

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

AMERICAN PUBLIC UNIVERSITY SYSTEM.



AMERICAN MILITARY UNIVERSITY
AMERICAN PUBLIC UNIVERSITY

www.apus.edu



The Ultimate Advantage is an Educated Mind

School of Science and Technology
Department of Information Technology
ISSC651: Advanced e-Discovery
3 Credit Hours
8 Week Course
Prerequisite(s): None

Table of Contents

Instructor Information	Evaluation Procedures
Course Description	Grading Scale
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Academic Services
Course Materials	Selected Bibliography

Instructor Information

Instructor:

Email:

Phone:

Office Hours:

NOTE: IT IS IMPORTANT THAT THE STUDENT READ THE ENTIRE STUDENT SYLLABUS THOROUGHLY. THIS DOCUMENT DETAILS MY GOALS AND EXPECTATIONS FOR THIS COURSE AND PROVIDES ALL OF THE NECESSARY INFORMATION CONCERNING ASSIGNMENTS, GRADING AND ADDITIONAL COURSE REQUIREMENTS

[Table of Contents](#)

Course Description

This course is an advanced study of the principles and methodologies of the e-discovery process

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

and the increasing importance of digital evidence in litigation. Topics include contemporary investigative methods, legal issues, cost containment, collecting and prioritizing data sets, preservation of digital evidence, document review, metadata and spoliation considerations, comparative assessments, and forensic investigations.

[Table of Contents](#)

Course Scope

Electronic discovery has become an indispensable tool for major litigation practices as they come to terms with the enormous amount of electronic data in the world today. The volume of electronic documents is growing exponentially. E-mail in particular is growing very rapidly. This course will teach you how to build an effective enterprise wide e-discovery program. This will be done will by giving you the knowledge to understand where electronically stored data resides. As you progress through the course, you will assess the amount of electronically stored information (ESI) that is available, stored, and accessible. This course will examine several ESI perspectives such as attorney and IT director. Finally, it will cover these important topics: new trends in the-discovery industry, information management tools and techniques, tactics for defensibly collecting information, and production considerations and ideas.

[Table of Contents](#)

Course Objectives

After completing this class, you will be able to:

1. Examine the principles, practices, methodologies, and challenges to prepare digital evidence and testimony for litigation
2. Appraise the policies and procedures to conduct detailed enterprise searches using emergent techniques, methodologies, examinations, investigative approaches, and evaluations
3. Assess the e-discovery review process
4. Evaluate industry specific legal notices, forms, questionnaires, letters, and other e-discovery specific documentation (spoliation notice, preservation letter, database collection form, data harvesting/collection questionnaire, initial document collection interview form, questionnaire for it staff re: e-discovery compliance, report of parties FRCP 26(f) planning conference, litigation hold letter, suggested protocol for discovery of electronically stored information ("ESI"), federal rules of civil procedure, and local rules of civil procedure)
5. Analyze the procedures to conduct comprehensive reviews of automated ways, processes, tools, and instruments
6. Examine, evaluate, and recommend digital record accessibility and retention policies based on current legal and ethical best practices in the domain of digital forensics
7. Appraise strategies to contain and reduce e-discovery costs

[Table of Contents](#)

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Delivery Method

This M.S. in Information Technology course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by the last day of each week** and include Forum questions (accomplished in groups through a threaded forum) and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

[Table of Contents](#)

Course Materials

Required Text

E-discovery: Creating and Managing an Enterprisewide Program; Syngress Publishing Book
ISBN:9781597492966 Date:2008

Book is available as e-text in Books 24x7 Book ID: 32202

Reference: Blackley, J. A., Peltier, J., & Peltier, T. (2003) *Information Security Fundamentals*, 1st Edition. Boca Raton, FL. Auerbach Publications. ISBN: 0849319579/9780849319570

Reference: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: Author. ISBN: 1-4338-0561-8

Software Requirements

1. Microsoft Office (MS Word, MS Excel, MS PowerPoint)
2. Adobe Acrobat Reader
3. A number of testing tools

[Table of Contents](#)

Evaluation Procedures

The grading will be based on six graded homework assignments, eight forum postings, contact points, a final exam and an end of course final research paper.

1. There will be six homework assignments during the course. The assignments will count as 30% of the final grade. The homework assignments will follow each of the major portions of the course. These assignments will be research problems or questions from the text. They are selected to provide the student with information to understand the concepts discussed. Assignments should be prepared in Microsoft Word or an equivalent word processor program and uploaded into the student folder by the due date.
2. There will be eight Forum postings you will need to respond to. The Forum postings will count as 40% of the final grade. Answers should be a paragraph with a **topic sentence** that **restates the question** and **supporting sentences** using the terms, concepts, and theories from the required readings. Each initial post should be a **minimum of 500 words**. In the response to each student, you may **attack**, **support** or **supplement** other students' answers using the terms, concepts and theories from the required readings. All responses should be a **courteous paragraph** that contains a **topic sentence** with good **supporting sentences** and should be a **minimum of 200 words**. You may respond multiple times with a continuous discussion with

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

points and counter points. The key requirement is to express your idea and then **support your position** using the terms, concepts and theories from the required readings to demonstrate to me that you understand the material. The Forums will count as 40% of the final grade.

3. The final research paper will be a culmination of knowledge garnered from the writing assignments from weeks 1 through 7. The final paper in its entirety will count as 30% of your final grade. The 30% will include an outline (1%), rough draft (4%), paper (20%) and a peer review (5%).

See

Selected Bibliography

Web Resources for Advanced Digital Forensics

- 1) **Law Technology News**
<http://www.law.com/jsp/lawtechnologynews/index.jsp>
- 2) **Managing E-discovery**
<http://msdn.microsoft.com/en-us/library/ee554902.aspx>
- 3) **FRCP: Rule 26**
<http://www.law.cornell.edu/rules/frcp/Rule26.htm>
- 4) **E-Discovery white papers**
<http://www.fiosinc.com/e-discovery-knowledge-center/electronic-discovery-whitepapers.aspx>
- 5) **Orange Legal Predictive Pricing Estimator**
<http://orangelt.us/estimator/pricing.html>
- 6) **Litigation Response Planning and Policies for E-Discovery**
http://library.ahima.org/xpedio/groups/public/documents/ahima/bok1_036581.hcsp?dDocName=bok1_036581

Table of Contents

for Grading Criteria on assignments listed above.

Assignment Requirements

This course has a strong writing component. The goal is to organize, synthesize, and demonstrate your comprehension of core concepts investigated during this course by applying a combination of the terms, concepts, and details you have learned in a systematic way. As important as "the details" that you analyze and arrange in your writing, however, are the conclusions you draw from those details, and your predictions, responses to, and ultimate interpretation of those details. At this level you are expected to be writing and synthesizing your knowledge and properly using resources and citations. All assignments are to include a minimum of 3 citations, an abstract, and a proper conclusion. The length can vary but the content itself

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

should be about 3 pages. This includes the conclusion but not the cover page, reference page or the abstract.

FORUM POSTINGS:

Each week a Forum question will be provided for a discussion of the week's readings. A specific assignment for posting on the Forum will be announced each week. The assignments may involve discussion or debate. The number of postings required each week will vary and will be announced in the assignment for the week. In most cases, you will be required to post at least one original post and one or more follow-ups to your classmates' posts.

Your first post each week must be posted by Wednesday at midnight EST. Please try not to be late with this post because your classmates will be relying on you to post on time to give them a post to respond to later in the week. All follow-up posts must be posted by Sunday at midnight EST.

RESEARCH PAPER:

You will be required to write a final research paper this semester. The specifications are as follows:

1. 10 pages (double-spaced) Arial 10 pt font.
2. Choose any topic related to the course and write about the latest developments and issues. This should be an accrual of the concepts you learned throughout the course.
3. Use at least ten references outside of your textbook (you may use your textbook too, but are not required to).
4. In addition to the required number of pages for the assignment, you must also include a reference page (bibliography), written in **APA style** and a title page. Be sure to give all of your papers a descriptive title.
5. A rough draft of the paper at the end of Week 6. This is to be a **complete** paper, meeting the page requirements – not a partially completed paper. Points will be deducted for short or incomplete papers. Your rough draft will not be graded by the rubric, but helpful feedback will be provided to indicate where you are falling short. You may correct any deficiencies before resubmitting your final draft at the middle of Week 8.
6. Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
7. Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations
8. Your paper must be in your own words, representing original work. Paraphrases of others' work must include attributions to the authors. **Limit quotations to an average of no more than 3-5 lines, and use quotations sparingly!** It is always better to paraphrase than to directly quote.

All assignments and forum questions are required by 12:00 midnight Eastern Time on the posted due date in order to receive maximum credit.

<u>Grade Instruments</u>	<u>Points Possible</u>	<u>Approx. % of Final Grade</u>
6 Assignments - 5 points each	30	30%
8 Forum - 5 points each	40	40%
Final Paper	30	30%
Outline – 1 point		
Rough draft - 4 points		
Final submission -20 points one peer		

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

review - 5 points		
TOTAL	100 Points	100%

[Table of Contents](#)

Grading Scale

Please see the [student handbook](#) to reference the University's [grading scale](#).

[Table of Contents](#)

Course Outline

Course Overview

Course Deadlines/Milestones

- **Participation in discussions is required for Week 1 through Week 8**
- **End of Fourth Week: Assignments 1-4 submitted, final paper outline due**
- **End of Sixth Week: Assignments 1-6 submitted, final paper rough draft due**
- **Mid-week Eight Week: Final paper due**

<u>Week</u>	<u>Topic(s)</u>	<u>Course/Learning Objectives</u>	<u>Assignment(s)</u>
1	<i>Trends in E-Discovery and managing information in an enterprise</i>	<p>CO 1 Learning Objective(s): Successful students will be able to describe and explain:</p> <ul style="list-style-type: none"> • The Focus on Litigation Preparedness • Enterprise Software and Litigation Support Platforms • Records Retention and Accessibility • The Technology Components of ECM • Intelligent Storage Management and Content Archiving 	<p>Read chapters 1 & 2</p> <p>Week 1 Forum Introduction</p> <p>1. Post a brief introduction to the class. Address the following in your post: Name, where you live (City and/or State), job, educational goals, time zone, forensic, law or e-discovery experience, why you chose to take this course, and other pertinent information you wish to share.</p> <p>2. Verify that you have downloaded the syllabus and have read it. Post any questions you have.</p> <p>3. Discuss the implications of e-mail discoverability.</p>

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		<ul style="list-style-type: none"> Ensuring User Adoption with Application Integration 	<p>4. Respond to at least 2 students. 5. Summarize your weekly DB interaction.</p> <p>Individual Assignment: In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document for managing information and records in an enterprise. Post the assignment to the Assignment 1 area.</p>
2	<i>Bridging information management and e-Discovery gaps</i>	<p>CO 2 Learning Objective(s): Successful students will be able to describe and explain:</p> <ul style="list-style-type: none"> Archiving Technology Information Retention Processes and Technologies Technologies to Facilitate E-discovery Information Management for E-discovery Backup, Recovery, and Security Technologies 	<p>Read chapters 3</p> <p>Week 2 Forum: Discuss an information management failure such as Zubulake v UBS Warburg LLC or Coleman v Morgan Stanley Respond to at least 2 students. Summarize your weekly DB interaction.</p> <p>Individual Assignment: In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document for bridging the gaps between information management and e-discovery. Post the assignment to the Assignment 2 area and for peer review. Review the assignment of at least other student.</p>
3	<i>Enterprise response teams</i>	<p>CO 3 Learning Objective(s): Successful students will be able to describe and</p>	<p>Read chapters 4 & 5</p> <p>Week 3 Forum Discuss potential data</p>

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		<p>explain:</p> <ul style="list-style-type: none"> • Roles and Responsibilities within a Discovery Response Team • Processes for Implementing an Effective Discovery Response Team • IT Steps to Prepare for Discovery Readiness • Managing Data Collections for Legal Holds • Creating Data Profiles and Mapping the IT Environment 	<p>sources for preservation, creating data profiles and mapping the IT environment. Respond to at least 2 students. Summarize your weekly DB interaction.</p> <p>Individual Assignment: In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document on the focus of IT within a discovery response team Post the assignment to the Assignment 3 area.</p>
4	<i>Defensible data collection</i>	<p>CO 4 Learning Objective(s): Successful students will be able to describe and explain:</p> <ul style="list-style-type: none"> • What Defensible Means • The Defensible Protocol: Considerations in Planning • Defensible Tools: How Will You Collect? • Collecting Data from Database or Other Structured Systems • Defensible People: Consultants, IT, and Custodians 	<p>Read chapter 6</p> <p>Week 4 Forum Discuss the meaning of defensible, including people, protocol, and tools. Respond to at least 2 students. Summarize your weekly DB interaction.</p> <p>Individual Assignment: Analyze the problem and hypothesis potential solutions. In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document on defensible data collection techniques in the enterprise. Post the assignment to the Assignment 4 area and for peer review. Review the assignment of at least other student.</p> <p>Final paper outline due</p>

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

5	<i>Data structures, identification, and search</i>	CO 5 Learning Objective(s): Successful students will be able to describe and explain: <ul style="list-style-type: none"> • Structured versus Unstructured Data • Components of a File • File Dates/Timestamps • Search and Identification in Compliance with the Federal Rules • Determining Where the Data Lives • Search and Identification Techniques 	Read chapters 7 & 8 Week 5 Forum Discuss the effect of the changes made to the Federal Rules of Civil Procedure. Respond to at least 2 students. Summarize your weekly DB interaction. Individual Assignment: Analyze the problem and hypothesis potential solutions. In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document on data identification and search techniques. Post the assignment to the Assignment 5 area.
6	<i>Making sense of it all</i>	CO 6 Learning Objective(s): Successful students will be able to describe and explain: <ul style="list-style-type: none"> • The Cost of Document Review • Creating a Streamlined Document Review Workflow • Key Points in Selecting a Review Platform • Understanding User Roles and Responsibilities • The Benefits of Using an Early Case Assessment (ECA) Strategy 	Read chapter 9 Week 6 Forum Discuss the cost of document review and how it can affect the outcome of a case. Respond to at least 2 students. Summarize your weekly DB interaction. Final paper rough draft
7	<i>Production practices</i>	CO 7 Learning Objective(s): Successful students will	Read chapters 10 Week 7 Forum Discuss the future of e-

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		<p>be able to describe and explain:</p> <ul style="list-style-type: none"> • Production: Federal and State Rules • Production Practicalities • Delivery Timelines and Methods • Data Conversion as It Relates to Production 	<p>discovery and how production practices will change. Respond to at least 2 students Summarize your weekly DB interaction. Post final paper peer review. Review the paper of at least one student. Provide meaningful feedback.</p>
8	Organizations and resources	<p>CO 7 Learning Objective(s): Successful students will be able to describe and explain:</p> <ul style="list-style-type: none"> • Production: Federal and State Rules • Production Practicalities • Delivery Timelines and Methods • Data Conversion as It Relates to Production 	<p>Week 8 Forum Discuss what you have learned this semester including new trends in the industry, information management tools and techniques, tactics for defensibly collecting evidence, and production considerations. Respond to at least 2 students. Summarize your weekly DB interaction. Individual Assignment: Analyze the problem and hypothesis potential solutions. In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document on what you liked about the course, what you did not like, what you found challenging and what you would change. Post the assignment to the Assignment 6 area. Final Paper due</p>

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Outline by Week by Week

Week 1 Topic: Trends in E-Discovery

In this portion of the course you will learn about e-discovery trends and managing information.

Course Objective(s): Examine the principles, practices, methodologies, and challenges to prepare digital evidence and testimony for litigation

Learning Objective(s): Successful students will be able to describe and explain:

- The Focus on Litigation Preparedness
- Enterprise Software and Litigation Support Platforms
- Records Retention and Accessibility
- The Technology Components of ECM
- Intelligent Storage Management and Content Archiving
- Ensuring User Adoption with Application Integration

Required Reading(s): Chapters 1 and 2 of the textbook – pages 1 through 42

Assignment(s):

a) Answer online Week 1 Forum Question

1. Post a brief introduction to the class. Address the following in your post: Name, where you live (City and/or State), job, educational goals, time zone, forensic, law or e-discovery experience, why you chose to take this course, and other pertinent information you wish to share.
2. Verify that you have downloaded the syllabus and have read it. Post any questions you have.
3. Discuss the implications of e-mail discoverability.
4. Respond to at least 2 students.
5. Summarize your weekly forum interaction.

b) Complete Assignment 1

Analyze the problem and hypothesis potential solutions. In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document for managing information and records in an enterprise.

Post the assignment to the Assignment 1 area.

Week 2 Topic: Bridging information management and e-Discovery gaps

In this portion of the course you will learn about bridging information management and e-Discovery gaps.

Course Objective(s): Appraise the policies and procedures to conduct detailed enterprise searches using emergent techniques, methodologies, examinations, investigative approaches, and evaluations

Learning Objective(s): Successful students will be able to describe and explain:

- Archiving Technology
- Information Retention Processes and Technologies
- Technologies to Facilitate E-discovery
- Information Management for E-discovery

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Backup, Recovery, and Security Technologies

Required Reading(s): Chapter 3 of the textbook – pages 43 through 69.

Assignment(s):

a) Answer online Week 2 Forum Question

1. Discuss an information management failure such as Zubulake v UBS Warburg LLC or Coleman v Morgan Stanley.
2. Respond to at least 2 students.
3. Summarize your weekly forum interaction.

b) Complete Assignment 2

Analyze the problem and hypothesis potential solutions. In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document for bridging the gaps between information management and e-discovery.

Post the assignment to the Assignment 2 area and for peer review.

Review the assignment of at least other student.

Week 3 Topic: Enterprise response teams

In this portion of the course you will learn about enterprise response teams

Course Objective(s): Assess the e-discovery review process

Learning Objective(s): Successful students will be able to describe and explain:

Roles and Responsibilities within a Discovery Response Team

Processes for Implementing an Effective Discovery Response Team

IT Steps to Prepare for Discovery Readiness

Managing Data Collections for Legal Holds

Creating Data Profiles and Mapping the IT Environment

Required Reading(s): Chapters 4 and 5 of the textbook – pages 71 through 137.

Assignment(s):

a) Answer online Week 3 Forum Question

1. Discuss potential data sources for preservation, creating data profiles and mapping the IT environment.
2. Respond to at least 2 students.
3. Summarize your weekly forum interaction.

b) Complete Assignment 3

Analyze the problem and hypothesis potential solutions. In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document on the focus of IT within a discovery response team

Post the assignment to the Assignment 3 area.

Week 4 Topic: Defensible data collection

In this portion of the course you will learn defensible data collection techniques.

Course Objective(s): Evaluate industry specific legal notices, forms, questionnaires, letters, and other e-discovery specific documentation (spoliation notice, preservation letter, database collection form, data harvesting/collection questionnaire, initial document collection interview form, questionnaire for it staff re: e-discovery compliance, report of parties FRCP 26(f) planning

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

conference, litigation hold letter, suggested protocol for discovery of electronically stored information ("ESI"), federal rules of civil procedure, and local rules of civil procedure)

Learning Objective(s): Successful students will be able to describe and explain:

What Defensible Means

The Defensible Protocol: Considerations in Planning

Defensible Tools: How Will You Collect?

Collecting Data from Database or Other Structured Systems

Defensible People: Consultants, IT, and Custodians

Required Reading(s): Chapter 6 of the textbook – pages 139 through 174.

Assignment(s):

a) Answer online Week 4 Forum Question

1. Discuss the meaning of defensible, including people, protocol, and tools.
2. Respond to at least 2 students.
3. Summarize your weekly forum interaction.

b) Complete Assignment 4

Analyze the problem and hypothesis potential solutions. In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document on defensible data collection techniques in the enterprise. Post the assignment to the Assignment 4 area and for peer review.

Review the assignment of at least other student.

c) Final Paper Outline Due

Week 5 Topic: Data structures, identification, and search

In this portion of the course you will learn about data structures, identification, and search techniques.

Course Objective(s): Analyze the procedures to conduct comprehensive reviews of automated ways, processes, tools, and instruments

Learning Objective(s): Successful students will be able to describe and explain:

Structured versus Unstructured Data

Components of a File

File Dates/Timestamps

Search and Identification in Compliance with the Federal Rules

Determining Where the Data Lives

Search and Identification Techniques

Required Reading(s): Chapters 7 and 8 of the textbook – pages 177 through 236.

Assignment(s):

a) Answer online Week 5 Forum Question

1. Discuss the effect of the changes made to the Federal Rules of Civil Procedure.
2. Respond to at least 2 students.
3. Summarize your weekly forum interaction.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

b) Complete Assignment 5

Analyze the problem and hypothesis potential solutions. In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document on data identification and search techniques. Post the assignment to the Assignment 5 area.

Week 6 Topic: Making sense of it all

In this portion of the course you will learn about review platform and management techniques.

Course Objective(s): Examine, evaluate, and recommend digital record accessibility and retention policies based on current legal and ethical best practices in the domain of digital forensics

Learning Objective(s): Successful students will be able to describe and explain:

- The Cost of Document Review
- Creating a Streamlined Document Review Workflow
- Key Points in Selecting a Review Platform
- Understanding User Roles and Responsibilities
- The Benefits of Using an Early Case Assessment (ECA) Strategy

Required Reading(s): Chapter 9 of the textbook – pages 237 through 268.

Assignment(s):

a) Answer online Week 6 Forum Question

1. Discuss the cost of document review and how it can affect the outcome of a case.
2. Respond to at least 2 students.
3. Summarize your weekly forum interaction.

b) Final Paper Rough Draft Due

Week 7 Topics: Production practices

In this portion of the course you will learn about current production practice techniques.

Course Objective(s): Appraise strategies to contain and reduce e-discovery costs

Learning Objective(s): Successful students will be able to describe and explain:

- Production: Federal and State Rules
- Production Practicalities
- Delivery Timelines and Methods
- Data Conversion as It Relates to Production

Required Reading(s): Chapter 10 of the textbook – pages 269 through 295.

Assignment(s):

a) Answer online Week 7 Forum Question

1. Discuss the future of e-discovery and how production practices will change.
2. Respond to at least 2 students.
3. Summarize your weekly forum interaction.

b) Final Paper Peer Review

Post final paper peer review.

Review the paper of at least one student. Provide meaningful feedback.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Week 8 Topics: Course Review

In this portion of the course you will review the techniques learned throughout the course.

Course Objective(s): Appraise strategies to contain and reduce e-discovery costs

Learning Objective(s): Successful students will be able to describe and explain:

- Production: Federal and State Rules
- Production Practicalities
- Delivery Timelines and Methods
- Data Conversion as It Relates to Production

Assignment(s):

a) Answer online Week 8 Forum Question

1. Discuss what you have learned this semester including new trends in the industry, information management tools and techniques, tactics for defensibly collecting evidence, and production considerations.
2. Respond to at least 2 students.
3. Summarize your weekly forum interaction.

b) Complete Assignment 6

Analyze the problem and hypothesis potential solutions. In 2-3 pages, provide a summary of the problem, possible solutions and analysis conducted in an APA format style document on what you liked about the course, what you did not like, what you found challenging and what you would change. Post the assignment to the Assignment 6 area.

c) Final Paper

Submit your final research paper.

RESEARCH PAPER:

You will be required to write a final research paper this semester. The specifications are as follows:

1. 10 pages (double-spaced) Arial 10 pt font.
2. Choose any topic related to the course and write about the latest developments and issues. This should be an accrual of the concepts you learned throughout the course.
3. Use at least ten references outside of your textbook (you may use your textbook too, but are not required to).
4. In addition to the required number of pages for the assignment, you must also include a reference page (bibliography), written in **APA style** and a title page. Be sure to give all of your papers a descriptive title.
5. A rough draft of the paper at the end of Week 6. This is to be a **complete** paper, meeting the page requirements – not a partially completed paper. Points will be deducted for short or incomplete papers. Your rough draft will not be graded by the rubric, but helpful feedback will be provided to indicate where you are falling short. You may correct any deficiencies before resubmitting your final draft at the middle of Week 8.
6. Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

7. Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations
8. Your paper must be in your own words, representing original work. Paraphrases of others' work must include attributions to the authors. **Limit quotations to an average of no more than 3-5 lines, and use quotations sparingly!** It is always better to paraphrase than to directly quote.

[Table of Contents](#)

Policies

Please see the [student handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington, D.C.: American Psychological Association.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

[Table of Contents](#)
[Back to Course Outline](#)

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the [Online Library](#) provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. At the [Online Library](#) home page, look under **Tutorial Center** and **General Studies** and click on the "Smarthinking" Link. All login information is available.

[Table of Contents](#)
[Back to Course Outline](#)

Selected Bibliography

Web Resources for Advanced Digital Forensics

- 7) **Law Technology News**
<http://www.law.com/jsp/lawtechnologynews/index.jsp>
- 8) **Managing E-discovery**
<http://msdn.microsoft.com/en-us/library/ee554902.aspx>
- 9) **FRCP: Rule 26**
<http://www.law.cornell.edu/rules/frcp/Rule26.htm>
- 10) **E-Discovery white papers**
<http://www.fiosinc.com/e-discovery-knowledge-center/electronic-discovery-whitepapers.aspx>

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

11) Orange Legal Predictive Pricing Estimator

<http://orangelt.us/estimator/pricing.html>

12) *Litigation Response Planning and Policies for E-Discovery*

http://library.ahima.org/xpedio/groups/public/documents/ahima/bok1_036581.hcsp?dDocName=bok1_036581

[Table of Contents](#)

Appendix A – Grading Rubric

All written assignments will be assessed according to this rubric. Note that a score of 0 may be assigned in any category where your work does not meet the criteria for the beginning level.

Assignment Rubric Graduate Level 600+	EXEMPLARY LEVEL	ACCOMPLISHED LEVEL	DEVELOPING LEVEL	BEGINNING LEVEL	TOTAL POINTS
	4	3	2	1	

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Assignment Rubric Graduate Level 600+	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1	TOTAL POINTS
FOCUS/THESIS	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.	10
CONTENT/SUBJECT KNOWLEDGE	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications.	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter	The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concern in the linkages provided between facts and supporting	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not	20

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Assignment Rubric Graduate Level 600+	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1	TOTAL POINTS
	Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.	knowledge.	statements. Student generally explains concepts, but only meets the minimum requirements in this area.	perceive to have a logical sequencing of ideas.	
CRITICAL THINKING SKILLS	Student demonstrates a higher-level of critical thinking necessary for 300-400 level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	20

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Assignment Rubric Graduate Level 600+	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1	TOTAL POINTS
ORGANIZATION OF IDEAS/FORMAT	Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence. Student uses at least of 5-7 references in assignment.	Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with a few formatting errors. Assignment contains less than 5 resources.	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. Student uses less than 3 sources or references.	Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to review and revise the assignment.	20

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Assignment Rubric Graduate Level 600+	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1	TOTAL POINTS
WRITING CONVENTIONS (GRAMMAR & MECHANICS)	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare a high-quality academic assignment.	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and present an above average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a final written product that covers the above-minimal requirements.	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.	20

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Assignment Rubric Graduate Level 600+	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1	TOTAL POINTS
USE OF COMPUTER TECHNOLOGY/ APPLICATIONS	Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.	Assignment presents an above-average use of formatting skills, with less than 3 errors. Student has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.	Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.	10
TOTAL POINTS					100