



## **CJ 1350-251: INTRODUCTION TO FORENSIC SCIENCE**

### **Course Information**

Three (3) credit hours

#### **Course Catalog Description**

This course introduces the various forensic subdisciplines and how they are used in criminal investigations. Students will learn standard recognition, documentation, recovery, preservation, and analytical techniques.

#### **Prerequisite**

CJ 1010: Intro. to Criminal Justice

#### **Recommended Corequisite**

CJ 1340: Criminal Investigations

#### **Course Outcomes**

Forensic science plays a crucial role in the criminal justice system as its results are typically used by law enforcement to investigate crimes, identify, or eliminate suspects, and assist courts in reaching fair and just determinations. As an applied science it covers an array of disciplines and requires a strong foundation in the natural sciences and the development of practical skills in the application of such to each. By the end of this course, students will be able to demonstrate the following:

1. An evaluation of historical forensic practices and their implications in criminal investigations and trials.
2. The implementation of proper procedures and equipment for the recognition, documentation, recovery, preservation, and analytical evaluation of physical evidence in the field and lab.
3. An evaluation of the capabilities and limitations of various forensic subdisciplines and their use in criminal investigations and trials.
4. An evaluation of scientific and technologic advances in the forensic sciences.
5. An analysis of physical and testimonial admissibility standards in criminal trials.

## 6. Methods and strategies to effect positive social change in the criminal justice system.

\*Said outcomes will be addressed through the following assessment mechanisms: virtual discussion boards, quizzes, viewings and reflections, written assignments and presentations, and exams.

### Teaching Strategies

This class may be taught using a variety of methods, including recorded announcements/lectures, multimedia viewings and reflections, in-person and online discussions and group work, etc.

Assigned readings are provided on Canvas. These readings should be completed as the material is covered in lecture. Reading assignments are mandatory. Lectures serve primarily to review and illuminate text material, therefore you must read your assignments prior to class attendance.

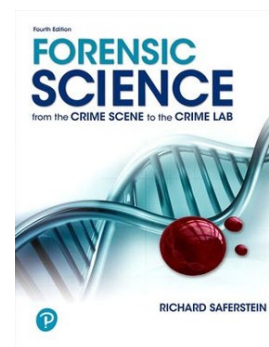
Students must utilize their text as well as any resources linked on Canvas to prepare for and complete weekly assignments.

All assignments, including quizzes/exams, will be posted on Canvas. You must therefore check regularly for updates.

### Course Materials

#### Required Text:

- Saferstein, R. (2019). Forensic Science From the Crime Scene to the Crime Lab (4<sup>th</sup> ed.). Pearson Education.



#### Computer Resources

1. Computer with ability to access and utilize Canvas.

### Workload Expectations

If you wish to succeed you should plan to spend a minimum of 9.0 hours working on course material each week.

### Assignments and Evaluation Procedures

#### Reading Assignments

Unless otherwise specifically assigned, reading, and viewing assignments are taken from the required resources specified above (and other supplementary material) and will be stated in class and posted on Canvas. The reading and viewing assignments listed for each class are those which a student must complete *before* the class in order to be prepared for class that week. Not all of the assigned readings and viewings will be discussed in class; however, all assigned readings may be covered on quizzes, exams, or other assessments.

#### Quizzes

To help ensure that students comprehend course material, they must submit a series of quizzes. These quizzes will help test students' knowledge of each chapter. Quizzes contain both true/false, matching, multiple choice, and/or essay questions. Collectively, the quizzes will count towards 15% of the final grade in the course. Although quizzes are "open-book"—meaning that students may refer to their textbook, the online lectures, articles, and notes while taking the quizzes, they may not confer in any way—electronically, by phone, or in person—with anyone else while completing said assessments.

## **Class Participation/Discussions**

You will be graded on your professionalism and level of engagement and participation in every class discussion. Students are expected to be active participants during the semester as this category accounts for 20% of your course grade. You will regularly be called upon for input on issues relevant to the assigned course material, thus it is important to come to class prepared. To receive full participation points for each class, you must verbally (or at times electronically) contribute to the discussions a minimum of three times.

## **Exams**

Exams will consist of a mixture of essay, matching, multiple choice, and/or true/false questions. Diagrams, charts, and/or images may also be utilized. The exams are not cumulative, covering only material not previously tested. Note that exam grades will not be curved. Although exams are “open-book”—meaning that students may refer to their textbook, the online lectures, articles, and notes while taking the quizzes, students may not confer in any way—electronically, by phone, or in person—with anyone else while taking any exam.

## **Writing Assignments**

Refer to announcements in class and Canvas throughout the semester for criteria and timelines.

## **Submitting Assignments**

All assignments, unless otherwise announced by the instructor, must be submitted via Canvas by the due date and time indicated on the assignment. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email unless Canvas is down.

Late submissions will not be accepted and will receive a grade of zero (refer to Attendance/Participation and Due Dates, Missed, or Late Assignment policies below for limited exceptions).

All assignments will be word-processed and saved as a Microsoft Word (or PDF) document. If you type your work in Apple Pages, you must be able to convert your file to a PDF prior to submission. You cannot submit a link to Google or One Drive for assignments in this course. Accuracy in spelling, punctuation, grammar, and syntax is also expected of students in this class.

Chapter quizzes and exams must be completed by the due dates and times listed on Canvas as well.

## Grading

### Summary of Graded Assignments

Table 1: Assessments and Their Values	
<i>Assignment</i>	<i>Points/Percentage</i>
<b><u>Quizzes</u></b> <ul style="list-style-type: none"><li>• Chapter Quizzes</li></ul>	<b>15%</b>
<b><u>Class Participation/Discussions</u></b> <ul style="list-style-type: none"><li>• Active Participation</li></ul>	<b>20%</b>
<b><u>Written Assignments</u></b> <ul style="list-style-type: none"><li>• Online</li></ul>	<b>25%</b>
<b><u>Exams</u></b> <ul style="list-style-type: none"><li>• Exams</li></ul>	<b>30%</b>
<b><u>“Mock” Crime Scene Practical and Debriefing</u></b> <ul style="list-style-type: none"><li>• “Mock” Scene Processing and Debriefing PowerPoint</li></ul>	<b>10%</b>

### Qualitative Descriptors for Final Course Grades

While grading will be in accordance with the grading guidelines set forth in the Salt Lake Community College Catalog, the instructor offers the following rubric to assist in the evaluation of the student’s progress:

- A: Excellent Performance. Work is exemplary and worthy of emulation by others. Student is in full attendance and constructively contributes to the learning environment.
  
- B: Above Average. All assignments are complete and exhibit a complete understanding and an ability to apply concepts.
  
- C: Average Performance. Accomplishes only the minimum requirements. Oral and written communication is at an acceptable level for a graduate student.
  
- D: Demonstrates understanding at the most rudimentary level. Work is minimally passing.
  
- E: 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 t

With these qualitative expectations in mind, the determinative factor for final grades will be the cumulative weighted average earned by a student using the percentages specified. Final grades will then be assigned by translating the weighted average in the course into a letter grade using the plus/minus grading system as defined below:

<i>Grade</i>	<i>Percentage</i>
<b>A</b>	94% and higher
<b>A-</b>	90% – 93%
<b>B+</b>	87% – 89%
<b>B</b>	83% – 86%
<b>B-</b>	80% – 82%
<b>C+</b>	77% – 79%
<b>C</b>	73% – 76%
<b>C-</b>	70% – 72%
<b>D+</b>	67% – 69%
<b>D</b>	63%-66%
<b>D-</b>	60-62%
<b>E</b>	< 60%

## Course Policies

Note: This section is in alphabetical order by topic.

### Academic Integrity

#### Academic Integrity Expectations and Policies

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 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, course failure due to academic dishonesty, loss of registration privileges, disqualification, suspension, and dismissal from the university. All students are expected to follow the [SLCC Student Code of Conduct](#).

#### 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, 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 citation 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 on the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

## Attendance

### Planned Excused Absences

When any of the following three reasons directly conflict with due dates, students are responsible for informing the professor of the reason for the request for an extension at least one week in advance of the absence: (1) religious reasons; (2) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and (3) 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.).

### Other Absences

Class participation is essential to the learning process for the entire class. A lack of consistent participation not only limits that student's learning, but also the learning of the entire class that is deprived of that student's input.

Students are responsible for all text and reference material linked on Canvas. Consistent class participation is essential for success in this course.

It is the student's responsibility to contact the instructor to discuss any missed class work due to excused absences. It is up to the instructor to determine what make-up work, project, or test may or may not be allowed.

If you are seriously ill or you are injured in a manner that prevents you from participating in class, you should email me to let me know that you are sick or injured and are therefore unable to. The same is true for the death, injury, or serious illness of an immediate family member. If you cannot let me know before, you must inform me as soon as possible after the missed due date that you were late due to one of these emergency situations. Please be advised that for extensions based on an emergency situation to be provided, you may be required to submit corroboratory documentation, such as a note from a physician documenting the illness or injury (notes from family members will not suffice), a death certificate or other form of proof of a family member's death, etc. Classwork missed for any other reason will not be excused.

### **Due Dates, Late, or Missed Assignments**

Assignments are to be submitted by the due date times specified on your Canvas course shell. Late submissions will not be accepted unless: (1) an extension was granted by the professor in advance of the due date; or (2) documentation of an unforeseeable excused absence (as assessed in the professor's sole discretion) is provided.

### **Citation Style**

Students are required to use the [citation style and format](#) of the American Psychological Association (APA).

### **Copyright**

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 materials—is strictly prohibited. Students may not share any course materials outside the class, including by uploading, selling, or distributing any course content or notes taken during the conduct of the course.

### **Electronics**

1. **Cell Phones** – Please silence all cell phones before class begins. Although I understand that sometimes people forget to do so, it is unacceptable to use a cell phone during class unless expressly permitted.
2. **Other Electronic Devices** – Our classroom should be a place of learning where questions are raised, where methods are employed to answer to those questions, and where knowledge is both explored and shared. Our classroom is not a place for playing games; messaging with friends, family, or coworkers; or surfing the internet. Violations of this policy may result in a student being asked to leave class or in electronic devices being banned for our classroom.

### **Email**

SLCC email and Canvas are the official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the

responsibility of missed messages and should check their assigned inboxes regularly. ***All instructor correspondence will be sent to your SLCC Canvas and/or email account.***

Sending Messages to Me – All correspondence with me must comply with the following rules:

1. Subject Line – If you send any message to me, please reference “CJ 1350-251” in the subject line so that your message does not get “lost” among the dozens (sometimes even hundreds) of messages that I receive each day.
2. Salutation – It is considered good form to begin any correspondence with a polite greeting such as, “Good Morning/Afternoon/Evening Professor Hoffman.” This displays respect and modesty, both of which are simply good etiquette as well as good strategy. If you are trying to elicit a response that may require some effort on the part of the respondent, certainly it makes good sense to present yourself as intelligent and polite.
3. Identify Yourself – Any and all messages you send to me must be “signed” with both your first and last name; failure to comply with this directive will result in your message being discarded.
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 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 urgently answered. So plan ahead! As a rule, any properly labeled and signed 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.

### **Student Conduct**

1. Please be “on time” to class. Tardiness is disruptive to the lecture or other class activities.
2. Chatting during lecture, class discussion, or other class activities is inappropriate.
3. Please raise your hand to speak in class unless I specifically instruct the class that students may speak-out as part of a debate or other classroom activity. Keep in mind that it is not appropriate for anyone to dominate classroom discussion routinely. Nor is it appropriate to interrupt either the professor or a fellow classmate with some point you want to make, no matter how eagerly you want to make the point.
4. Please do not start putting books away, closing up notebooks, and zipping up book-bags before the official end of class. This can be disruptive and distracting to both the instructor and your classmates.



5. Students are entitled to receive instruction free from interference by other members of the class. An instructor may dismiss a student from the course when the student's behavior disrupts the educational process.
6. 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.
7. 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.

### **Classroom Expectations**

Students are encouraged to maximize the learning experience offered through this course. Ideal learning takes place in environments where trust, mutual respect and active engagement are valued and observed by all participants. Students are expected to be respectful of the learning environment established by their instructor. No student has the right to be disruptive, disrespectful, or uncivil in their conduct, including language during class. Any student who violates said policy may be asked to leave the class for a session or longer, or may administratively withdrawn by university officials.

Do not use any electronic devices to access the internet, chat, check email, text, work on assignments for other classes, watch media, conduct searches, watch movies, or do anything unrelated to this course. If you must use your device for any reason, please quietly excuse yourself from the class.

### **Tips for Student Success**

1. Check the course daily, to stay in touch with the material and activities.
2. Read announcements and check your messages! 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. You must be self-motivated to stay on track.
  - a. [Study Skills](#)
  - b. [Time Management Secrets and Tips](#)
  - c. [Time Management Worksheet](#)
6. Set aside regular times in which you can do your classwork with minimal interruptions or distractions. Avoid multi-tasking 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. Word processing software will also identify and help you resolve most grammatical errors. SLCC provides students with a [free license to Microsoft 365](#), so take advantage of it to ensure your continued success.

8. Learn about and use the student resources available to you!
  - a. [Free Criminal Justice Tutoring](#)
    - i. [Tutor Introduction Video](#)
  - b. [Student Reading and Writing Center: Free Tutoring](#)
    - i. [Writing Resources](#)
  - c. [Presentation Skills Lab](#)
  - d. [STEM Tutoring](#)
  - e. [Skillshops](#)
  - f. [Read&Write Literacy Software](#)
  - g. [SkillsUSA \(possible tuition waivers\)](#)
  - h. Refer to the [Institutional Syllabus](#) for additional services

### **Warning of Course Content**

At times, we will be discussing 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 and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); 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 ever wish to discuss your personal reactions to this material with me, I welcome such discussion as an appropriate part of our coursework. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material in criminology and criminal justice courses, I encourage you to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material.

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. Thus, you should expect to become exasperated 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.

## SLCC Academic Calendar

### SPRING 2023

FULL TERM 16-WEEK

12-WEEK

1ST HALF 8-WEEK

2ND HALF 8-WEEK

Priority Registration Dates	
Oct. 24-28	Priority Registration
Oct. 31-Jan. 18	Continuing Student Registration (45 or more earned hours)
Nov. 1-Jan. 18	Continuing Student Registration (24 or more earned hours)
Nov. 2-Jan. 18	Continuing Student Registration (4 or more earned hours)
Nov. 2-Jan. 18	Continuing Student Registration (0 or more earned hours)
Nov. 7-Jan. 18	New/Transferring Student Registration with Orientation
Nov. 14-Jan. 18	Transferring/Non-Degree Student without Orientation
Full Term 16-Week January 9 to May 4	
October 24	First Day to Apply for Spring Graduation
November 1	Financial Aid Priority Date
January 3	Concurrent On-Campus Course Request Deadline
January 4	Admission Application Deadline
January 4	Early Enrollment Application Deadline
January 9	Classes Begin
January 16	Martin Luther King Day (No Classes, College Closed)
January 17	Residency Deadline
January 18	Last Day to Add Classes (Waitlist Ends)
January 25	Tuition Due
January 30	Last Day to Drop Classes with 100% Refund (No refunds or adjustments after this date)
January 31	Tuition Payment Plan Application Deadline with 1/3 Down
February 10	Tuition Payment Plan Application Deadline with 1/3 Down
February 20	President's Day (No Classes, College Closed)
March 6-10	Spring Break (No Classes)
March 21	Last Day to Withdraw (No refunds)
April 27	Last Day of Classes
April 27	Last Day to Apply for Spring Graduation
April 28	Reading Day
April 29-May 4	Final Exams
May 4	Commencement
May 5	Degree Awarding Begins
May 11	Grades Available

## Course Schedule

### Syllabus Changes

I view this course syllabus as an educational contract between me and the students in the course. Accordingly, I will make every effort to avoid changing the course schedule. But the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus, other than to the attendance and grading policies.

### 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.

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.

Week	Reading Material
1	<b>Syllabus</b> <b>About the Authors</b> <b>Syllabus Quiz</b> <b>Student Introductions Discussion</b> <b>Syllabus Reconnaissance Discussion</b> <b>The “CSI Effect” Discussion</b> <b>Start Innocence Project</b>
2	<b>*Martin Luther King Day (No Classes, College Closed Mon. Jan. 16)</b> <b>Ch. 1: Introduction</b> <b>Ch. 1 Quiz</b> <b>The Scientific Method, Evidence Admissibility Standards, and Professional Ethics Discussion</b>
3	<b>Ch. 2: Securing and Searching the Crime Scene</b> <b>Ch. 2 Quiz</b> <b>Forensic Nightmares: The JonBenet Ramsey and Enrique Camarena Cases Discussion</b>
4	<b>Ch. 3: Recording the Crime Scene</b> <b>Ch. 3 Quiz</b> <b>Crime Scene Documentation Methods: Diagramming and Photography Practicals Discussion</b>
5	<b>Ch. 4: Collection of Crime-Scene Evidence</b> <b>Ch. 4 Quiz</b> <b>Crime Scene Hazards, Evidence, and Legal Considerations: Content vs. Context Discussion</b> <b>Ch. 5: Physical Evidence</b> <b>Ch. 5 Quiz</b> <b>Physical Evidence (Class vs. Individual), Databases, and Privacy Concerns, Oh My! Discussion</b>
6	<b>Ch. 6: Death Investigation</b> <b>Ch. 6 Quiz</b> <b>Post Mortem: Death Investigation in America Viewing and Reflection</b>
7	<b>*President’s Day (No Classes, College Closed Mon. Feb. 20)</b> <b>Ch. 7: Crime-Scene Reconstruction</b>

	<p style="text-align: center;"><b>Ch. 7 Quiz</b> <b>Innocence Project Due</b></p>
<b>8</b>	<p style="text-align: center;"><b>Exam I Review Sheet Release</b> <b>Exam I Bloom's Taxonomy Leveled Questions Discussion</b></p>
<b>9</b>	<p style="text-align: center;"><b>*Spring Break (No classes March 6-10, 2023)</b> <b>Exam I</b></p>
<b>10</b>	<p style="text-align: center;"><b>Ch. 8: Forensic Biometrics: Fingerprints and Facial Recognition</b> <b>Ch. 8 Quiz</b> <b>Biometrics, Impressions, and Bloodstain Pattern Analysis Discussion</b> <b>Coded Bias Viewing</b> <b>Ch. 9: Firearms, Tool Marks, and Other Impressions</b> <b>Ch. 9 Quiz</b></p>
<b>11</b>	<p style="text-align: center;"><b>Ch. 10: Bloodstain Pattern Analysis</b> <b>Ch. 10 Quiz</b> <b>Ch. 15: Biological Stain Analysis: DNA</b> <b>Ch. 15 Quiz</b> <b>Biometrics, Impressions, and Bloodstain Pattern Analysis Discussion cont.</b></p>
<b>12</b>	<p style="text-align: center;"><b>Ch. 11: Drugs</b> <b>Ch. 11 Quiz</b> <b>Ch. 12: Forensic Toxicology</b> <b>Ch. 12 Quiz</b> <b>How to Fix a Drug Scandal Viewing and Reflection</b></p>
<b>13</b>	<p style="text-align: center;"><b>Ch. 13: Trace Evidence I: Hairs and Fibers</b> <b>Ch. 13 Quiz</b> <b>Ch. 14: Trace Evidence II: Paint, Glass, and Soil</b> <b>Ch. 14 Quiz</b> <b>**Mock** Crime Scene Practical</b></p>
<b>14</b>	<p style="text-align: center;"><b>Ch. 16: Forensic Aspects of Fire and Explosion Investigation</b> <b>Ch. 16 Quiz</b> <b>Death By Fire Viewing and Reflection</b> <b>Ch. 17: Document Examination</b> <b>Ch. 17 Quiz</b> <b>**Mock** Crime Scene Work Sprint</b></p>
<b>15</b>	<p style="text-align: center;"><b>Ch. 18: Computer Forensics</b> <b>Ch. 18 Quiz</b> <b>Ch. 19: Digital and Multimedia Forensics: Cell phones, Video, and Audio</b> <b>Ch. 19 Quiz</b> <b>Exam II Review Sheet and Bloom's Taxonomy Leveled Questions Discussion</b> <b>**Mock** Crime Scene Work Sprint</b></p>
<b>16</b>	<p style="text-align: center;"><b>Course Reflection Discussion</b> <b>**Mock** Crime Scene Work Sprint</b></p>
<b>17</b>	<p style="text-align: center;"><b>Finals Week</b> <b>**Mock** Crime Scene Debriefing Presentation</b></p>