



# PICT201

## Cybercrime

S1 External 2015

*Dept of Policing, Intelligence & Counter-Terrorism*

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### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

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Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

This unit will provide a theoretical and empirical introduction to the study of cybercrime. Students will analyse cybercrime and associated criminology theories with reference to a range of cyber-offences, including hacking, cyber-stalking, online drug distribution and online state/corporate espionage. Legal and policing responses to these offences, and the challenges associated with regulating new technologies will be considered. New and emerging issues associated with cybercrime, including cyber-vigilantism and encrypted internet spaces such as the Dark Net, will also be explored.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Describe and discuss criminological theories and how they relate to cybercrime.

Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.

Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.

Identify, research, evaluate and synthesise relevant policy issues.

## Assessment Tasks

Name	Weighting	Due
<u>Tutorial/online participation</u>	10%	Throughout semester
<u>Assessment 1: PPT Presentation</u>	20%	15/03/2015
<u>Mid-semester quiz</u>	10%	19/04/2015
<u>Research essay</u>	50%	31/05/2015
<u>End-of-semester quiz</u>	10%	07/06/2015

### Tutorial/online participation

Due: **Throughout semester**

Weighting: **10%**

Internal students are required to actively participate in tutorials. Active participation means more than just attendance. To actively participate, students need also to prepare for tutorials by completing required readings and attending/listening to lectures, and then engage in tutorial activities and discussions. Lecturers/tutors are looking for informed contributions, that is, posing or addressing questions and making contributions that reflect an understanding of course content.

Tutorial participation marks are therefore determined by your lecturer/tutor over the semester according to the following 3 criteria: (1) attendance; (2) active participation in tutorial activities and class discussion; and (3) evidence of engagement with readings and course content. To qualify for this assessment, students must attend at least 80% of the tutorials throughout the session. Students who miss a tutorial must provide relevant documentation (e.g. a medical certificate) if they wish to avoid being marked as absent.

External students are required to provide at least one response per week to a question posed by the online coordinator. As is the case with internal students, online contributions must reflect understanding of the course content. Weekly online contributions need to be at least 100 words in total (referencing not required).

This Assessment Task relates to the following Learning Outcomes:

- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.

On successful completion you will be able to:

- Describe and discuss criminological theories and how they relate to cybercrime.
- Engage in informed, scholarly debate about cybercrime and their potential impact on

globalized society with fellow students and staff.

- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.
- Identify, research, evaluate and synthesise relevant policy issues.

## Assessment 1: PPT Presentation

Due: **15/03/2015**

Weighting: **20%**

Research findings suggest that criminality results from a variety of different causes occurring at various levels (from societal levels, through community and social influence theories, to specific individual theories). Many of these criminological theories can be applied to cybercriminal acts. Select one of the types of cybercrime covered in the unit (i.e. cyber-piracy, cyber-vigilantism, online drug distribution etc.) and look at it through the lens of one or more of the criminological theories which, in your view, **best** explains why a person might engage in that type of cybercrime. You can choose from general strain theory, routine activity theory, deterrence theory, social learning and self-control theory, deviant subculture theory, addiction theory, arousal theory, rational choice theory. If you feel that there is another theory, which is not covered in the unit, which better explains your selected cybercrime, please feel free to use it.

In your presentation you should state why you have selected the theory or theories that you have and provide examples of why your selected theory(ies) explains why an individual may engage in that specific cybercriminal behaviour.

Students are required to complete a PowerPoint Presentation with presenters' notes that, if presented orally, would extend to around 8 to 10 minutes (approximately 10 slides). PLEASE NOTE: No oral presentation is required for this assessment task. Each slide should contain logical, clear and easily understood points that demonstrate understanding of the topic. The notes section of the presentation should discuss or argue the relevance of each of the bullet points in the body of the slide. This enables the lecturer/tutor to assess your understanding of the topic. You should also place in the notes section the details of the references that you have used in each slide.

Use of **SAGE Harvard referencing style is mandatory**. You can find guidelines on SAGE Harvard referencing style on the unit iLearn page. All presentations will be checked through plagiarism software.

If no extension is sought and the assessment is submitted late, 5% of the available mark will be deducted for the first day the submission is late and 2% each subsequent day after that.

The criteria used to assess the PowerPoint presentation (marking template) will be posted to iLearn.

Marks should be available to students within three weeks of submission.

This Assessment Task relates to the following Learning Outcomes:

- Describe and discuss criminological theories and how they relate to cybercrime.

On successful completion you will be able to:

- Describe and discuss criminological theories and how they relate to cybercrime.
- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Identify, research, evaluate and synthesise relevant policy issues.

## Mid-semester quiz

Due: **19/04/2015**

Weighting: **10%**

This is the first assessed online quiz and will cover lecture and reading material from modules 4-7.

This Assessment Task relates to the following Learning Outcomes:

- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.

On successful completion you will be able to:

- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.

## Research essay

Due: **31/05/2015**

Weighting: **50%**

The research essay is the major piece of work for the semester. Students are required to select one of four research questions, conduct in-depth research and construct a well framed, critical argument. Essays should be well supported by scholarly research and interact with relevant cyber-policing theories/policy issues.

Use of **SAGE Harvard referencing style is mandatory**. You can find guidelines on SAGE Harvard referencing style on the unit iLearn page.

All essays will be checked through plagiarism software.

If no extension is sought and the assessment is submitted late, 5% of the available mark will be deducted for the first day the submission is late and 2% each subsequent day after that.

The criteria used to assess the research essay (marking template) will be posted to iLearn.

Marks should be available to students within three weeks of submission.

This Assessment Task relates to the following Learning Outcomes:

- Describe and discuss criminological theories and how they relate to cybercrime.
- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Explain the importance of cyberspace in changing the nature of offending, policing and victimization.
- Identify, research, evaluate and synthesise relevant policy issues.

On successful completion you will be able to:

- Describe and discuss criminological theories and how they relate to cybercrime.
- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.
- Identify, research, evaluate and synthesise relevant policy issues.

## End-of-semester quiz

Due: **07/06/2015**

Weighting: **10%**

This is the final assessed online quiz and will cover lecture and reading material from modules 8-13.

This Assessment Task relates to the following Learning Outcomes:

- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.

On successful completion you will be able to:

- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.

## Delivery and Resources

### UNIT REQUIREMENTS AND EXPECTATIONS

- You should spend an average of at least 9 hours per week on this unit. This includes completing weekly activities and readings detailed in iLearn.
- Internal students are expected to actively participate in tutorials. This involves appropriate preparation before class (i.e. listening to online lecture content and

completing required weekly readings). Students should provide relevant documentation (e.g. a medical certificate) if they miss a tutorial.

- External students are required to contribute to on-line discussions. Further information regarding online discussion requirements are available on iLearn.
- Students are required to submit all major assessment tasks in order to pass the unit.

## REQUIRED READINGS

- The citations for all the required readings for this unit are available to enrolled students through the unit iLearn site, and at Macquarie University's Library EReserve site. Electronic copies of required readings may be accessed at the EReserve site.

## TECHNOLOGY USED AND REQUIRED

- Personal PC and internet access are essential for this unit. Basic computer skills and skills in word processing are also a requirement.
- This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/>
- Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.
- For technical support go to: [http://mq.edu.au/about\\_us/offices\\_and\\_units/informatics/help](http://mq.edu.au/about_us/offices_and_units/informatics/help)
- For student quick guides on the use of iLearn go to: [http://mq.edu.au/iLearn/student\\_info/guides.htm](http://mq.edu.au/iLearn/student_info/guides.htm)

## SUBMITTING ASSESSMENT TASKS

- All assessment tasks are to be submitted, marked and returned electronically. This will only happen through the unit iLearn site.
- Assessment tasks must be submitted either as a PDF, MS word or PPT document by the due date.
- Most assessment tasks will be subject to a 'Turnitin' review as an automatic part of the submission process.
- The granting of extensions of up to one week are at the discretion of the unit convener. Any requests for extensions must be made in writing before the due date for the submission of the assessment task. Extensions beyond one week are subject to the university's Disruptions Policy ([http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html#purpose](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html#purpose)).

## LATE SUBMISSION OF ASSESSMENT TASKS

- If an assignment is submitted late, 5% of the available mark will be deducted for the first day and 2% for each subsequent day (including weekends) the paper is late.
- The same principle applies if an extension is granted and the assignment is submitted later than the amended date.

## WORD LIMITS FOR ASSESSMENT TASKS

- Stated word limits do not include references, bibliography, or title page.
- Word limits can generally deviate by 10% either over or under the stated figure.
- If the number of words exceeds the limit by more than 10%, then penalties will apply. These penalties are 5% of the awarded mark for every 100 words over or under the word limit. If a paper is 300 words over or under, for instance, it will lose  $3 \times 5\% = 15\%$  of the total mark awarded for the assignment. This percentage is taken off the total mark, i.e. if a paper was graded at a credit (65%) and was 300 words over or under, it would be reduced by 15 marks to a pass (50%).
- The application of this penalty is at the discretion of the course convener.

## REASSESSMENT OF ASSIGNMENTS DURING THE SEMESTER

- Macquarie University operates a Grade Appeal Policy in cases where students feel their work was graded inappropriately (<http://mq.edu.au/policy/docs/gradeappeal/policy.html>). This process involves all assignments submitted for that unit being reassessed. However, in exceptional cases students may request that a single piece of work is reassessed.

## Unit Schedule

Week 1: Introduction to the unit

Week 2: The transformational effect of cyberspace on crime

Week 3: Application of theories of crime to cybercrime

Week 4: Online fraud, scams and identity theft: what makes a victim?

Week 5: Cyber-piracy: We know it's wrong by why won't we stop?

Week 6: Crimes of the rich and powerful (stage and corporate)

Week 7: Online drug distribution and The Dark Net



Week 8: Should crimes committed in virtual worlds be treated as seriously as real-world crimes?

Week 9: Computer content crime: offensive communications, obscene materials and harmful content

Week 10: Cyber-vigilantism: Anonymous and other similar groups

Week 11: International response to cybercrime, cyber-policing and online governance

Week 12: Mass surveillance and invasion of privacy

Week 13: The future of cybercrime/ emerging issues and unit wrap up

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Identify, research, evaluate and synthesise relevant policy issues.

### Assessment tasks

- Tutorial/online participation
- Assessment 1: PPT Presentation
- Research essay

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to

handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcomes**

- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.
- Identify, research, evaluate and synthesise relevant policy issues.

### **Assessment tasks**

- Tutorial/online participation
- Assessment 1: PPT Presentation
- Research essay

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcomes**

- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Identify, research, evaluate and synthesise relevant policy issues.

### **Assessment tasks**

- Tutorial/online participation
- Research essay

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary

solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Describe and discuss criminological theories and how they relate to cybercrime.
- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.
- Identify, research, evaluate and synthesise relevant policy issues.

## **Assessment tasks**

- Tutorial/online participation
- Assessment 1: PPT Presentation
- Mid-semester quiz
- Research essay
- End-of-semester quiz

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Describe and discuss criminological theories and how they relate to cybercrime.
- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.
- Identify, research, evaluate and synthesise relevant policy issues.

## **Assessment tasks**

- Tutorial/online participation
- Assessment 1: PPT Presentation
- Mid-semester quiz
- Research essay

- End-of-semester quiz

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Describe and discuss criminological theories and how they relate to cybercrime.
- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.
- Identify, research, evaluate and synthesise relevant policy issues.

### Assessment tasks

- Tutorial/online participation
- Assessment 1: PPT Presentation
- Mid-semester quiz
- Research essay
- End-of-semester quiz

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Describe and discuss criminological theories and how they relate to cybercrime.
- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.

- Identify, research, evaluate and synthesise relevant policy issues.

## Assessment tasks

- Tutorial/online participation
- Assessment 1: PPT Presentation
- Research essay

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- Describe and discuss criminological theories and how they relate to cybercrime.
- Engage in informed, scholarly debate about cybercrime and their potential impact on globalized society with fellow students and staff.
- Explain the importance of cyberspace in changing the nature of offending, policing and victimisation.
- Identify, research, evaluate and synthesise relevant policy issues.

## Assessment tasks

- Tutorial/online participation
- Research essay

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Assessment tasks

- Tutorial/online participation
- Research essay

## Changes since First Published

Date	Description
07/01/2015	Changes have been made to the wording of the assessments