



A R I Z O N A   S T A T E   U N I V E R S I T Y

*Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those Native American tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O'odham peoples.*

### **CRJ 530 – Seminar in Forensics**

**CRJ 530: Class 78851**

#### **Faculty Information**

**Name:** Sean Wentzel

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**Office hours:** Arranged via email

**Office:** Remotely

**Email**

#### **Teaching Philosophy**

I am dedicated to lifelong learning and through my diverse experiences I would contribute to students, colleagues, the field of education and the Educational Institution. Mutual respect within the classroom and towards fellow colleagues is very important to me and this will set the tone within the classroom and in the office. This will in turn contribute to building trust through relationship building. If we become more of a community within the Institution and classroom, we could in turn learn from each other, empower our students and celebrate diversity, within certain parameters. This will allow students to grow, gain more responsibility and would allow me to be part of their growing, not only academically, but also as human beings. It is important for all students to feel safe within a welcoming atmosphere, which is professional, consistent, fair and encouraging. I am passionate about teaching and dedicated to supporting students in their educational journey, in a respectful environment which is built on trust, honesty and integrity.

## Course Information

### Course Catalog Description

Explores recent and sometimes controversial developments in forensic science. Includes topics such as quality assurance, the CSI effect and the National Academy of Sciences report entitled "Strengthening Forensic Science in the United States: A Path Forward."

### Upon successful completion of the course, students should be able to:

1. Analyze & evaluate the critiques made of the current state of forensic science.
2. Analyze & evaluate how forensic findings are presented in the criminal justice system.
3. Explain the root cause of botched cases/incident in the forensic sciences.
4. Describe the recommendations made by the US Government for the forensic science community.
5. Analyze the responses to calls for improvements in the forensic science community and the steps that are being made to improve.

### Course Enrollment Requirements

Prerequisite(s): Criminal Justice MA student OR Criminology and Criminal Justice MS or PhD student OR Law and Psychology PhD student

### Course Overview

Explores recent and sometimes controversial developments in forensic science. Includes topics such as quality assurance, the CSI effect and the National Academy of Sciences' report entitled 'Strengthening Forensic Science in the United States: A Path Forward.'

### Learning Outcomes

Analyze & evaluate the critiques made of the current state of forensic science.  
Analyze & evaluate how forensic findings are presented in the criminal justice system.  
Explain the root cause of botched cases/incident in the forensic sciences.

Describe the recommendations made by the US Government for the forensic science community.

Analyze the responses to calls for improvements in the forensic science community and the steps that are being made to improve.

## Course Materials

### Books

No text books required

### Computer Requirements

- **Computer System:** Windows or Macintosh desktop or laptop computer purchased within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses.
- **Operating System:** Windows-based computers must be running Windows 10 or newer. Macintosh computers must be running OS 10.13 (High Sierra) or higher
- **Required Software:** [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free)
- **Web Browser:** Use only a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer. Safari and Edge have known compatibility issues with Canvas.
- **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection.
- **Speakers and a microphone:** Built-in, USB plug-in, or wireless Bluetooth
- **Webcam:** Built-in or USB plug-in

### Detailed Requirements by Application:

- [Canvas LMS computer requirements](#)
- [Zoom computer requirements](#)

**Need Help?** Students needing help with technical issues can contact a 24/7 live chat service at [contact.asu.edu](https://contact.asu.edu) or [My ASU Service Center](#) for help.

### **Workload Expectations**

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: “A minimum of 45 hours of work by each student is required for each unit of credit.” Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). This translates to 9 hours per week for classes that meet over a 15 week-semester. For 7.5-week classes, the workload doubles to 18 hours per week engaging in online activities, reading, doing other homework, completing assignments or assessments, and studying. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

### **Course Structure**

**1. Reading Assignments** – Unless otherwise specifically assigned, reading assignments are taken from the required resources specified above. The reading assignments listed for each class are those readings which a student must complete before completing the Discussion Board postings and exams. All assigned readings may be covered on quizzes, exams, or other assessments.

**2. Discussion Boards** – There are six Discussion Boards with questions posted by the professor. The student is expected to participate in all discussion boards with Original/Initial Postings and Responses.

#### **a. Original/Initial Postings in Discussion Boards**

Each student's Original/Initial Posting should be viewed as an on-line mini essay. While there are not a minimum number of words expected, students should expect to write a minimum of three paragraphs for each original posting and thoroughly answer each question. These postings require advance preparation, and will be judged on the basis of such items as content, knowledge of the topic, length, research, grammar and spelling, and quality of writing.

Students will **NOT** be able to see other student postings **UNTIL** they make their original posting. Students who make 'ghost postings' (blank postings) will receive a zero for that Discussion Board assignment because blank postings give students access to the information in other students' original postings, which is the equivalent of cheating. There are no exceptions to this rule.

With regard to the research component, students are expected to include in APA format text citations and references. Do not use Wikipedia (any 'pedia' sites) or any dictionary website. These are not academic sources.

## **b. Responses in Discussion Boards**

These responses are reactions to the other student's posting. The responses require less advance preparation than the initial post. Again, while there are not a minimum number of words expected, students are expected to engage with other students in meaningful responses a minimum of one time, on a different day, beyond your initial posting in EACH discussion board. Therefore, the expectation is that students will make an initial posting on one day and then return to the discussion board a minimum of one more day and response to a minimum of one student. Always keep in mind, students who engage in the discussion more than the minimum expectations typically have a better understand of the concepts in the Module and also earn better scores in the Discussion Boards.

Responses will be judged on extent of the interaction (a response like "man that's cool" will not be sufficient for any points), meaningfulness of the response, grammar and spelling. Please refer to the Discussion Board Grading Rubric for grading criteria and expectations.

### **c. Discussion Board Policies**

Students are expected to develop professional and meaningful comments on the discussion board.

Bad language or inappropriate content will not be tolerated.

Students are expected to read the assigned chapters and make every effort to provide statements that reflect their understanding of the topic.

Students are expected to provide an answer to the question in their initial/original posting. Thus, do not ask questions in initial postings; however, questions are acceptable in response postings to other students—but such questions should stimulate deeper discussion and students who ask them should give ample time for the other student to return and answer the question. This also means, if a student asks a question of another student, that student should plan on returning to the discussion AGAIN to view and respond to the questions when it is answered.

Therefore, students are expected to review and answer questions posed by other students to their initial/original posting and responses.

You are not permitted to use “text” language on the discussion boards.

Do not use Wikipedia or any dictionary website (e.g., Webster’s ).

**3. Short Essay** – There are three short writing assignments over the course of the semester. These writing assignments should be a concise reflection on the set of assigned topics for that week. You may focus on a particular claim made, a piece of evidence offered, a theme found across all readings or account provided by an author. Regardless of what approach you take, you should construct some kind of argument that incorporates, at some level, the readings for that week.

**4. Research Papers** – There are two research paper assignments over the course of the semester. These writing assignments should use a number of resources found outside the weekly reading assignments. You are expected to write a paper highlighting your understanding of a topic or make an argument agreeing or disagreeing with a

perspective presented during the course. of interest to you within the study of community-based corrections. The paper should be 10-15 pages in length.

## **SUBMITTING ASSIGNMENTS**

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

### **Module 1: Forensic Science Criticism**

- Learning Objective 1: What types of biases and errors are examiners prone to?
- Learning Objective 2: What factors contribute to errors and biases on the part of examiners?

### **Module 2: Concerns Surrounding Forensic Science**

- Learning Objective 1: What are the approved conclusions for DOJ latent print examiners

### **Module 3: Ethics and Forensic Science**

- Learning Objective 1: Analyze some of the shortcomings of the forensic science community.
- Learning Objective 2: Evaluate the root causes of mishaps in the forensic science community.:

### **Module 4: Bias in Forensic Science**

- Learning Objective 1: What were some key issues that lead to the misidentification of Brandon Mayfield?
- Learning Objective 2: How did the Brandon Mayfield case affect the forensic community?

### **Module 5: International Association for Identification**

- Learning Objective 1: Make recommendations for maximizing forensic technologies and techniques;
- Learning Objective 2: Identify programs that will increase the number of qualified forensic scientists;

### **Module 6: Discussion: Analysis of Forensic Disciplines**

- Learning Objective 1: What percentage of crime labs are accredited?
- Learning Objective 2: Which issues highlighted in the NAS report are crime labs addressing?

## Module 7: President's Council of Advisors on Science and Technology

- Learning Objective 1: What scientific criteria is the PCAST report calling for in the forensic community?
- Learning Objective 2: What types of recommendations were made by the PCAST report? Who were the recommendations geared towards?

### Assignments and Evaluation Procedures

#### Summary of Assignments

Table 1: Assessments and Their Values	
Assignment	Points/Percentage
Assignment 1 - Module 1 Discussion: Forensic Science Criticism	30 points
Assignment 2 - Module 2 Discussion: Concerns Surrounding Forensic Science	30 points
Assignment 3 - Module 3 Discussion: Ethics and Forensic Science	30 points
Assignment 4 - Module 4 Discussion: Bias in Forensic Science	30 points
Assignment 5 - Module 5 Discussion: International Association for Identification	30 points
Assignment 6 – Module 6 Discussion: Analysis of Forensic Disciplines	30 points
Assignment 7 - Module 7 Discussion: President's Council of Advisors on Science and Technology	30 points
Short Essay 1: Evaluating Fingerprint Identification	30 points
Short Essay 2: Effects of the Mayfield Error	30 points
Short Essay 3: Black Box Studies	30 points
Research Paper 1: Examining Wrongful Convictions	100 points
Research Paper 2: Accreditation and Certification in Forensic Labs	100 points

#### Reading Assignments

Unless otherwise specifically assigned, reading assignments are taken from the required materials specified above. The reading assignments listed for each class are those readings which a student must complete *before* the class in order to be prepared for class that week. Not all of the assigned readings will be discussed; however, all assigned readings may be covered on discussions, essays and research papers.



## **Discussions:**

### **Assignment 1 - Module 1 Discussion: Forensic Science Criticism**

**Address ONE of the following questions and prompts:**

Are the critics sufficiently familiar with the forensic science discipline to render meaningful criticism? Why or why not?

Are the criticisms constructive or merely fault finding? Why or why not?

Choose one criticism from the assigned readings and argue for or against it, citing at least one additional source.

Your initial post should be 200 to 300 words.

Peer reply - You must respond to two of your classmates' posts. Cite sources. Each response must be a minimum of 100 words.

You are strongly encouraged to save your post in a document on your computer before pasting it into Canvas. Technical glitches, though rare, do happen, and it is frustrating to lose your work.

### **Assignment 2 - Module 2 Discussion: Concerns Surrounding Forensic Science**

**Address ONE of the following questions and prompts:**

Does the DOJ address many of the concerns expressed by critics of the comparative forensics such as latent print analysis? If so, how do they address them? If not, how have they fallen short?

Vanderkolk asserts that fingerprints are uniquely arranged. Do you believe there is sufficient evidence of this? Provide additional resources to support your argument.

Your initial post should be 200 to 300 words.

Peer reply - You must respond to two of your classmates' posts. Cite sources. Each response must be a minimum of 100 words.

**You are strongly encouraged to save your post in a document on your computer** before pasting it into Canvas. Technical glitches, though rare, do happen, and it is frustrating to lose your work.

### **Assignment 3 - Module 3 Discussion: Ethics and Forensic Science**

**Address each of the following questions and prompts:**

How does what you read about in Module 3 support the critics' perceptions from Module 1?

Describe one ethical issue that forensic examiners must be aware of and why. Was this issue a factor in any of the circumstances that were presented in this week's readings?

Why are ethical standards particularly important in forensics compared to other careers?

Your initial post should be 200 to 300 words.

Peer reply - You must respond to two of your classmates' posts. Cite sources. Each response must be a minimum of 100 words.

**You are strongly encouraged to save your post in a document on your computer** before pasting it into Canvas. Technical glitches, though rare, do happen, and it is frustrating to lose your work.

### **Assignment 4 - Module 4 Discussion: Bias in Forensic Science**

**Review the Brandon Mayfield Case and then respond to ONE of the following questions:**

Were the process and procedures that were used by the FBI at the time of the misidentification appropriate? If so, how did the error occur? If not, what could have been done differently?

Why was it significant to the case as a whole that the identification was a result of an IAFIS hit? Would you consider the use of IAFIS a source of bias?

Name one or more examples of how bias played a role in this erroneous identification. What type of bias was it? How could it have been reduced or eliminated?

Your initial post should be 200 to 300 words.

Peer reply - You must respond to two of your classmates' posts. Cite sources. Each response must be a minimum of 100 words.

You are strongly encouraged to save your post in a document on your computer before pasting it into Canvas. Technical glitches, though rare, do happen, and it is frustrating to lose your work.

### **Assignment 5 - Module 5 Discussion: International Association for Identification**

Address **ONE** of the following questions and prompts:

Who would you choose to formulate a national committee to write a report on the state of forensic science? Do the authors of this report meet your criteria? Do you feel these authors should have the authority to make formal recommendations to the field of forensics?

Select a response from the IAI on one of the recommendations they address from NAS report. Do you feel the IAI is falling in line with the recommendations? How valid are the concerns presented by the IAI?

Your initial post should be 200 to 300 words.

You must respond to two of your classmates' posts. Cite sources. Each response must be a minimum of 100 words.

You are strongly encouraged to save your post in a document on your computer before pasting it into Canvas. Technical glitches, though rare, do happen, and it is frustrating to lose your work.

### **Assignment 6 – Module 6 Discussion: Analysis of Forensic Disciplines**

Choose **ONE** forensic discipline listed on the OSAC Organization Chart.

Then, address EACH of the following questions and prompts:

Does that discipline have a certification? If so, what is required to obtain that certification?

What efforts have been made in within the last 5 years to improve the science in your chosen discipline?

What improvements do you feel still need to be made?

Your initial post should be 200 to 300 words.

Peer reply - You must respond to two of your classmates' posts. Cite sources. Each response must be a minimum of 100 words.

You are strongly encouraged to save your post in a document on your computer before pasting it into Canvas. Technical glitches, though rare, do happen, and it is frustrating to lose your work.

### **Assignment 7 - Module 7 Discussion: President's Council of Advisors on Science and Technology**

**Address each of the following questions and prompts:**

Summarize one of the seven feature-comparison methods and the findings reported by PCAST (Chapters 5 and 7).

Cite and describe one peer-reviewed source that supports or refutes the findings made by PCAST that you discussed.

What actions listed in Chapter 6 of the report are relevant to the comparison method you chose to summarize?

Do you agree with the finding? Why or why not?

Your initial post should be 200 to 300 words.

Peer reply - You must respond to two of your classmates' posts. Cite sources. Each response must be a minimum of 100 words.

You are strongly encouraged to save your post in a document on your computer before pasting it into Canvas. Technical glitches, though rare, do happen, and it is frustrating to lose your work.

### **Short Essays:**

#### **Short Essay 1: Evaluating Fingerprint Identification**

Some critics of forensic science have argued that fingerprint identification lacks validity, while others argue it is a sound scientific approach to identification.

Write a 300- to 500-word essay that responds to the following questions with an evidence-based argument:

Which approach is best for the criminal justice system?

Should the act of using fingerprint evidence as a means of human identification be eliminated from legal proceedings? Why or why not?

Cite your sources. It is recommended that you use the Module 1 and 2 readings to bolster your arguments.

#### **Short Essay 2: Effects of the Mayfield Error**

Write a 300 to 500-word short essay explaining at least three examples of how latent print discipline changed as a result of the Mayfield error.

Cite a minimum of two sources.

#### **Short Essay 3: Black Box Studies**

The PCAST states that a comparative science can only be considered valid if it has undergone black box testing.

Write a 300 to 500-word short essay in which you evaluate black box studies and highlight which comparative sciences have had such studies.

Include the following in your essay:

Examination on the merits and challenges of conducting a black box study.

For those comparative sciences that have not undergone black box studies, discuss how you would expect the studies to be conducted.

## **Research Papers:**

### **Research Paper 1: Examining Wrongful Convictions**

Choose one case, one scientist, and one laboratory from the list provided below.

Write a detailed, well-cited research paper summarizing what went wrong in each situation, including:

An analysis of the situation that effectively identifies the root cause of the problems that occurred.

At least three reputable sources (news articles, government findings, etc.) for each category.

#### **1. Cases**

Over the years there have been many cases in which faulty forensic analysis has resulted in the wrongful conviction of innocent suspects.

#### **Research one of the following cases:**

Ron Williamson and Dennis Fritz, Ada, OK (1982)

William Macomber, Phoenix, AZ (1962)

Ray Krone, Phoenix, AZ (1991)

#### **2. Forensic Scientists**

Often the problems encountered in forensic science are the result of incompetent or unethical individuals who have found their way into the discipline.

#### **Research one of the following six forensic laboratory analysts:**

Fred Zain, West Virginia State Police Crime Lab  
Joyce Gilchrist, Oklahoma City Crime Lab  
Arnold Melnikoff, Montana State Police Crime Lab  
Jacqueline Blake, FBI DNA Analyst  
Jeffrey Ban, Virginia Department of Forensic Science  
Annie Dookhan, Hinton State Laboratory Institute, Boston

### **3. Crime Labs**

Entire laboratories, or discipline-specific sections of laboratories, have been closed due to systemic problems within those labs or sections.

**Research one of these law enforcement agencies' forensic laboratories:**

Houston PD  
Baltimore PD  
Detroit PD  
Boston PD

### **Research Paper 2: Accreditation and Certification in Forensic Labs**

Write a research paper differentiating between accreditation and certification in the field of forensic science and how they play a role in the reliability of results. Discuss the process of getting accredited and/or certified, the relative value of each, and support your findings with other scholarly research, citing the source(s) that you use.

**Include responses to the following in your paper:**

Which forensic labs in Arizona are accredited?  
Are forensic scientists required to be certified in order for their lab to be accredited?  
What differences might you find between an accredited lab and a non-accredited lab?  
What differences might you find between a forensic scientist who is certified and one who is not?  
Would the results from an accredited lab be more trustworthy than the results from a non-accredited lab?

Going back to Research Paper 1, was the crime laboratory that you researched accredited at the time of the error? If not, has it undergone accreditation since? Give at least two reasons why a crime laboratory might not be accredited.

### **Submitting Assignments**

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

## **Grading**

### **Grading Procedure**

Grades reflect your performance on assignments and adherence to deadlines. Review individual assignments for grading criteria. Graded assignments will be available within 48 hours of the due date via the Gradebook.

### **Summary of Graded Assignments**

7 Module Discussion Boards – 30 points per Board – 210 points  
3 Short Essay Assignments – 30 points per assignment – 90 points  
2 Research Papers – 100 Points per paper – 200 points

### **FINAL COURSE GRADING SCALE:**

<b>Table 2: Grading Scale</b>		
<b>Average Between</b>	<b>Points</b>	<b>Equals</b>
97.00% and 100.00%	485 - 500	A+
94.00% and 96.99%	470 - 484	A
90.00% and 93.99%	450 - 469	A-
87.00% and 89.99%	435 - 449	B+
84.00% and 86.99%	420 - 434	B
80.00% and 83.99%	400 - 419	B-
77.00% and 89.99%	385 - 399	C+
70.00% and 76.99%	350 - 384	C
60.00% and 69.99%	300 - 349	D
0.00% and 59.99%	0 - 299	E



## Qualitative Descriptors for Final Course Grades

Although statistical methods will be used to determine final course grade in accordance with the specifics set forth in Tables 1 and 2, final grades will roughly follow these descriptions. Note that to earn the grade indicated, a student must meet all of the descriptors associated with that grade; satisfying only some of the criteria is insufficient.

- A: Outstanding, Superior. Oral and written work is presented using Standard English and demonstrates a mastery of the subject matter at degree-appropriate levels. Public speaking presentations are poised, articulate, tactful, and convincing. Meets all course expectations promptly. Shows clear grasp of concepts and demonstrates ability to synthesize materials from both inside and outside the classroom. Participates regularly and enthusiastically in the classroom.
- B: Very good. Clearly above average. Oral and written work is presented using Standard English with only a few minor flaws and demonstrates proficiency in the subject matter at degree-appropriate levels. Public speaking presentations are poised, articulate, tactful, and convincing, with only minor flaws in style. Meets course expectations promptly. Shows an adequate grasp of concepts and demonstrates ability to relate materials from both inside and outside the classroom. Participates regularly and enthusiastically in the classroom.
- C: Good. Average. Student met minimal expectations for the course. Oral and written work is presented using Standard English with minor flaws too numerous to be overlooked. Public speaking presentations are periodically marred by problems with poise, diction, tact, or convincingness. Student shows a reasonable grasp of the subject matter for the applicable degree-appropriate level and demonstrates a reasonable ability to process materials from both inside and outside the classroom. Participates satisfactorily in the classroom.

D: Below expectations. Below that which one would normally expect from a student at the applicable degree- level. Oral and writing work is marred by major mechanical problems. Public speaking presentations are routinely marred by problems with poise, diction, tact, or convincingness. Exam performance fails to demonstrate a reasonable grasp of the material. Student fails to participate appropriately in class.

F: Unacceptable. Oral and written work consistently falls below degree-appropriate levels. Student fails to use appropriate resources for help (including the Writing Center) when so directed by the professor. Student is consistently late in meeting course expectations. Shows little or no grasp of concepts and is unable to process or relate materials from inside and outside the classroom. Public speaking presentations are routinely marred by significant problems with poise, diction, tact, or convincingness. Student fails to participate appropriately in class. Alternatively, regardless of the quality of a student's work, this grade may be assigned for: (1) failure to comply with the attendance or participation policies for the course; (2) repeated failure to come to class adequately prepared to engage in trial simulation exercises in a meaningful manner; (3) failure to submit a required writing assignment; and/or (4) any act of academic dishonesty committed by the student.

Y: Satisfactory. The "Y" grade is generally used as a grade for successfully completed internships, projects, readings and conference, research, seminars, theses, dissertations, and workshops. During the COVID-19 pandemic, the grade may be awarded in select regular coursework. Thus, in this course, the grade of “Y” may be a possibility for students who perform satisfactorily, but that grade will only be awarded at the discretion of your professor and after approval by relevant College-level personnel. Note that students earn credit hours for a “Y” grade, but the grade is not used for computing GPAs.

With these expectations in mind, nothing in these qualitative descriptions is meant to supplant the quantitative grading criteria for the course. Rather, these descriptions are guideposts to my general expectations concerning grades. The determinative factor for final grades will be the cumulative weighted average earned by a student using the percentages specified in Table 1. Final grades will then be assigned by translating the weighted average in the course into a letter grade as defined in the Grade Scale section (see Table 2) unless special permission is granted for a grade of “Y” if earned and warranted.

## Grade Scale

This course uses a +/- grading system as defined in the table below:

Table 2: Grade Cut-Offs	
<i>Grade</i>	<i>Percentage</i>
<b>A+</b>	97.00% and higher
<b>A</b>	94.00% – 96.99%
<b>A-</b>	90.00% – 93.99%
<b>B+</b>	87.00% – 89.99%
<b>B</b>	84.00% – 86.99%
<b>B-</b>	80.00% – 83.99%
<b>C+</b>	77.00% – 79.99%
<b>C</b>	70.00% – 76.99%
<b>D</b>	60.00% – 69.99%
<b>E</b>	Below 60%
<b>Y*</b>	xx% of higher

\* In this course, the grade of “Y” may be a possibility for students who perform satisfactorily, but that grade will only be awarded at the discretion of your professor and after approval by relevant School- and College-level personnel. If you are considering requesting the “Y” grade, make an appointment to discuss this with your professor.

## Course Policies

### **Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the student's original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of 'E'), course failure due to academic dishonesty (indicated on the transcript as a grade of 'XE'), loss of registration privileges, disqualification, suspension, and dismissal from the university. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at:

<http://provost.asu.edu/academicintegrity>

If students have questions about appropriate submissions or methods of citation or have extenuating circumstances, they should contact their instructor prior to submitting materials and prior to the assignment deadline..

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

### ***Electronic Review of Written Submissions***

To ensure compliance with academic integrity policies, written submissions will be submitted to TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.

### ***Avoiding Plagiarism***

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this

reference on Avoiding Plagiarism. Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citations to the source both in text and in your references section!
2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted, nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
6. Altering or Revising Your Own Prior Work – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced

permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements of the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

## **Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the [Student Accessibility and Inclusive Learning Services \(SAILS\)](#) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. SAILS staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

## ***Establishing Eligibility for Disability Accommodations***

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the Student Accessibility and Inclusive Learning Services (SAILS).

Students who feel they will need disability accommodations in this course but who have not registered with the SAILS should contact SAILS immediately. Students should contact the SAILS on the campus in which your class is being held.

Students who are vulnerable to COVID-19 should contact SAILS to discuss possible accommodations.

## ***Disability Accommodations***

Every effort is made to provide reasonable accommodations for qualified students with disabilities. Prior to receiving any disability accommodations, verification of eligibility from the SAILS is required. Once registered with the SAILS, students with disabilities must meet with the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange accommodations for their learning needs. Disability information is confidential.

Qualified students who wish to request an accommodation for a disability should contact SAILS by going to <https://eoss.asu.edu/accessibility>, calling (480) 965-1234

or emailing [student.accessibility@asu.edu](mailto:student.accessibility@asu.edu). To speak with a specific office, please use the following information:

<b>ASU Online and Downtown Phoenix Campus</b> University Center Building, Suite 160 602-496-4321 (Voice)	<b>Polytechnic Campus</b> 480-727-1165 (Voice)
<b>West Campus</b> University Center Building (UCB), Room 130 602-543-8145 (Voice)	<b>Tempe Campus</b> 480-965-1234 (Voice)

### Attendance and Accommodation of Excused Absences

Attendance and participation in class activities is an essential part of the learning process; thus, students are expected to attend class regularly. Some absences are, however, unavoidable.

**Excused absences** for classes will be given without penalty to the grade in the case of any of the following five reasons: (1) University-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.); (2) religious holidays; (3) military work performed in the line-of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and (5) illness, quarantine or self-isolation related to illness as documented by a health professional. When any of the first four reasons conflict with class meeting times, students are responsible for informing the professor of the reason for the absence *at least* one week in advance of the absence.

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that *may* include participation in classes remotely, access to recordings of class activities, or make-up work.

If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.



### ***Missed Classes Due to University-Sanctioned Activities***

In accordance with ACD 304–02, students who participate in university-sanctioned activities that require classes to be missed will be given opportunities to make up examinations and other graded in-class work without penalty, if possible. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Thus, if making-up with work is not possible, then the student may receive an incomplete contingent upon making arrangements with the professor to complete the final coursework and earning a final grade.

### ***Accommodation for Religious Practices***

In accordance with ACD 304–04, students should notify faculty in advance of the need to be absent from class due to religious observances. The instruction will provide reasonable accommodation of individual religious practices by adjusting the academic environment, without penalty, to provide flexibility. Absence from class or examinations due to religious observance, however, does not relieve students from responsibility for any part of the course work required during the period of the absence. A list can be found here <https://eoss.asu.edu/cora/holidays>].

### ***Accommodation for Line of Duty***

In accordance with SSM 201-18:

1. Line-of-Duty Missed Assignment Make-Up Policy (incomplete or withdrawal not required).

Students who serve as active duty or reserve military personnel who miss classes, graded assignments, or examinations because of required work performed in the line-of-duty, and this absence does not require the use of the activation for military duty withdrawal policy, shall be given opportunities to make-up examinations and other graded work. However, absence from class or examinations due to line-of-duty activities does not relieve students from responsibility for any part of the course work required during the period of the absence. In addition, because of the potential for a dramatic increase in family-related responsibilities during a deployed spouse's absence, student spouses who are legally responsible for minor dependents should be afforded the same accommodations to make-up missed work when their spouse is deployed. Under this policy, when there is a question as to the validity of the line-of-duty event, Pat Tillman Veteran's Center shall determine whether a particular event qualifies as a military line-of-duty activity.

2. Activation for Military Duty (incomplete or withdrawal required).

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch or is the spouse, as described in the Purpose section of this policy, and is unable to complete classes because of military activation,



may request complete withdrawal or course withdrawals, incompletes, or grades, depending on the timing of the activation and the individual student's needs. Absences resulting from military activation will not adversely affect a student's catalog year.

To receive consideration under the military activation policy, a student should complete a Military Activation Form and return the completed form, along with a copy of the military activation order, to the Pat Tillman Veterans Center. The Pat Tillman Veterans Center staff will coordinate the processing of the form for the student, including verification of orders, counseling on available options, referrals to academic departments, referrals or notification to offices regarding potential refunds, and initiation of processing administrative withdrawals or incomplete grades.

### ***Accommodation for Illness***

Absences for illness, quarantine, or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible by email. Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services](#) (SAILS) to discuss possible accommodations.

Consistent class discussion participation is essential for success in this course. You need to contact me by email 24 hrs prior to an assignment is due, if you are experiencing any illness or foresee you not being able to submit your assignment on time. Classwork missed for any other reason will not be excused.

### **Citation Style**

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook: A Uniform System of Citation* in all papers.

### **Communication**

**Look for the answer first.** When questions arise during the course of this class, please remember to check these three sources for an answer *before* you contact your instructor:

- Course Syllabus
- Announcements in Canvas
- The Q & A Forum/Hallway Conversations

**Where to post your questions.** If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A Forum Discussion Board (DB). This DB can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. Your instructor will post answers on the Q & A Forum within **1 business day**.

For questions of a personal nature, email your instructor directly.

Allow between 24 and 48 hours for replies to direct instructor emails.

## Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

## Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

## Due Dates, Late, or Missed Assignments

Written assignments are to be submitted on the due date by the times specified (Arizona Time, which is always Mountain Standard Time since Arizona does not observe Daylight Savings Time). Late submissions will not be accepted unless an extension was granted by the professor in advance of the due date. Alternatively, the instructor reserves the right to accept a late assignment for good cause (even if that cause does not rise to the level of warranting an unforeseeable excused absence) and reduce the grade on the assignment by a full letter grade for each day the assignment is late.

## Email

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account. Please ensure Canvas notifications are being sent to your email.***

All email correspondence with me must comply with the following rules:

1. Subject Line – If you send any e-mail to me, please reference “CRJ 530” in the subject line of the e-mail so that your message does not get “lost” among the e-mail messages that I receive each day.
2. Salutation – It is considered good form to begin any correspondence with a polite greeting such as, “Dear Dr./Professor/Mr./Mrs./Ms./etc. \_\_\_\_\_.” This displays respect and modesty, both of which are simply good etiquette as well as good strategy
3. Identify Yourself – Any and all e-mail messages you send to me must be “signed” with both your first and last name.
4. Compose Thoughtfully – While your friends and relatives may not care if you use proper grammar, spell correctly, use slang, or punctuate, the same is not true of formal correspondence. Ignoring the most basic rules of grammar or failing to take the time to proofread correspondence directed to faculty or staff will only serve to make you appear uneducated and unconcerned. This means that you ought not use “instant messaging” shorthand in email correspondence.
5. Timing – It is unwise to send me an email message late at night when the question needs to be answered before class the next morning. So plan ahead! As a rule, any properly labeled and signed e-mail message that you send to me will usually be responded to within 24 hours to 48 hours (barring long weekends, holidays, or vacations).

### **Extra Credit**

Please do not ask for extra credit. Although an extra credit assignment may be offered to the whole class for attending a talk or participating in a learning experience beyond those anticipated in this syllabus, no individualized extra credit work will be permitted. Why? Extra credit is unfair to the students who do their work diligently all semester long.

### **Grade Appeals**

Per the [University Policy for Student Appeal Procedures on Grades](#), grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School Director's official designee, which may include the School's Academic Grievance Officer or the Associate Director of the School. If the dispute is not resolved at the School level, the student may appeal to the Dean's official designee. The appeal process is final at the College level.

## Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

## Prohibition of Sharing Copyrighted Materials and Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor and Arizona State University.

Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student's original work, unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on grounds of suspected copyright infringement. Sharing of assignment submissions and results to websites advertising themselves as “study sites” (e.g. Course Hero) or other similar course information sharing sites are expressly prohibited. Copyright violations will subject students to disciplinary charges for academic integrity and/or Code of Conduct violations.

Class sessions will be recorded. Recordings may be provided to instructors, instructional support personnel, and enrolled students who need accommodations for excused absences. Alternatively, recordings may be posted in Canvas for all students to access for reviewing course materials. Any recording or transcript of live class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others. If you have concerns about being recorded, please contact the course instructor.

## Student Conduct

Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). In addition,

1. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

2. Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus: <https://www.azregents.edu/board-committees/policy-manual>
3. Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

## **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

## **Technical Support**

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

## **Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under

any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a **mandated reporter**, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access [360 Life Services](#).

ASU provides a dedicated [Sexual Violence Awareness and Response](#) website with a variety of [resources](#) and [educational](#) programs designed to prevent sexual violence and other acts of sexual misconduct, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to [seek support](#) and [report](#) the incident. Identify the most appropriate path for your needs using the [Sexual Assault Reporting Options and Resources](#) document.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: [www.myplanapp.org](http://www.myplanapp.org). The MyPlan app is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

## Warning of Course Content

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic



Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

## Student Success

### Tips for Success

1. Check the course **daily**, to stay in touch with the material and activities
2. **Read announcements and check email!** This is the only way your instructor can update you on course information.
3. Create a **personal organization system** to keep track of due dates specified.
4. **Communicate regularly** with your instructor and peers.
5. **Create a study and/or assignment schedule** to stay on track.
6. Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multitasking while studying.
7. Copy and paste discussion board posts into a text document on your personal computer and save that file before submitting them. Technical glitches, while rare, do happen, and this can prevent lost work.
8. Learn about and use the student resources available to you! You can get free assistance from the [ASU Library](#), [IT Support](#), the [Writing Center](#), and more.
9. For additional information, tips, and resources, visit the resources for students learning online at <https://currentstudent.asuonline.asu.edu/>.

### University Academic Success Programs

ASU offers a number of resources to create the best opportunities for success. You are encouraged to take advantage of the resources offered by the [University Academic Success Programs](#). Programs offered include tutoring, writing support, supplemental instruction, academic skills, graduate academic support, and more. Visit the academic success programs website at <https://tutoring.asu.edu/>.

## Writing Center and Support

Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>. In addition, a number of writing tutorials on anything from [APA citations](#), the [Purdue Online Writing Lab](#), and much more can be found at <https://tutoring.asu.edu/student-resources/academic-resources>.

## Course Schedule

Here is an outline of the material we may cover. We may vary from this schedule depending upon the time the professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the professor for any given class session.

Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval by the instructor is provided or as allowed by University policy.

	POINTS	DUE DATE
<b>MODULE 1: Module 1 Discussion: Forensic Science Criticism</b>		
Readings: Kaye D. H. (2009). Probability, Individualization, and Uniqueness in Forensic Science Evidence – Listening to the Academies. Brooklyn Law Review, 75, 1163-1489 Dror, I., & Cole, S. (2010). The vision in "blind" justice: Expert perception, judgment, and visual cognition in forensic pattern recognition. Psychonomic Bulletin & Review, 17(2), 161-7.		
Discussion - Forensic Science Criticism	30	10/17
<b>MODULE 2: Module 2 Discussion: Concerns Surrounding Forensic Science</b>		
US Department of Justice Approved Language for Testimony and Reports for the Forensic Latent Print Discipline: <a href="https://www.justice.gov/file/1037171/download">https://www.justice.gov/file/1037171/download</a>		



Discussion - Concerns Surrounding Forensic Science	30	10/21
Assignment - Evaluating Fingerprint	30	10/24
<b>MODULE 3: Module 3 Discussion: Ethics and Forensic Science</b>		
Readings: Available from: <a href="https://www.pbs.org/wgbh/pages/frontline/post-mortem/">https://www.pbs.org/wgbh/pages/frontline/post-mortem/</a>  <a href="https://www.pbs.org/wgbh/pages/frontline/death-by-fire/">https://www.pbs.org/wgbh/pages/frontline/death-by-fire/</a>		
Discussion - Ethics and Forensic Science	30	10/27
Research Paper 1 - Examining Wrongful Convictions	100	10/31
<b>MODULE 4: Module 4 Discussion: Bias in Forensic Science</b>		
Readings: Pages 29-191 of A review of the FBI's handling of the Brandon Mayfield case. (2006). U.S. Dept. of Justice, Office of the Inspector General.		
Discussion - Bias in Forensic Science	30	11/04
Assignment - Effects of the Mayfield Error	30	11/07
<b>MODULE 5: Module 5 Discussion: International Association for Identification</b>		
Readings: NAS (2009). Executive Summary: Strengthening Forensic Science in the United States: A Path Forward. The International Association for Identification. (2009). Response to the NAS report.		
Discussion - International Association for Identification	30	11/14
<b>MODULE 6: Module 6 Discussion: Analysis of Forensic Disciplines</b>		
Readings: Hansen, M. (2013). Crimes in the Lab: A string of shoddy, suspect and fraudulent results has put forensics labs under the microscope. ABA Journal, 99(9), 44-51. Burch et al. (2016). Publicly Funded Forensic Crime Laboratories: Quality Assurance Practices, 2014. U.S. Dept. of Justice, Office of the Justice Programs. <a href="https://www.anab.org/">https://www.anab.org/</a> <a href="https://www.nist.gov/topics/forensic-science/organization-scientific-area-committees-osac">https://www.nist.gov/topics/forensic-science/organization-scientific-area-committees-osac</a>		
Discussion - Analysis of Forensic Disciplines	30	11/17

Research Paper 2 - Accreditation and Certification in Forensic Labs	100	11/21
<b>MODULE 7: Module 7 Discussion: President's Council of Advisors on Science and Technology</b>		
Readings: Sections 5-10 of Forensic Science in Criminal Courts: Ensuring Scientific Validity of Feature-Comparison Methods. (2016). President's Council of Advisors on Science and Technology. Executive Office of the President		
Discussion - President's Council of Advisors on Science and Technology	30	11/28
Assignment - Black Box Studies	30	12/2