

Who Ya Gonna Call?

Virus Busters!

Introduction

Who Ya Gonna Call? You, the Virus Busters have been called into action! You just received a frantic call from MPI (Marketing Professionals Incorporated).

Joe Cool, consultant at MPI, has been doing excellent work and received kudos from his supervisor and clients. Due to the economy, the CEO directed that one position be eliminated. Joe was called into his supervisor's office. He assumed his supervisor would be congratulating him on his performance. He was wrong!

For revenge against MPI, Joe has written a virus and introduced it into the company's computer system. The virus did not cause any real damage but tied up resources and was a nuisance.

The Virus Busters have been asked to give a seminar to inform all MPI employees about computer viruses. You agree because you "ain't afraid of no virus."

Tasks

- Work with three to four classmates. Your team may assist each other.
- Prepare a PowerPoint presentation outlining the key points about computer viruses.
- Presentation to the class regarding computer viruses and proactive business practices.

Process and Resources

In this WebQuest, you will be working with three to four classmates. Your team will answer the above tasks. As a member of the team, you have accepted this mission and will use the selected Web sites applicable to computer viruses for your plan of attack (seminar).

Part 1—Plan of Attack

Each member should select a Virus Buster position. Read through the web sites appropriate for your position. If you print the page(s), underline the key points. You may copy/paste sections you feel are important to a Word file. Remember to write down or copy/paste the URL of your web site for documentation. When you peruse the web sites, you may find information helpful to your other team members. Be prepared to assist all the Virus Busters in your group project.

Virus Buster #1—What is a Virus?

Is it a virus, Trojan, worm, or malware? Technical jargon can be confusing. Your task is to help the employees understand the terminology and the relationship between viruses, Trojans, worms, and malware. Use the Web sites below to clarify the technical jargon for the employees at MPI.

1. Define computer virus.
2. Describe the similarities and differences between viruses, Trojans, worms and malware.
3. Explain how computers are infected and the effects of a virus.

<http://ksi.cpsc.ucalgary.ca/courses/547-96/cochrane/present/>
<http://www.ncrtec.org/tl/digi/virus/>
http://library.thinkquest.org/C005965F/viralinfo/Virus_or_What.htm
<http://www.vanderbilt.edu/its/antivirus/AVInformation.html>

Virus Buster #2—Past and Present Viruses

"Melissa," the "Love Bug," "Code Red," and "Nimda" are just a few of the well-known viruses. Virus Busters pride itself on being a great resource of information. Your task is to acquaint the MPI employees of the past and present viruses. Use the selected Web sites below for your part of the seminar.

1. Define the CARO group and their purpose.
2. Research and explain the naming conventions (prefix, name, and suffix). Use two viruses to assist in your explanation.
3. Research and describe one of the well-known viruses or worms. Did the virus/worm cause computer damage or was it more of a nuisance?
4. Research one current virus. Describe the virus and the threat level.
5. Use the World Virus Map from McAfee to provide the latest information where viruses have attacked computers in the world.

http://www.unl.edu/security/virus_names.htm
<http://www.symantec.com/avcenter/> (FAQ)
<http://www.mcafee.com/> (World Virus Map)
<http://www3.ca.com/virus/>
<http://www3.ca.com/virus/encyclopedia.asp>
<http://vil.nai.com/VIL/default.asp>

Virus Buster#3—Is Joe Cool a Criminal?

Did Joe Cool have the means, the motive, and the opportunity? Should he be prosecuted? As Virus Buster #3, you have been given the task to inform the employees regarding the federal and state laws on computer crime. Use the Web sites below to describe the legislation.

1. Briefly outline the Computer Abuse and Fraud Act of 1986. Does the federal law distinguish between serious or non-malicious computer crimes?
2. Two prominent cases, Morris and Zinn, tested the 1986 legislation. Briefly describe the two incidents.
3. Compare and contrast the federal law of 1986 with your state's law regarding computer crime.

<http://www.cert.org/homeusers/mmo.html>
http://www.cybercrime.gov/1030_new.html
<http://www.digitalcentury.com/encyclo/update/comfraud.html>
<http://www.fmew.com/archive/virus/>
<http://www.ibmpcug.co.uk/~drsolly/laws.htm> (Nebraska and other states legislation)
www.unomaha.edu/~unocdc/documents/ne_computer_crimes.html

Virus Buster #4—Prevention

As Virus Buster #4, you have been given the task to develop an anti-virus policy for MPI. Your goal is for the company to be pro-active rather than reactive. Use the Web sites below to help the employees develop a company policy, which will include:

1. Symptoms of an infected computer.
2. Definition of anti-virus software and firewalls.
3. Preventive measures for employees to follow.

4. Information regarding documenting and reporting incidents.

<http://www.ontrack.com/virusinfo/> (FAQ and Tutorial; search for policy)

<http://www.cvc.org/virus.htm#TofC28>

http://www.bocklabs.wisc.edu/~janda/vir1_faq.html

<http://www.nipc.gov/publications/nipcpub/computertips.htm>

<http://www.ncrtec.org/tl/digi/virus/>

http://www.cert.org/tech_tips/home_networks.html

Part 2--Conclusion-Sharing Information

Research has been collected about the different issues of computer viruses. You and your fellow Virus Busters need to come as a group and share your information. Assemble the information collected in a PowerPoint presentation. Present to the class your findings. Each person should speak on the topic for which they did research.

Evaluation

Rubric used below for evaluation.

Virus Busters Rubric

Name				
Criteria	Score	Commendable (3 pts.)	Acceptable (2 pts.)	Unacceptable (1 pt.)
Topic		Topic covered in great detail	Topic covered	Topic not entirely covered
Information		Relevant facts presented in a logical, concise manner; several sources utilized	Facts presented; only two sources utilized	Facts not presented; one source utilized
Content Knowledge		Student demonstrates understanding of technology issue and concerns	Student demonstrate an awareness of technology issue and concerns	Student's knowledge base is unknown; only that student was in class
Text and Content		Error free; sound English mechanics	Minor English mechanics problems; typographic errors	Excessive errors
Voice quality, diction		Clear and concise; correct grammar used	Somewhat difficult to understand; minor incorrect grammar usage	Could not understand; correct grammar not used
Poise and appearance		Used gestures effectively; excellent eye contact; self-confident	Used gestures; good eye contact; some nervousness detected	No gestures; no eye contact; extremely nervous
Slides content		Exceptionally designed with backgrounds, special fonts and graphics; easy to read; lots of white space; no spelling errors	Well designed with some variance in backgrounds, special fonts and graphics; easy to read; lacking some white space; no spelling errors	Poorly designed; no backgrounds; no special fonts or graphics; hard to read; lacking white space; one or more spelling errors
Total (21)				
Grading				
A+ = 21 points A = 20 points A- = 19 points	B+ = 18 points B = 16-17 points B- = 15 points	C+ = 14 points C = 12-13 points C- = 11 points	D+ = 10 points D = 9 points D- = 8 points	

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