail accounts. When unforeseen events arise, I will send out a class e-mail to keep you informed.

The instructor reserves the right to change the contents of the class material and syllabus without notice; any changes will be explained via email and/or on Blackboard.

MORE RESOURCES

If you need individualized help or tutoring in reading, writing, taking notes, or other academic issues, please see one of the help centers listed below:

LEARNING COMMUNITY

http://www.fau.edu/class/LearningCommunity/

TUTORING, STUDY HELP, & ACADEMIC SUPPORT

http://www.fau.edu/ctl/TutoringStudyHelpAndAcademicSupportStudentResources.php

CENTER FOR LEARNING AND STUDENT SUCCESS

http://www.fau.edu/CLASS/

CAREER DEVELOPMENT CENTER

http://www.fau.edu/cdc/

STUDENT INVOLVEMENT AND LEADERSHIP

http://www.fau.edu/sil/

If you are having personal problems and need guidance or help, please contact one of the centers listed below:

OFFICE OF HEALTH AND WELLNESS

http://www.fau.edu/wellness/index.php

http://www.fau.edu/wellness/staff.php

COUNSELING CENTER

http://www.fau.edu/counseling/

STUDENT INTERVENTION TEAM

http://www.fau.edu/studentsindistress/index.php

http://www.fau.edu/studentsindistress/aboutus.php

http://www.fau.edu/studentsindistress/SITrole.php

STUDENT CRISIS AWARENESS COMMITTEE

http://www.fau.edu/studentsindistress/SCACROLE.php

HOW TO SUCCEED IN THIS COURSE

~ Do the readings.
~ Participate!
~ Ask questions.
~ Do not hesitate to contact me if you need to discuss anything related to the course.
~ Be proactive about your education!

HOW TO FAIL

~ Participate inconsistently and irregularly, thinking you can get caught up later in the semester (it doesn't work that way)

~ Try to BS your way through your postings and contributions

~ Screw around, slack off, and not give this course as much attention as your other courses (it probably requires more attention)

CLASS SCHEDULE (SUBJECT TO CHANGE)

Week:	Topic
1	Introduction
2	Cybercrime and Theory (Burns & Roberts, 2013; Kigerl, 2011; Ngo & Paternoster, 2011)
3	Online Privacy (Davis & James, 2013; Debatin et al., 2009; Lenhart et al., 2013; Smith et al., 2011)
4	Network Security (Marcum et al., 2014; Stockman, 2014)
5	Network Security Part 2 (Henson et al., 2011; Schneider, 2012)
6	Piracy (Donner et al., 2014; Hinduja & Higgins, 2011; Siponen et al., 2012; Smallridge & Roberts, 2013) *End of Grading Period 1 - Summaries/Posts Due for Preceding Weeks on Saturday _____ at 11:59pm*
7	Child Pornography (Eke et al., 2011; Elliott, 2012; Seto et al., 2015; Wolak et al., 2014)
8	Online Predators (Katz, 2013; Kimball, 2011; Lollar, 2013)
9	Online Predators Part 2 (Dombrowski et al., 2007; Hessick, 2010; Quayle & Taylor, 2001)
10	Virus, Worms, Trojans (Alazab et al., 2012; Holt & Bossler, 2013; Holt et al., 2012)
11	Identity Theft and Fraud (Copes et al., 2013; Holt & Turner, 2012; Reyns, 2013; Tajpour et al., 2013) *End of Grading Period 2 - Summaries/Posts Due for Preceding Weeks on Saturday, _____ at 11:59pm*
12	Digital Evidence (Casey, 2012; Investigation, 2001)
13	Digital Evidence Part 2 (Endicott-Popovsky & Horowitz, 2012; Kerr, 2005; Wang, 2007)
14	Wireless Security (Bora & Singh, 2013; Safavi et al., 2013)
15	Cyberterrorism (Conway, 2014; Hardy & Williams, 2014; McGuire, 2014)
16	Cybercrime of the Future (European Cybercrime Centre, 2014) *End of Grading Period 3 - Summaries/Posts Due for Preceding Weeks on*

COURSE READINGS

Alazab, M., Venkatraman, S., Watters, P., Alazab, M., & Alazab, A. (2012). Cybercrime: The case of obfuscated malware *Global Security, Safety and Sustainability & e-Democracy* (pp. 204-211): Springer.

Bora, M. S., & Singh, A. (2013). Cyber Threats and Security for Wireless Devices. *Journal of Environmental Science, Computer Science and Engineering & Technology (JECET), 2*, 277-284.

Burns, S., & Roberts, L. (2013). Applying the theory of planned behaviour to predicting online safety behaviour. *Crime Prevention & Community Safety, 15*(1), 48-64.

Casey, E. (2012). Cloud computing and digital forensics. *Digital Investigation, 9*(2), 69-70.

Conway, M. (2014). Reality check: assessing the (un) likelihood of cyberterrorism *Cyberterrorism* (pp. 103-121): Springer.

Copes, H., Vieraitis, L. M., Cardwell, S. M., & Vasquez, A. (2013). Accounting for Identity Theft The Roles of Lifestyle and Enactment. *Journal of Contemporary Criminal Justice, 29*(3), 351-368.

Davis, K., & James, C. (2013). Tweens' conceptions of privacy online: implications for educators. *Learning, Media and Technology, 38*(1), 4-25.

Debatin, B., Lovejoy, J. P., Horn, A. K., & Hughes, B. N. (2009). Facebook and online privacy: Attitudes, behaviors, and unintended consequences. *Journal of Computer-Mediated Communication, 15*(1), 83-108.

Dombrowski, S. C., Gischlar, K. L., & Durst, T. (2007). Safeguarding young people from cyber pornography and cyber sexual predation: A major dilemma of the Internet. *Child abuse review, 16*(3), 153-170.

Donner, C. M., Marcum, C. D., Jennings, W. G., Higgins, G. E., & Banfield, J. (2014). Low self-control and cybercrime: Exploring the utility of the general theory of crime beyond digital piracy. *Computers in Human Behavior, 34*, 165-172.

Eke, A. W., Seto, M. C., & Williams, J. (2011). Examining the Criminal History and Future Offending of Child Pornography Offenders. *Law and human behavior, 35*(6), 466-478.

Elliott, I. A. (2012). *Psychological characteristics of users of child pornography on the internet.* University of Birmingham.

Endicott-Popovsky, B., & Horowitz, D. J. (2012). Unintended consequences: Digital evidence in our legal system. *Security & Privacy, IEEE, 10*(2), 80-83.

European Cybercrime Centre. (2014). Project 2020 - Scenarios for the Future of Cybercrime - White Paper for Decision Makers. Retrieved from http://2020.trendmicro.com/Project2020.pdf

Hardy, K., & Williams, G. (2014). What is 'cyberterrorism'? Computer and internet technology in legal definitions of terrorism *Cyberterrorism* (pp. 1-23): Springer.

Henson, B., Reyns, B. W., & Fisher, B. S. (2011). Security in the 21st Century Examining the Link Between Online Social Network Activity, Privacy, and Interpersonal Victimization. *Criminal Justice Review, 36*(3), 253-268.

Hessick, C. B. (2010). Disentangling child pornography from child sex abuse. *Wash. UL Rev., 88*, 853.

Hinduja, S., & Higgins, G. E. (2011). Trends and patterns among music pirates. *Deviant Behavior, 32*, 1-26.

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