The University of South Dakota  
Department of Anthropology and Sociology

ANTH 335/CJUS 335 – Introduction to Forensic Science

Desire2Learn online course

Fall 2017 Syllabus

Instructor: Dr. Stephanie Spars

Undergraduate Credit Hours: 3  
Lessons: 15  
Activities/Discussions: 10  
Quizzes: 9

Required Text  
Saferstein, Richard. 2015  Forensic Science: From the Crime Scene to the Crime Lab, 3/E.  Prentice Hall.  

Course Prerequisites  
There are no prerequisites for this course.

Course Description  
This course is mainly an overview of major specialty areas in forensic science. It is designed to teach investigation techniques and methods used in the crime laboratory to analyze physical evidence. There is an emphasis on the importance of the scientific method, and on the fact that one does not need to be scientists to use it. By its very nature it is multi-disciplinary, covering biological, chemical and physical sciences as well as law. This course is designed to introduce students who are interested in forensic science but are possibly still undecided on a major.

Topics covered include:

- History and development of forensic science
- Crime laboratory organization and services
- Functions of a forensic scientist
- Crime Scene Processing – legal and scientific
- Blood Stain Analysis and Crime Scene Reconstruction
- Trace Evidence
- Forensic toxicology
- DNA – typing
- Fingerprints; firearms, toolmarks and impressions
Course Expectations

Successful completion of this course will enhance the student's ability to:

- Identify various disciplines and methodologies in the forensic sciences
- Identify the roles numerous scientific disciplines play in crime investigations
- Apply information from the different fields introduced
- Analyze forensic data to identify culprits and exonerate the innocent

These expectations will be assessed using a series of web-based activities and quizzes.

Course Structure, Assignments, and Evaluation

The course structure follows the structure of the textbook. We will divide the semester into 10 Chapter Weeks, with Mondays as day 1 and Sundays as day 7.

Each Week I will expect you to follow the traditional textbook routine – read the chapters, ponder the issues, answer the questions, learn the key words – so that you gain some insight and understanding into the subjects under discussion. Spend time on the textbook’s summary and questions at the end of each chapter. This section has many very useful study aids, including chapter summaries, research questions, and multiple choice tests. While the following may look like a lot of work – they are all smaller tasks that can be accomplished in a week along with the work from your other courses as long as you stay on top of it all.

Assignments and Activities

Each week (in the course Content Section) is a document “Assignments and Activities. This document outlines what needs to be done each week (such as quizzes, essay, online discussions, and videos) and the deadlines. It also highlights some of the main concepts from the chapter.

Make sure you read this document.

Evaluation

- Two participatory requirements: Introduction Post and Practice Quiz (5 points each=10 total). You must participate in the Week 1 introductory discussion in the Discussion area and take the practice quiz. Only participation is graded - not your score.

- 4 On-line Discussion Board Assignments (10 points each=40 total) – Students are required to participate in online discussions or activity with their classmates. I will post questions for you to respond. You will need to respond thoroughly to my questions (for a maximum of 5 points) by Thursday 11:59 pm and then respond briefly to 1 of your fellow group’s posts no later than 11:59 (CT) on Sundays. This discussion board participation is worth up to 10 points each.

You should treat all communications in this class as you would in the business world. In other words, I expect communication to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the Online Student Handbook. The four discussion weeks will
therefore score 40 points maximum. Feedback and grades will be returned within one week after the conclusion of the discussion topic. Grades and feedback can be found in the Grades section of the course and will be designated by “OLD#,” where the “#” will be replaced by the discussion number.

<table>
<thead>
<tr>
<th>Posting a response to instructor’s question by Thursday @ 11:59 PM CT. Including the Substantiveness of initial posting, minimum word count (250) and citing your textbook</th>
<th>Up to 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting a response to instructor’s question by Friday @ 11:59 PM CT. Including the Substantiveness of initial posting, minimum word count (250) and citing your textbook</td>
<td>Up to 4 points</td>
</tr>
<tr>
<td>Posting a response to instructor’s question by Saturday @ 11:59 PM CT. Including the Substantiveness of initial posting, minimum word count (250) and citing your textbook</td>
<td>Up to 3 points</td>
</tr>
<tr>
<td>Posting a response to instructor’s question by Sunday @ 11:59 PM CT. Including the Substantiveness of initial posting, minimum word count (250) and citing your textbook</td>
<td>Up to 2 points</td>
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<tr>
<td>Responding to peer posting</td>
<td>1 point</td>
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<tr>
<td>Substantiveness of peer posting response Including citing your textbook</td>
<td>3 points</td>
</tr>
<tr>
<td>Reading all other peer postings</td>
<td>1 point</td>
</tr>
</tbody>
</table>

An Important Note: In order to get your points, be sure your responses are of substance and do not wait until the last minute to make your posts. With this in mind, you should not be surprised that certain answer types will get no grade points in discussions:

1. **Simply parroting someone else’s statement** (that is, using the same ideas/words as an answer – like a talking parrot does when you speak to it).
   If you respond by simply agreeing/disagreeing, e.g.: “I agree/disagree with X’s statement that SD will always be mainly agricultural” and you don’t add any new information that is not in the original poster’s text, you get no grade points.

2. **Copying someone else’s post.**
   For example, if someone makes a point in a discussion, you don’t get any grade points for making the same point, if you don’t add any new information to the original poster’s text.

- **9 Quizzes (20-25 points each = 200 total)** – Nine 20-25 point quizzes (multiple choice) will be given which cover the assigned readings and possible video for that week. The quizzes will be available for you to take on-line and must be completed within a 20-25 minute time period. Any quizzes that are not received within the 20-25-minute limit will receive a zero. The quiz will allow only one minute per question. These quizzes will be open between Thursdays at 12:01 am and 11:59pm (CT) on Sundays. To be successful on these quizzes you should have read the chapter, read any lecture notes and watched any videos assigned. Be sure that you are not only familiar with the definitions of any terms asked for in
the study guide, but have thought about them so that you are able to apply them to real situations. These are not open-book quizzes and you get one attempt.

Feedback and grades will be returned within one week after the conclusion of the quiz. Grades and feedback can be found in the Grades section of the course and will be designated by “Quiz#,” where the “#” will be replaced by the quiz number.

- **4 Activities (10 points each= 40 total)** – I also expect you to complete web-based activities based on an issue from the text for four Chapters. Weeks 3 and 10 will require you to participate in an online activity at [http://nij.gov/training/courses/Pages/welcome.aspx](http://nij.gov/training/courses/Pages/welcome.aspx) and you will need to access the site [http://www.firearmsid.com/](http://www.firearmsid.com/) for the Week 6 activity.

Each activity has a maximum score of 10 points (quality, accuracy and/or logic of arguments supporting the answer: 3; participation: 4; accuracy of grammar and spelling: 1; timeliness: 2); the four exercises will therefore score 40 points maximum. Feedback and grades will be returned within one-two weeks after the conclusion of the short essay topic. Grades and feedback can be found in the Grades section of the course and will be designated by “Activity#,” where the “#” will be replaced by the activity number.

- **2 Exercises (5 points each = 10 points)** – There will be two short critical thinking exercises. The two worksheets will be put online. You will need to complete and submit your answers in the appropriate exercise folder in the course Dropbox before the deadline. I will post the correct answers after the worksheets are due so that you may check your own work. Grades and feedback can be found in the Grades section of the course and will be designated by the exercise name.

To summarize: 1) four (4) web activities = 13%; 2) two (2) participation requirements = 4% 3) four (4) online class discussions = 13%; 4) nine (9) weekly quizzes = 67%; and 5) two (2) short exercises = 3%.

Grading Scale (points): A (90-100%) = 300-270 B (80-89%) = 269-240; C (70-79%) = 239-210; D (60-69%) = 219-180; F (59% -) = 179-0

I do not offer Extra Credit in any form

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**Typical Week:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Start of week. Reading assignments given. On-line discussion topic assigned and forum opened.</td>
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<tr>
<td>Tuesday</td>
<td>On-line discussion topic assigned and forum opened.</td>
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<tr>
<td>Wednesday</td>
<td>Open for independent work and discussion</td>
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<tr>
<td>Thursday</td>
<td>Respond to initial On-line discussion posting Quiz opens at 12:00am (CT) Open for independent work and discussion</td>
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<tr>
<td>Friday</td>
<td>Open for work</td>
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<tr>
<td>Saturday</td>
<td>Open for work/quizzes</td>
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<tr>
<td>Sunday</td>
<td>All weekly assignments (Activity or quiz if assigned and on-line discussion) due by 11:59 CT Sunday night</td>
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Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion/Exercise (Monday-Sunday)</th>
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</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td>Introduction to Forensic Science</td>
<td>Ch. 1</td>
<td><strong>Introduce Yourself</strong> Due</td>
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<td>August 21-27</td>
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<td><strong>Deductive Reasoning</strong> Due</td>
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<td><strong>Week Two</strong></td>
<td>Securing and Searching the Crime Scene</td>
<td>Ch. 2</td>
<td><strong>Online Discussion 1</strong></td>
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<tr>
<td>August 28-Sept.3</td>
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<td>Quiz 1 (Chapters 1-2) Due</td>
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<td><strong>Week Three</strong></td>
<td>Recording the Crime Scene</td>
<td>Ch. 3</td>
<td><strong>Evidence Collection Activity</strong> Due</td>
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<td>September 4-10</td>
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<tr>
<td><strong>Week Four</strong></td>
<td>Collection of Evidence</td>
<td>Ch. 4</td>
<td>Quiz 2 (Chapters 3-4) Due</td>
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<td>September 11-17</td>
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<tr>
<td><strong>Week Five</strong></td>
<td>Physical Evidence</td>
<td>Ch. 5</td>
<td><strong>Probability Exercise</strong> Due</td>
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<td>September 18-24</td>
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<tr>
<td><strong>Week Six</strong></td>
<td>Death Investigation</td>
<td>Ch.6</td>
<td>Quiz 3 (Chapters 5-6) Due</td>
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<td>Sept. 25-Oct. 1</td>
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<tr>
<td><strong>Week Seven</strong></td>
<td>Crime-Scene Reconstruction Blood Stain Pattern Analysis</td>
<td>Ch.7</td>
<td>Quiz 4 (Chapters 7 and 10) Due</td>
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<td>October 2-8</td>
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<td>Ch. 10</td>
<td><strong>Blood Stain Activity</strong> Due</td>
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<td><strong>Week Eight</strong></td>
<td>Firearms, Toolmarks, and Other Impressions</td>
<td>Ch. 9</td>
<td><strong>Ballistics Activity</strong> Due</td>
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<td>October 9-15</td>
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<td><strong>Week Nine</strong></td>
<td>Fingerprints</td>
<td>Ch. 8</td>
<td><strong>Online Discussion 2</strong></td>
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<td>October 16-22</td>
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<td>Quiz 5 (Chapters 8-9) Due</td>
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<td><strong>Week Ten</strong></td>
<td>Drugs</td>
<td>Ch.11</td>
<td><strong>Online Discussion 3</strong></td>
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<td>October 23-29</td>
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<td><strong>Week Eleven</strong></td>
<td>Forensic Toxicology</td>
<td>Ch.12</td>
<td>Quiz 6 (Chapters 11 and 12)</td>
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<td>Oct. 30-Nov. 5</td>
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<td><strong>Week Twelve</strong></td>
<td>Trace I: Hair &amp; Fibers Trace II: Paint, Glass &amp; Soil</td>
<td>Ch.13</td>
<td>Quiz 7 (Chapters 13-14) Due</td>
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<td>November 6-12</td>
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<td>Ch. 14</td>
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<td><strong>Week Thirteen</strong></td>
<td>Biological Stain Analysis: DNA</td>
<td>Ch. 15</td>
<td><strong>DNA Collection Activity</strong> Due</td>
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<td>November 13-19</td>
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<tr>
<td><strong>Week Fourteen</strong></td>
<td>Forensic Aspects of Fire and Explosion Investigations</td>
<td>Ch.16</td>
<td><strong>Online Discussion 4</strong></td>
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<td>November 20-26</td>
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<td>Quiz 8 (Chapters 15-16) Due</td>
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<tr>
<td><strong>Week Fifteen</strong></td>
<td>Document Examination Computer Forensics Mobile Devices</td>
<td>Ch.17</td>
<td>Quiz 9 (Chapters 17-19) Due</td>
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<td>Nov. 27-Dec.5</td>
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<td>Ch. 18</td>
<td><strong>Due December 5th</strong></td>
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<td>Ch. 19</td>
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**Contacting the Instructor/Instructor Availability**
If you may have questions or concerns, you can contact me by my course email (not the pager) or at stephanie.spars@usd.edu. I will be happy to respond and will do so within a reasonable time (from instantly to around 48 hours, depending on my schedule and my proximity to a computer). As this is an online course contact is solely through email or D2L.

**Study Suggestions**
How can you successfully complete this course? The following guidelines will help you achieve your goals.
Read your syllabus. The lesson introduction and reading assignment are your “lecture” for a lesson. I suggest reading the introduction twice, before beginning your assignment and then once again after reading the chapter to help clarify key points.

Read each text assignment carefully. Many students find it helpful to take notes as they read and reread their assignments. In these notes, include any points that are unclear or about which you have questions. If you cannot find the answers to these questions, feel free to e-mail me.

Study the text illustrations. The author has included many illustrations throughout the text to lend further explanation to the points he is making in each chapter.

Answer the Study Questions. These questions are designed to help you identify key ideas and analyze the information from the lesson. Some will require one or two word answers while others will require a more in-depth answer. These questions are similar to and meant to prepare you for questions on your exams.

Ask questions by e-mail. Since we will not be meeting each week as we would in a course taken in residence, I cannot see the puzzled look on your face when a concept is unclear. Please feel free to ask me to clarify anything you do not understand.

Set aside time for the class. Online study courses require you to take the responsibility for completion of the course. This takes self-discipline and time. Set aside time each week to work on this course just as you would for a course take in residence. You will successfully complete this course once you make a commitment to it.

Technical Standards and Issues
To take the course successfully, you will need to use a computer with the appropriate technology to access D2L. Of course, if you are reading this now, you probably do! If you need other technological help, contact the ITS Help Desk at 877-269-6837, 605-658-6000, or through the HelpTicket system: https://apps.usd.edu/helpdesk/requests

Please remember that it is up to you to sort out any technological problems, so I would advise you to test the system as soon as you sign up so that you are ready to go on the first day of the semester. Just to give you a sense of balance, please be aware that the D2L system is not perfect either (e.g., see suggestions on the D2L site about using a Firefox browser if you have Internet Explorer 10+ on your computer, and comments about the server being either slow or down at certain times). So make sure in advance that you have the right computer and know the quirks of the system.

I also expect you to save and back up any files you create out of D2L for this course as you work on them. Your word processor will have several options for doing this. The simplest is to hit that little floppy disk icon (or other icon for saving a document) on your word processor now and again. You can usually recover a document that you have saved at least once, but if you have not saved a version, it’s gone (well, there are programs that will find data outside files on a hard drive)! We have all had the horror of computer hang-ups, crashes and other glitches, and so you are forewarned – no ‘virtual dog/cat ate my virtual homework’ excuses allowed.
Examinations
There are not any required exams for this course.

University Course and Exam Policies
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Early Alert and Deficiency Grades
University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings and/or received a grade of D or less on the midterm exam.

Instructor Initiated Drop
An Instructor Initiated Drop will take place if the student has not submitted required coursework as per the syllabus schedule by Monday, June 6, 2016. A student may also be dropped by the instructor for plagiarism or cheating as per College of Arts and Science policy.

Incomplete
The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made by the student with the instructor for completing the course before the last day of the semester. The student must have completed all course requirements except for the final examination to be considered for the grade of Incomplete. A student then must complete the course before the end of the next semester or the grade automatically changes to F.

Course Evaluation
Students may be asked to evaluate the course using the institutional form as per the directives of the University.

Other Course Policies
I do not accept late submissions. If your request is due to extenuating circumstances which are medically related, you will be required to submit supporting documentation.

Policies and procedures covering this course are detailed in the Internet Study Student Handbook.

University’s Academic Dishonesty Statement
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
• Assigned a reduced grade for the course.
• Reported to the program which the student is majoring and that department may take additional action
• Dropped from the course.
• Failed in the course.

Academic Dishonesty: acts of dishonesty, including, but not limited to, the following:

1. Cheating, which is defined as, but not limited to, the following:
   a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;
   b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments: or
   c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.
2. Plagiarism, which is defined as, but not limited to, the following:
   a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;
   b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of other academic materials.
3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service.
4. Furnishing information known or believed to be false to any institutional official, faculty member, or officer.
5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received.
6. Tampering with the election of any institutionally recognized student organization.
7. Claiming to represent or act in behalf of the institution when not authorized to represent or to act.

Goals of the South Dakota System General Education Requirements
This class fulfills the following Goals of the South Dakota System General Education Requirements:

GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

<table>
<thead>
<tr>
<th>1. Identify and explain basic concepts, terminology and theories of forensic science from different spatial, temporal, cultural and/or institutional contexts</th>
<th>Weekly quizzes, weekly readings, online discussion group, six topic based activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apply selected forensic and scientific concepts and theories to contemporary issues</td>
<td>Weekly quizzes, weekly readings, online discussion group, six topic based activities</td>
</tr>
<tr>
<td>3. Identify and explain the social or aesthetic values of different cultures</td>
<td>Weekly quizzes, weekly readings, online discussion group, six topic based activities</td>
</tr>
</tbody>
</table>

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of the following Learning Outcome:

| 6. The impact of diverse philosophical, ethical or religious views | Weekly quizzes, weekly readings, online discussion group, six topic based activities |
**Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

**Disability Accommodation**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: http://www.usd.edu/student-life/disability-services
E-mail: disabilityservices@usd.edu

**Diversity and Inclusive Excellence**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

**The Division of Continuing & Distance Education has the following student support services:**
For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook (see below). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

The Division of Continuing and Distance Education (CE) also offers a comprehensive guide and other guides/aids to the many student services available to distance learners:
http://www.usd.edu/continuing-and-distance-education/student-resources.cfm


To access the course:
https://d2l.sdbor.edu/ or https://my.usd.edu/uPortal/f/welcome/normal/render.uP