CRJU 4500 Management of Forensics [Spring 2017]

Course Instructor:

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Office hours:
Xxxday, X:00 am/pm - X:00 am/pm

During office hours you can contact me via GoVIEW e-mail or instant messages tool. You can also reach me during office hours at the phone number provided to the left.

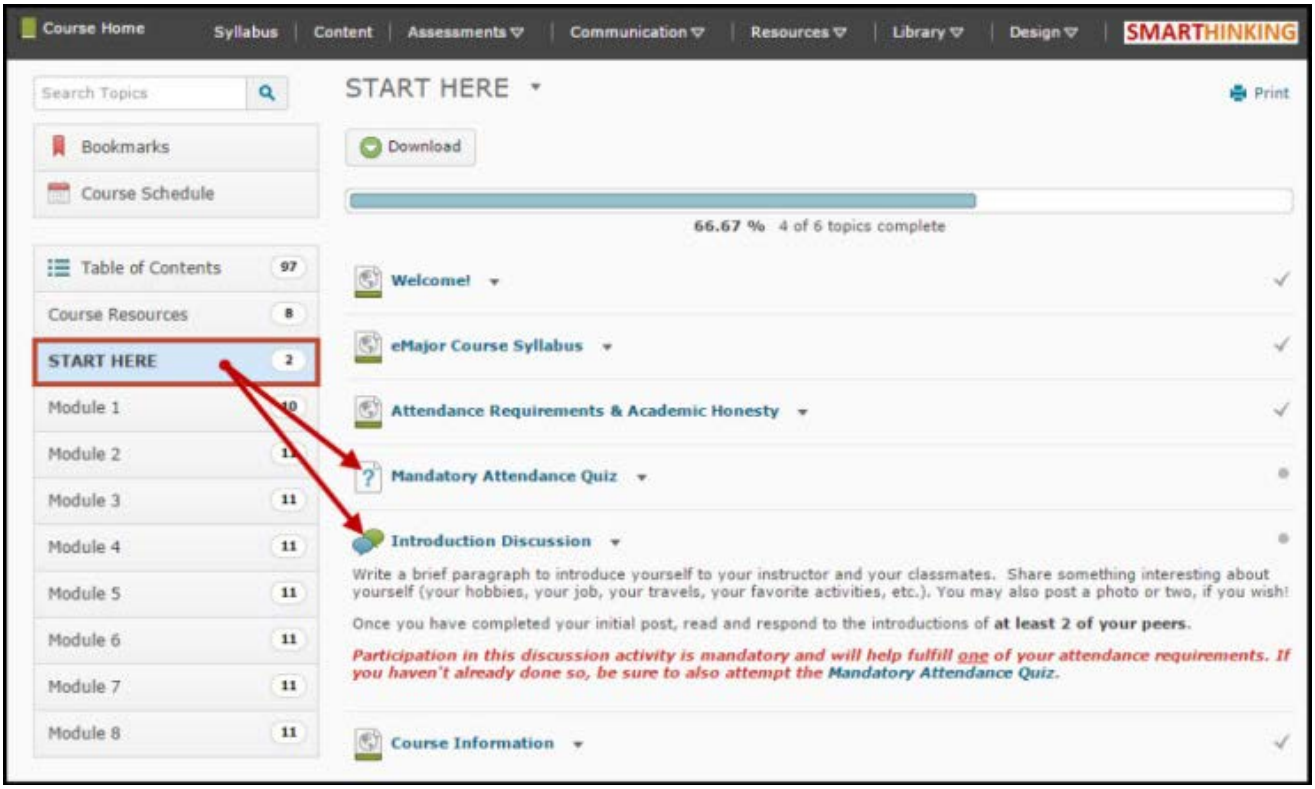
NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: https://emajor.usg.edu/degrees/calendar/index.php. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



Course Description

The scientific investigation of crime with emphasis on the collection, analysis, comparison, and identification of physical evidence.

Prerequisites:

- CRJU 1100 & CRJU 3500

Course Learning Outcomes:

This course should enable students to:

1. Explain the goal of physical evidence in the criminal justice system.

2. Specify what the field of criminalistics encompasses.

3. Identify the capabilities of crime laboratories with regard to the examination and analysis of various types of physical evidence.

4. Understand the limitations of crime laboratories with regard to various types of physical evidence.

5. Distinguish criminalistics from the other areas of forensic science.

6. Recognize the inter-relationships between criminalistics and criminal investigation

Required Text, Software, and Additional Materials

Title:	***Forensic Science: Fundamentals and Investigations***
Author(s):	Anthony J. Bertino and Patricia Bertino
Publisher:	Cengage
Edition/Year:	2nd edition; 2016

ISBN:	1305077113
Access:	xxxxxxx
	xxxxxxx
Type (Required/Optional):	**Required**

Bookstore:

The eMajor textbook listing and eMajor bookstore information can be found here: https://emajor.usg.edu/degrees/textbooks.php. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

Materials and Resources:

NA

Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at https://emajor.usg.edu/future-students/technical-requirements.php to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at https://d2lhelp.view.usg.edu/ (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

Tutoring:

Smarthinking is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the Smarthinking page under Course Resources or access the following URL for additional Smarthinking technical support information: https://emajor.usg.edu/students/guide/smarthinking.php.

On-Campus Tutoring is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring

Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the eMajor Liaison at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to emajor@westga.edu for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: https://emajor.usg.edu/current-students/accessibility-services.php.

Course Format and Requirements

Teaching Philosophy:

This is an introductory course analyzing the management of forensic evidence, e.g. criminalistics. The course explores the history and scope of forensic science. A major component of forensic evidence management involves the practice of criminalistics, which involves the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. The scope of this course includes discovery at a crime scene, the most important location of evidence; physical evidence; analytical techniques for organic and inorganic materials; forensic toxicology; firearms, ammunition, unique tool marks, and various impressions (e.g., shoe prints, fabric properties, and bloodstains).

Course Requirements (Instructional Methods):

1. 9 Quizzes
2. 7 Assignments
3. 2 Discussions

Course Schedule:

NOTE: Schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
WEEK 1 **x/x - x/x**	**Lesson 1: Observational Skills** **Chapter 1 in the textbook**	Review lesson PPTs and supplemental videos **Complete Assignment #1- Case #2: Canine Caper**
WEEK 2 **x/x - x/x**	**Lesson 2: Investigation and Evidence Examination** Chapter 2 in the textbook	Review lesson PPTs and supplemental videos Complete **Assignment #2 -**
WEEK 3 **x/x - x/x**	**Lesson 3: the study of Hair, Fibers, and Fabrics** Chapters 3 and 4 in the textbook	Review lesson PPTs and supplemental videos Complete **Assignment #3 -** ***Quiz 1*** *(covers L1 - L2 materials)*
WEEK 4 **x/x - x/x**	**Lesson 4: Forensic Botany and Fingerprinting** Chapters 5 and 6 in the textbook	Review lesson PPTs and supplemental videos ***Quiz 2*** *(covers L3 materials)*
WEEK 5 **x/x - x/x**	**Lesson 5: DNA Profiling, Blood and Blood Splatter Analysis, and Forensic Toxicology** Chapters 7, 8, and 9 in the textbook	Review lesson PPTs and supplemental videos **Begin working on Assignment #4**
WEEK 6 **x/x - x/x**	**Lesson 5: DNA Profiling, Blood and Blood Splatter Analysis, and Forensic Toxicology** Chapters 7, 8, and 9 in the textbook	Review lesson PPTs and supplemental videos **Complete Assignment #4** ***Quiz 3*** *(covers L4 materials)*
WEEK 7 **x/x - x/x**	**Lesson 6: Forensic Entomology, Handwriting Analysis, Forgery, and Counterfeiting** Chapters 10 and 11 in the textbook	Review lesson PPTs and supplemental videos **Complete Discussion #1: DNA Profiling**

		Quiz 4 *(covers L5 materials)*
WEEK 8 **x/x - x/x**	**Lesson 7: Death Analysis** Chapter 12 in the textbook	Review lesson PPTs and supplemental videos **Begin working on Assignment #5**
Week 9 **x/x - x/x**	**Lesson 7: Death Analysis** Chapter 12 in the textbook	Review lesson PPTs and supplemental videos **Complete Assignment #5** ***Quiz 5*** *(covers L6 materials)*
Week 10 **x/x - x/x**	**Lesson 8: Forensic Anthropology and Soil Impressions** Chapters 13 and 14 in the textbook	Review lesson PPTs and supplemental videos
Week 11 **x/x - x/x**	**Lesson 8: Forensic Anthropology and Soil Impressions** Chapters 13 and 14 in the textbook	Review lesson PPTs and supplemental videos ***Quiz 6*** *(covers L7 materials)*
Week 12 **x/x - x/x**	**Lesson 9: Glass Evidence, Casts, and Impressions** Chapters 15 and 16 in the textbook	Review lesson PPTs and supplemental videos **Complete Discussion #2: Forensic Anthropology** ***Quiz 7*** *(covers L8 materials)*
Week 13 **x/x - x/x**	**Lesson 10: Tool Mark Analysis** Chapter 17 in the textbook	Review lesson PPTs and supplemental videos **Complete Assignment #6** **Quiz 8** *(covers L9 materials)*
Week 14 **x/x - x/x**	**Lesson 11: Ballistics Analysis** Chapter 18 in the textbook	Review lesson PPTs and supplemental videos **Begin working on Assignment #7**
Week 15 **x/x - x/x**	**Lesson 11: Ballistics Analysis** Chapter 18 in the textbook	Review lesson PPTs and supplemental videos **Complete Assignment #7**
FINAL EXAM PERIOD **x/x - x/x**	**Students must take the Final Exam during this time period.** **Quiz 9 (Covers L10 and L11 materials)**	

Grading and Standards

Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION

Quizzes (9 quizzes x 50 points each)	45 %	Students will complete 9 lesson quizzes worth 50 points each. Each quiz contains 25 questions (multiple choice & true/false) covering material from the required reading assignments. Students will be allowed 60 minutes to complete each quiz attempt, with only 1 attempt allowed per assessment.
Assignments (7 assignments x 25 points each)	35 %	Individual assignments designed to aid in student comprehension of relevant lesson materials.
Discussions (2 discussions x 15 points each)	20 %	Discussion assignments designed to measure comprehension of related lesson materials.

Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

Expectations and Standards:

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to

the standards of the class.

Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. You instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

Late Policy:

Late Assignments: Two (2) points will be deducted for every day the assignment is submitted late.

Late Quizzes/Exams: ALL quizzes must be taken and submitted by the quiz availability due date. No late quizzes will be accepted.

Late Discussions: ALL discussions must be completed by the availability date. There are no exceptions.

Academic Misconduct

Acknowledgement is hereby given to Georgia State University on whose policy this is based.

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at https://emajor.usg.edu/current-students/student-guide/ for further details on the eMajor

Academic Honesty Policy.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: http://turnitin.com/en_us/training/student-training. Faculty are also advised to report violations to the eMajor Administrative offices for investigation.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the eMajor Student Change Request Form to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the Student Complaint Policy page on the eMajor website.

Can you find your fundamental truth using Slader as a Forensic Science: Fundamentals and Investigations solutions manual? YES! Now is the time to redefine your true self using Sladerâ€™s Forensic Science: Fundamentals and Investigations answers. Shed the societal and cultural narratives holding you back and let step-by-step Forensic Science: Fundamentals and Investigations textbook solutions reorient your old paradigms. NOW is the time to make today the first day of the rest of your life. Unlock your Forensic Science: Fundamentals and Investigations PDF (Profound Dynamic Fulfillment) today. YOU Preface WELCOME TO FORENSIC SCIENCE: FUNDAMENTALS AND INVESTIGATIONS Finally, a textbook that provides the science behind forensics, as well as labs and activities appropriate for high school students! Forensic Science: Fundamentals and Investigations is student and teacher friendly. Teachers can conduct a full-yearâ€™s study of forensics or select topics that can be incorporated into a half-year course. As another option, teachers can use the textbook to motivate students in all science classes by using forensics to teach basic science concepts. Only RUB 220.84/month. forensic science: fundamentals and investigation. STUDY. Flashcards.Â an elected official, either a layman or physician, who certifies deaths and can order additional investigations of suspicious deaths. cortex. the region of a hair located outside the medulla that contains granules of pigment. counterfeiting. typically, the forging of currency; also the forging of other government-issued documents (postage stamps) and production of fake name-brand products for profit. crime-scene investigation. a multidisciplinary approach in which scientific and legal professionals work together to solve a crime. crime-scene reconstruction. What is a forensic investigation? Forensics are the scientific methods used to solve a crime. Forensic investigation is the gathering and analysis of all crime-related physical evidence in order to come to a conclusion about a suspect. Investigators will look at blood, fluid, or fingerprints, residue, hard drives, computers, or other technology to establish how a crime took place. This is a general definition, though, since there are a number of different types of forensics. Types of Forensic Investigation: Forensic Accounting / Auditing. Computer or Cyber Forensics. Investigation and Forensic Science explains how scientific investigative methods can best b Fundamentals of Forensic Science. 680 PagesÂ·2010Â·13.14 MBÂ·4,463 DownloadsÂ·New! Unlike other introductory textbooks on the topic, Fundamentals of Forensic Science, 2e presents Fundamentals of Materials Science and Engineering. 911 PagesÂ·2008Â·26.23 MBÂ·83,989 Downloads. slides. These slides Fundamentals of Materials Science and Engineering Fundamentals of Material Computer Forensics: Investigating Hard Disks, File and Operating. 240 PagesÂ·2010Â·10.28 MBÂ·24,621 Downloads.

forensic. relating to the application of scientific knowledge to legal questions. observation.Â This set is often saved in the same folder as Forensic Science: Fundamentals and Investigation -â€¦ 12 terms. Savannah_Clay31. forensic science fundamentals and investigations Fâ€¦ 41 terms. lauer2297. Forensic Science: Fundamentals and Investigationsâ€¦ 14 terms. JMorgigno. Forensic Science: Fundamentals and Investigations-â€¦ 11 terms. JMorgigno. Forensic science, also known as criminalistics, is the application of science to criminal and civil laws, mainlyâ€"on the criminal sideâ€"during criminal investigation, as governed by the legal standards of admissible evidence and criminal procedure. Forensic scientists collect, preserve, and analyze scientific evidence during the course of an investigation. While some forensic scientists travel to the scene of the crime to collect the evidence themselves, others occupy a laboratory role, performing... Investigation and Forensic Science explains how scientific investigative methods can best b Fundamentals of Forensic Science. 680 PagesÂ·2010Â·13.14 MBÂ·4,463 DownloadsÂ·New! Unlike other introductory textbooks on the topic, Fundamentals of Forensic Science, 2e presents Fundamentals of Materials Science and Engineering. 911 PagesÂ·2008Â·26.23 MBÂ·83,989 Downloads. slides. These slides Fundamentals of Materials Science and Engineering Fundamentals of Material Computer Forensics: Investigating Hard Disks, File and Operating. 240 PagesÂ·2010Â·10.28 MBÂ·24,621 Downloads. Forensic Science Fundamentals & Investigations, 2e, new coverage for various topics such as: 00 A new chapter (11) on entomology 00 Scientific changes in DNA technologies (7) 00 More coverage of autopsy (12) 00 More coverage in crime-scene investigation (2) 00 Pollen chapter is now Forensic. Botany (5). â€¢ Whatâ€™s NEW!â€"Forensic Science Advanced Investigations, CU, new coverage for Âvarious topics within such as: 00 A new chapter (15) on Digital Responsibility and Social Networking.Â Instructor Companion Website provides online access to instructor resources and professional development webinars. ngl.cengage.com/forensicscience ngl.cengage.com/forensicscienceadv. vii. Share. Tweet. Pin6. Share. 6 Shares. The Wrap-around Teacherâ€™s Edition contains teaching strategies and tips to engage students. It gives clarification of science content and forensic science proceeding, ideas to help stimulate students, evaluation opportunities, additional questions, and suggestions for further exploration and research. An Instructorâ€™s Resource CD-ROM is out there to teachers who adopt a classroom set of Forensic Science: Fundamentals and Investigations. The CD contains additional exercise, PowerPoint slides, student activities, rubrics, content blueprints, and enrichment materials, as well as comprehensive teaching objectives for each chapter.