

Forensic Science 30 – Distance Education

GENERAL INFORMATION

- i. Forensic Science 30
- ii. Instructor – Rene Cannon
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COURSE DESCRIPTION

- i. The goal of Forensic Science 30 is to enable students to gain an overview of forensics and how it is used today to assist in the solving of crimes or during investigations. This course will provide students with an overview of the basic elements involved in the science of forensics with a view to career path and choices that may be associated with this field of study.
- ii. Prerequisite – Forensic Science 20 highly recommended

STUDENT LEARNING OUTCOMES

Areas of Study from the Forensic Science 30 Curriculum include:

UNIT ONE: Investigative Process

- FS30-IF1: Explore the protocols and procedures involved in the stages of forensic investigations and their importance in the justice system.

UNIT TWO: DNA Evidence

- FS30-DE1: Evaluate the significance of bodily fluids (e.g., blood, saliva, semen, and vaginal fluid) in forensic science including identification, collection, preservation and analysis.
- FS30-DE2: Analyze the importance of DNA evidence in forensic investigations.

UNIT THREE: Firearm and Tool mark Evidence

- FS30-FT1: Examine the tools and procedures used in the collection and preservation of physical impression evidence such as tool mark, ballistic, and tire impressions.
- FS30-FT2: Analyze how physical impression evidence, such as tool marks, ballistic, and tire impressions, can be used in forensic investigations.
- FS30-FT3: Construct an understanding of methodologies and techniques used by forensic reconstruction specialists in collision analysis.

UNIT FOUR: Entomology & Anthropology

- FS30-EA1: Construct an understanding of the role of entomology in providing evidence of the post-mortem interval.
- FS30-EA2: Assess the importance of forensic anthropology in identifying victims and determining cause of death.

UNIT FIVE: Cause of Death

- FS30-CD1: Analyze the importance of understanding the characteristics of death, including manner, mechanism and cause, in forensic investigations.
- FS30-CD2: Analyze how evidence obtained post-mortem, including autopsy results, can be used to estimate a post-mortem interval.

UNIT SIX: Computer Forensics

- FS30-CF1: Analyze the role of computer forensic scientists in forensic investigations, including cyber crimes.
- FS30-CF2: Examine various components of computer forensic investigations.

TEACHING STRATEGIES

- i. Forensic Science 30 will be a digital, project-based course delivered through Moodle. While you will be able to work on this course at whatever time suits you, there will be a suggested set of deadlines in order to help you succeed in completing the course within the given semester. Projects may include, but will not be limited to:
 - a. Discussion Forums, On-line Presentations, Research Projects

- ii. Sample deadlines
 - a. Semester One
 - September 4 - September 13: Unit One: Investigative Process
 - September 14 - September 30: Unit Two: DNA Evidence
 - October 1 – October 27: Unit Three: Firearm and Tool mark Evidence
 - October 30 - November 17: Unit Four: Entomology and Anthropology
 - November 20 - December 1: Unit Five: Cause of Death
 - December 4 - January 7: Computer Forensics
 - January 8 - January 19: Final Project

 - b. Semester Two
 - February 1 – February 9: Unit One: Investigative Process
 - February 12 - February 26: Unit Two: DNA Evidence
 - February 27 - March 23: Unit Three: Firearm and Tool mark Evidence
 - March 26 - April 20: Unit Four: Entomology and Anthropology
 - April 23 - May 18: Unit Five: Cause of Death
 - May 22 - June 1: Unit Six: Computer Forensics
 - June 4 - 14: Final Project

- iii. The goals of the Forensic Science 30 curriculum are to:
 - a. understanding of the science behind Forensics, including real-life examples of its application in the solving of crimes
 - b. awareness of the variety of techniques and technologies employed during a criminal investigation
 - c. teamwork and relationship skills, required in the area of forensics, particularly during an investigation
 - d. opportunities to explore potential career options in the area of forensics
 - e. problem-solving and critical thinking skills when analyzing cases and potential evidence

COURSE MATERIALS

- i. Any readings will be provided by the instructor through Moodle (either in print or audio version)
- ii. Any projects requiring multimedia presentations or tools can be created using whatever software/equipment is available at your home or school. The instructor and students will work together to ensure that all assignments can be completed using what is available.

EVALUATION:

Learning outcomes for Forensic Science 30 are divided within the main units/modules and will be assessed in the following way throughout the course:

Major Module Assignments and Projects – 40%

- In the different units, there will be assignments or projects that will take more time and research to complete; these will be posted as major assignments. A specific marking rubric or breakdown will be provided on each assignment page. Assignments in this category will come at the end of a module as summative evaluation. These assignments will ask you to demonstrate your understanding of several skills and ideas.

Portfolio of Classwork – 35%

- Many of the lessons will have assignments to check for understanding of key concepts and ideas. These assignments will be smaller and take less time than the Unit Projects. Assignments in this category will come throughout a module and will be used to check for understanding for formative assessment purposes.

Student Responses – 5%

- Periodically, I will post links, articles, questions for you to discuss with other members of the class. Alternatively, you may be asked to select an article and pose a question for your classmates to answer. These activities will be assessed out of ten, based on your responses to the prompts provided.

Final Project – 20%

- There will not be a final exam in this course. Instead, you will be given options to continue your learning in one area, in depth, by completing a final project.

On the final page of this syllabus, you may view a sample rubric that will be used for assessment.

Holistic Scoring Guide

Insightful: Assignment/response is insightful and sophisticated and demonstrates confident control of language. Assignment expectations are exceeded on one or more levels. The assignment/response astutely conveys the message and achieves the purpose for the intended audience. The assignment/response is well-crafted, fully developed, well organized, can coherent. Sentences are varied and polished. The few errors are likely the result of risk-taking.

Thoughtful: Assignment/response is thoughtful and clear and demonstrates effective control of language. The assignment/response clearly conveys the message and achieves the purpose for the intended audience. The assignment/response is fully developed, logical, organized, and coherent. Sentences are varied and correct. The few errors do not impede communication.

Straightforward: Assignment/response is straightforward and predictable and demonstrates adequate control of language. The assignment/response clearly and predictably conveys the message to achieve the purpose and demonstrates some awareness of the intended audience. The assignment/response is adequately developed with sufficient, but formulaic organization. Common sentence constructions are correct but show little variety. Minor errors, though noticeable, do not impede understanding.

Adequate: Assignment/response is adequate and demonstrates rudimentary control of language. The assignment/response conveys a recognizable message in a simple way and neither consistently achieves purpose nor consistently demonstrates awareness of the intended audience. The assignment/response is understandable but would benefit from more development. Common and simple constructions are generally correct but show little variety. Some errors impede understanding.

Limited: Assignment/response is limited and demonstrates uneven control of language. The assignment/response conveys a limited, over-generalized message that addresses only a portion of the prompt and does not achieve the purpose. The assignment/response demonstrates limited awareness of the intended audience. The assignment/response demonstrates less than adequate planning. Common and simple sentence constructions demonstrate some control, but attempts at variety result in awkwardness and obscured meaning. Frequent errors impede understanding.

Unclear: Assignment/response is unclear and unfocused and demonstrates little to no control of language. The assignment/response is unfocused and unclear. The assignment/response demonstrates no awareness of the intended audience. The assignment/response does not show evidence of planning, and it is difficult to determine main ideas. Sentences are incomplete, run-on, and/or simple in structure. Many errors obstruct and prevent understanding.

Not scorable: Assignment/response is too short to warrant a mark.