THE UNIVERSITY OF NORTH GEORGIA
DEPARTMENT OF CRIMINAL JUSTICE
COURSE SYLLABUS – CRJU 4004: CRIMINAL FORENSICS I
Fall 2015
M/W: 4:05PM TO 5:20PM

INSTRUCTOR: Dr. Jon Hager
EMAIL ADDRESS: jon.hager@ung.edu (preferred method of contact)
OFFICE: Hansford Hall, 3rd Floor
OFFICE HOURS: M: 10am-4pm
CLASS LOCATION: Young Hall, RM 112
PREREQUISITE: CRJU 1100
CO-REQUISITE: NONE

If you need this document in another format, please email Jon Hager at jon.hager@ung.edu or call 507-271-4417 (EST).

DESIRE2LEARN (D2L):
The syllabus and announcement reminders will be posted on D2L. I will post the PowerPoint slides in the classroom portal after the chapter is completed. Do not rely on the PowerPoints slides as a replacement for attending class. Class attendance will be necessary to pass the class. Attendance will be taken every week and it is not tied directly to the overall grade.

REQUIRED TEXT:

COURSE DESCRIPTION:
This is an introductory course in forensic science. Special emphasis will be placed on the survey study of the leading disciplines in forensic science. Students will be instructed in the various methodologies utilized in scientific investigations.

PREREQUISITE: CRJU 1100

COURSE OBJECTIVES:
After completion of this course, students should be able to:

• Understand the historical and developmental utility of forensic science
• Analyze the constitutional considerations for collection, preservation, and testing of forensic science
• Analyze the methodologies of evidence identification, preservation, collection, processing, and interpretation in solving crimes
• Understand the relationship between effective evidence processing by law enforcement and courtroom presentation

METHODS OF INSTRUCTION:
Lectures, practical exercises, videos, and applicable photos

EVALUATION METHODS:
Five (5) Examinations:
Each exam will consist of short answer questions. Exams will be offered during the class on the specified times provided on the course calendar.

There will be no make-up exams unless there are extenuating circumstances with documentation. If a make-up exam is permitted, a different exam will be administered and not likely to be the same structure of the original exam.

The exams will consist of short answer response worth a total of 50 points. The point value of each question will depend on the number of required answers. The pace of the class will dictate the material for each exam.

FINAL EXAM:

The final exam will be cumulative to include lecture material, any videos, and any pictures. The final exam is worth 100 points.

PRACTICAL EXERCISES:

Fracture Match Exercise (10 points)
Blood Spatter Exercise (10 points)
Scene Sketches (2)(20 points)
Fingerprint Exercise (10 points)
Shoe Print Exercise (10 points)

To earn a grade for practical exercises, student must be present in class.

RESEARCH PAPER:

A five (5) page research paper is due before midnight on November 22nd, 2015. The paper will be submitted to a drop box in D2L. Late submissions will not be accepted. The paper will be completed in APA format. The paper requires a minimum of five (5) academic references from peer-reviewed journals. The five pages include the body and do not include the cover page and reference(s) pages. An abstract is not required.

The topic of the research is the choice of the student. The student must choose a forensic technique used during criminal investigations. The technique could be something used in the laboratory or at a crime scene. The paper should include the following:

1. Describe the forensic technique
2. Describe how the forensic technique is used in criminal investigations
3. Describe the advantages and limitations of the forensic technique
4. Provide a summary of a real criminal investigation that utilized the chosen forensic technique to solve a crime

All papers will be run through Turn It In to detect plagiarism. The value of the research paper is 100 points. A grading rubric is provided at the end of the syllabus.

GRADING SUMMARY:

<table>
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<tr>
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<th>Points</th>
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<tr>
<td>EXAM #1:</td>
<td>50</td>
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<td>EXAM #2:</td>
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<td>EXAM #3:</td>
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<td>EXAM #4:</td>
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<td>EXAM #5:</td>
<td>50</td>
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<tr>
<td>FINAL EXAM:</td>
<td>100</td>
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<tr>
<td>FRACTURE MATCH:</td>
<td>10</td>
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<td>BLOOD SPATTER:</td>
<td>10</td>
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<td>SCENE SKETCHES:</td>
<td>20</td>
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<td>FINGERPRINT EXERCISE:</td>
<td>10</td>
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<tr>
<td>SHOE PRINT EXERCISE</td>
<td>10</td>
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<tr>
<td>RESEARCH PAPER</td>
<td>100</td>
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TOTAL POINTS  510 POINTS

USE OF TECHNOLOGY IN THE CLASSROOM:
I do not mind the use of technology during class. Once the technology becomes a nuisance to me or another student, the technology must be permanently put away. All technology will be put away and off the desks during examinations.

OTHER DISTURBANCES:
You are not permitted to bring anyone with you to class that is not on the roster. There are no exceptions to this policy.

THE INSTRUCTOR WILL MAKE EVERY EFFORT TO FOLLOW THE SYLLABUS AND COURSE CALENDAR AS PRINTED. HOWEVER, REASONS BEYOND THE INSTRUCTOR’S CONTROL MAY OCCUR AND CAUSE SOME DEVIATION FROM THE PRINTED SYLLABUS. THE SYLLABUS MAY BE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE. STUDENTS WILL BE NOTIFIED IMMEDIATELY OF ANY CHANGES TO THE SCHEDULE AND/OR SYLLABUS.

SUPPLEMENTAL SYLLABUS:
MORE UNG POLICIES CAN BE FOUND AT THE FOLLOWING WEBSITE: HTTP://UNG.EDU/ACADEMIC-AFFAIRS/POLICIES-AND-GUIDELINES/SUPPLEMENTAL-SYLLABUS.PHP

COURSE SCHEDULE

WEEK #1:
August 17th:
  Welcome/Review of Syllabus
  Chapter 1: Justice & Science

August 19th:
  Chapter 2: Evidence: Origins, Types, & Admissibility

WEEK #2:
August 24th:
  The New Detectives: Without a Trace

August 26th:
  Fracture Match Exercise

WEEK #3:
August 31st:
  Exam #1: Chapters 1, 2, & other material presented in class
September 2nd:

Chapter 3: Crime Scene Investigation

WEEK #4:
September 7th:

Holiday: No class

September 9th:

Scene Sketching, Triangulation, & Photography

WEEK #5:
September 14th:

Chapter 4: Bloodstain Patterns

September 16th:

Bloodstain Exercise (Determining Angle of Impact)

WEEK #6:
September 21st:

Blood Stain Exercise (3D Reconstruction Demonstration)

September 23rd:

Forensics: You Decide: Blood Brothers

WEEK #7:
September 28th:

Exam #2: Chapters 3, 4, and other material presented in class

September 30th:

Chapter 5: Death Investigation

WEEK #8:
October 5th:

Death Detectives: LA County Coroner

October 7th:
Chapter 6: Forensic Anthropology

Application of Forensic Anthropology Video

WEEK #9:
October 12th:
Exam #3: Chapters 5, 6, and other materials presented in class

October 14th:
Chapter 7: Forensic Entomology

WEEK #10:
October 19th:
Forensic Entomology (Video)
Chapter 12: Arson, Fire, & Explosives

October 21st:
Exam #4: Chapters 7, 12, and other materials presented in class

WEEK #11:
October 26th:
The New Detectives: Short Fuse
Chapter 13: Fingerprints

October 28th:
Fingerprint Exercise

WEEK #12:
November 2nd:
The New Detectives: Death Grip
Chapter 14: Firearms & Toolmarks

November 4th:
The New Detectives: Deadly Target

WEEK #13:
November 9th:
Exam #5: Chapters 13, 14 and other materials presented in class

November 11:

Chapter 15: Tread Impressions
The First 48: Swope Park Killing

WEEK #14:

November 16th:

Shoe Print Exercise

November 18th:

Chapter 17: Questioned Documents
The New Detectives: Signed in Blood

WEEK #15:

November 23rd:

Holiday: No Class

November 25th:

Holiday: No Class

WEEK 16TH:

November 30th:

Open slot to allow for room in case of course schedule adjustment

December 2nd:

Open slot to allow for room in case of course schedule adjustment

Rubric for Research Paper

<table>
<thead>
<tr>
<th>Quality of Response</th>
<th>No Response</th>
<th>Poor/Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
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<tr>
<td>Content (worth a maximum of 50% of the)</td>
<td>Zero points: Student failed to submit the</td>
<td>20 points out of 50: The essay illustrates poor understanding of the relevant material by failing to understand</td>
<td>30 points out of 50: The essay illustrates rudimentary understanding of the relevant</td>
<td>40 points out of 50: The essay illustrates solid understanding of the relevant</td>
<td>50 points: The essay illustrates exemplary understanding of the relevant</td>
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<tr>
<td>Use of Sources (worth a maximum of 20% of the total points)</td>
<td>final paper.</td>
<td>address or incorrectly addressing the relevant content; failing to identify or inaccurately explaining/defining key concepts/ideas; ignoring or incorrectly explaining key points/claims and the reasoning behind them; and/or incorrectly or inappropriately using terminology; and elements of the response are lacking.</td>
<td>of the relevant material by mentioning but not full explaining the relevant content; identifying some of the key concepts/ideas though failing to fully or accurately explain many of them; using terminology, though sometimes inaccurately or inappropriately; and/or incorporating some key claims/points but failing to explain the reasoning behind them or doing so inaccurately. Elements of the required response may also be lacking.</td>
<td>material by correctly addressing most of the relevant content; identifying and explaining most of the key concepts/ideas; using correct terminology explaining the reasoning behind most of the key points/claims; and/or where necessary or useful, substantiating some points with accurate examples. The answer is complete.</td>
<td>material by thoroughly and correctly addressing the relevant content; identifying and explaining all of the key concepts/ideas; using correct terminology explaining the reasoning behind key points/claims and substantiating, as necessary/useful, points with several accurate and illuminating examples. No aspects of the required answer are missing.</td>
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<td>Zero points:</td>
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<td>Student failed to include citations</td>
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<td>5 out 20 points: Sources are seldom cited to support statements and/or format of citations are not recognizable</td>
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<td>10 out 20 points: References to scholarly sources are occasionally</td>
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<td>15 out 20 points: Credible Scholarly sources are used</td>
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<td>20 points: Credible scholarly sources are used to give compelling evidence to</td>
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<td>total points)</td>
<td>and/or references . Or the student failed to submit a final paper.</td>
<td>as APA 6th Edition format. There are many errors in the formation of the references and citations. And/or there is a major reliance on highly questionable. The Student fails to provide an adequate synthesis of research collected for the paper.</td>
<td>given; many statements seem unsubstantiated. Frequent errors in APA 6th Edition format, leaving the reader confused about the source of the information. There are significant errors of the formation in the references and citations. And/or there is a significant use of highly questionable sources.</td>
<td>effectively support claims and are, for the most part, clear and fairly represented. APA 6th Edition is used with only a few minor errors. There are minor errors in reference and/or citations. And/or there is some use of questionable sources.</td>
<td>support claims and are clearly and fairly represented. APA 6th Edition format is used accurately and consistently. The student uses above the maximum required references in the development of the assignment.</td>
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<td>Grammar (worth maximum of 20% of total points)</td>
<td>Zero points: Student failed to submit the final paper.</td>
<td>5 points out of 20: The paper does not communicate ideas/points clearly due to inappropriate use of terminology and vague language; thoughts and sentences are disjointed or incomprehensible; organization lacking; and/or numerous grammatical, spelling/punctuational errors</td>
<td>10 points out 20: The paper is often unclear and difficult to follow due to some inappropriate terminology and/or vague language; ideas may be fragmented, wandering and/or repetitive; poor organization; and/or some grammatical, spelling, punctuation errors</td>
<td>15 points out of 20: The paper is mostly clear as a result of appropriate use of terminology and minimal vagueness; no tangents and no repetition; fairly good organization; almost perfect grammar, spelling, punctuation, and word usage.</td>
<td>20 points: The paper is clear, concise, and a pleasure to read as a result of appropriate and precise use of terminology; total coherence of thoughts and presentation and logical organization; and the essay is error free.</td>
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<td>Structure of the Paper (worth</td>
<td>Zero points: Student failed to develop better formatting skills. The</td>
<td>3 points out of 10: Student needs to develop better formatting skills. The</td>
<td>5 points out of 10: Appearance of final paper demonstrates</td>
<td>7 points out of 10: Research paper presents an above-</td>
<td>10 points: Student provides a high-caliber, formatted paper.</td>
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<td><strong>10% of total points</strong></td>
<td><strong>Submit the final paper.</strong></td>
<td><strong>Paper omits significant structural elements required for and APA 6th edition paper. Formatting of the paper has major flaws. The paper does not conform to APA 6th edition requirements whatsoever.</strong></td>
<td><strong>Average use of formatting skills. The paper has slight errors within the paper. This can include small errors or omissions with the cover page, abstract, page number, and headers. There could be also slight formatting issues with the document spacing or the font. Additionally the paper might slightly exceed or undershoot the specific number of required written pages for the assignment.</strong></td>
<td><strong>This includes an APA 6th edition cover page, abstract, page number, headers and is double spaced in 12’ Times Roman Font. Additionally the paper conforms to the specific number of required written pages and neither goes over or under the specified length of the paper.</strong></td>
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