

**Parkland College**

---

General Science

Natural Sciences Courses

---

2015

# Science 208 Forensic Science II: Death Analysis Fall 2015

John Moore

*Parkland College*, [jmoore@parkland.edu](mailto:jmoore@parkland.edu)

---

## Recommended Citation

Moore, John, "Science 208 Forensic Science II: Death Analysis Fall 2015" (2015). *General Science*. Paper 3.  
[http://spark.parkland.edu/sci\\_course/3](http://spark.parkland.edu/sci_course/3)

Open access to this Course Materials is brought to you by Parkland College's institutional repository, [SPARK: Scholarship at Parkland](#). For more information, please contact [spark@parkland.edu](mailto:spark@parkland.edu).

# Course Master Document – SCI 208

## FALL Semester 2015

This master document is a compilation of various individual documents that have become part of SCI 208 over the many years it has been in existence. Yes – you should take the 20 or so minutes it takes to read it, and to become familiar with the rules & protocols associated with the course. (While there is a bit of overlap from one subsection to another, a little repetition doesn't hurt.) - *jm*

Document subsections covered:

**1) SYLLABUS – FALL 2015** (supersedes any Syllabus info in your text), including:

General Learning Objectives

Grading (supersedes any Grading information in your text)

Access to assignments

**2) Lecture & Lab Topic** outlines (tentative, as the course is under revision)

**3) Civility, Connectivity and Class Demeanor** document

**4) Surviving this course** document

**5) Ways to lose points** document

---

# SCI 208: Forensic Science II: Death Analysis

## FALL Semester 2015 (supersedes any syllabus info in your text)

### Required Contact & Miscellaneous Info

(as per Dr. Lau, Vice President for Academic Services)

**Instructor:** John Moore / L-233 / 217.373.3732 / [jmoore@parkland.edu](mailto:jmoore@parkland.edu)

**NOTE:** Use ONLY your Parkland student account for email. Others may not clear the firewalls/filters!!

**Office hours:** MWF-10. T-8. T/Th-5:30. Appointments available for other times.

**Required Text:** *SCI 208 Forensic Science II: Death Analysis* (Parkland Bookstore)

**Required materials:** Safety goggles as required

**Prerequisite:** None required, though SCI 108 is preferred.

**Attendance:** Though no attendance points are involved in the course, pop quizzes at either the beginning or end of the lecture/lab session are possible – so you must be present to take the quiz, i.e., no make-ups. You are responsible for all class announcements and course e-mails (**check your course website and Parkland e-mails daily – before coming to lecture/lab!**). **ONCE LAB BEGINS, THE LAB DOOR WILL POSSIBLY BE LOCKED.** Please be on time.

**Make-up Policy:** Major Exams can be made up IF I am notified before the time/date of the exam. **LAB-RELATED ACTIVITIES/QUIZZES GENERALLY CANNOT BE MADE UP.**

**Academic Honesty:** See <http://www2.parkland.edu/studentpolicy/honesty.html>

**Drops/Withdrawals:** On “census date” I am required to assess your attendance. If you have not attended regularly to that point, **you will be dropped with no refund of tuition or fees.** You are ultimately responsible for your own withdrawal by the withdrawal date. Non-attendance after the ten-day roster will result in an F if you don't withdraw yourself.

**Mass Notification System:** IN THE EVENT OF A SIGNIFICANT CAMPUS EMERGENCY, PARKLAND COLLEGE WILL ACTIVATE ITS MASS NOTIFICATION SYSTEM (IRIS). WE ENCOURAGE YOU TO SIGN UP FOR THIS FREE SERVICE AND SELECT HOW YOU WOULD LIKE TO BE NOTIFIED: TEXT MESSAGE, AUDIO MESSAGE, OR EMAIL MESSAGE. SIGN UP AT: <http://www2.parkland.edu/publicsafety/alerts.htm>

- One of the first things you should notice is that the “SCI” descriptor on the catalog number for this course indicates that it is a “Science” course. More correctly, it is a science course that has applications to the field of forensics. Although we do not expect that you leave this course as a “scientist” – it is our hope that you do develop an *understanding* of what science can, and cannot, do in the fields of law enforcement and forensics. Please notice also that this is a 200 level course, which brings with it an increased degree of difficulty compared to many 100 level courses.
- The sub-title for SCI 208 is **Death Analysis**. You will, therefore, be viewing very graphic images that relate to both the cause of death, as well as working with actual human cadavers during the lab portion of the course. If you feel that viewing graphic images or working with human cadavers and skeletal remains is something you are not capable of doing - please drop the course now. Also - the human cadavers are preserved with a solution containing phenol. **If you are are, or become, pregnant, it is important that you contact your OB-GYN regarding the advisability of being exposed to the phenol fumes.**

If you feel that you have a disability for which you may need an academic accommodation, please contact the following individual as soon as possible:

**Cathy Robinson, Room U260, 217-353-2082, [crobinson@parkland.edu](mailto:crobinson@parkland.edu)**

**Center for Academic Success**

If you find yourself needing assistance of any kind to complete assignments, stay on top of readings, study for tests, or just to stay in school, please contact the **Center for Academic Success in D120**. You may also email the CAS at [CenterForAcademicSuccess@parkland.edu](mailto:CenterForAcademicSuccess@parkland.edu).

## General Learning Objectives

As mentioned in the course syllabus, SCI 208 is a “science” course that is based heavily on scientific applications within the field of forensics. It is my hope, as your instructor, that you leave this course having successfully mastered the following general learning objectives:

- **Increased factual information** - relating to Biology and Physics and how they apply to the field of forensics. You will certainly be presented with an enormous amount of factual scientific data. You should strive to learn and retain as much as you can. Each student will retain a slightly different amount of this material, based on variables which include personal background, amount of time spent studying the materials, interest in the topic, application of material following the course, etc., etc. In general (but not always!), students who immerse themselves in a course, or have a keen interest in the course material, tend to learn and retain more than the disinterested students, or those required to take the course.
- **Increased observational skills.** Scientifically directed observation is the key to the process of forensic investigation! You must not only “look” at what is before you, but also “see” what is there.
- **Improved critical thinking.** While it is true that the majority of forensic science is predominantly a descriptive process, there are times when you will be asked - based on your education, knowledge, experience and background - to offer a professional opinion as to the interpretation of the observational data. The stronger your logic skills, the greater the chance that your opinions will be given the credence they are due. Additionally - in certain situations, it will be imperative that you understand such concepts as a hypothesis, experimental design, controls, variables, etc., etc.
- **Knowledge of your own limitations.** This basically means that you must learn when it is time to say “I don’t know”, and to then seek out appropriate assistance for the answers you need. Please allow me to be your role model in this area! Unlike what you may see on television – no one person is knowledgeable about all of the areas of forensic science – not by a long shot! One of the most common phrases you will hear from me this semester is, “I don’t know.” - *jm*
- **The ability to follow directions and protocols.** Many employers would agree that this, perhaps, **may be THE most important skill that you come away from this course with.** For legal, procedural, and logistical reasons – it is often imperative that LEOs and forensics scientists be able to follow exacting instructions during the process of carrying out their job-related activities.

## Grading Addendum

**(This supersedes any Grading information in your text.)**

**You are responsible for all announcements made in class, posted on the class website, and/or via e-mail. Relating to this – please check your course website & Parkland student e-mail account daily.**

Grading for the course is on a straight 90, 80, 70 percent scale, with a point total usually between 700-1000\* points. The point breakdown is *roughly* as follows:

Hourly Exams .....	300 points
Weekly quizzes* .....	100 points
Lab Reports/Lab Quizzes/Lab Attendance* .....	300 points
Class presentation .....	100 points
Final Exam .....	100 points

\* - Not all lab assignments are officially “graded”, i.e., I may simply use some to ‘assess’ exactly how well the class is picking up on a concept. Many, however, will count towards your final grade in the class. (*You will not know ahead of time which ones will “count”, and which will not. So – please put out maximal effort for all assignments.*) The number of labs, and the points per lab, vary from semester to semester – hence the *approximate* point value range mentioned above. (The total could be higher, and is unlikely to be lower.) Also – the number of “pop quizzes” will vary from semester to semester.

All Hourly Exams will be multiple choice, as will the Final Exam. These exams will cover material from both the lecture and the text, and will cover the most recent material since the previous exam. The standard Final Exam is technically cumulative over the entire course, though it is ‘weighted’ towards the last section of the course. It will be given during the scheduled final exam period for the course. *Hourly Exams are the only testing mode that gives you a “guaranteed” make-up, IF you miss the exam and have contacted me on or before the day/time of the exam. **Quizzes and any type of lab-based exercise for points cannot be made up.** Again – this should emphasize the importance of attending lectures and labs.*

Random quizzes will cover material from the lecture/lab of the previous week, the reading assignment for the current week, or both. These quizzes may be given at either the beginning or end of the lecture or lab period.

**Due to both the course revisions and the lab renovations, SCI 208 is a rather "fluid" course in terms of the syllabus & lab schedule, i.e., it tends to change both between and within the semesters. If changes occur, specific details will be announced at least one week in advance**

The “class presentations” will be during the last two lecture periods of the course. These presentations should be over a topic chosen following consultation with the instructor. You should determine a topic by mid-term. The presentation should be no shorter than 15 minutes, and no longer than 20 minutes. A citation sheet should be included with the hardcopy of the presentation. Most students elect to do their presentation via PowerPoint. A detailed instruction sheet will be provided after midterm.

There *may* be extra credit (EC) points available in the second half of the semester. These are useful to make up points that you may have missed due to illness, emergencies, etc. If you do earn EC points,

they will not be added to your point total until all other scores have been tallied, i.e., after the final exam has been graded. **Please note: EC is not guaranteed!** Some semesters the EC activities are based on non-Parkland websites – and those sites may crash and become non-functional. This is out of my control, and leads to a situation where there are no EC points possible for that particular semester.

Although scores will be posted in the Cobra grade book, it is your responsibility to keep track (written hard copy!) of your scores separately. **Cobra has had some computational problems in the past – so I cannot guarantee that the average shown is correct, i.e., please keep track of your grade yourself!** If you are receiving a grade that is unsatisfactory to you, and following consultation with the instructor, it is **your** responsibility to drop the class.

### **Access to assignments**

If you are not present on the day I return/post an assignment, you must stop by my office to physically see it. (Remember – scores are posted on Cobra.) **In an effort to minimize clutter in my office, paper copies of quizzes, case studies, exams, etc., will be kept for one week following the time they are returned in class/posted, at which time they will be destroyed/recycled.** **If you believe there is an error in the score recorded on Cobra, you must notify me within one week of the return or posting of the score in order for me to re-evaluate/correct it.**

In order to maximize time usage, I generally do not “go over” exams or quizzes during class time. If you would like to take a closer look at a quiz or test, or if you want to know why you missed a certain question – please feel free to stop by my office within the time window specified above. Remember – you can make an appointment if my office hours don’t fit well with your schedule.

## Lecture Topics (subject to change)

Week	Lecture Topics	Lab
<b>1</b>	<b>HUMAN ANATOMY &amp; PHYSIOLOGY:</b> overview of major body systems and how they relate to mechanism of death	<i>see lab topics</i>
<b>2</b>	<b>FORENSIC OSTEOLOGY/ ANTHROPOLOGY:</b> human vs. animal, individual bone identification, sex/race/age/stature determination, bone trauma via bullets, knives, animals, etc.	<i>see lab topics</i>
<b>3</b>	<b>BALLISTICS:</b> Overview of firearms identification, internal & external ballistics, introductory wound ballistics & pathology	<i>see lab topics</i>
<b>4</b>	<b>EXAM I/case studies/directed discussion</b>	<i>see lab topics</i>
<b>5</b>	<b>RADIOGRAPHIC EVIDENCE:</b> radiographic capabilities & limitations, applications to forensics (body & dental)	<i>see lab topics</i>
<b>6</b>	<b>EXPLOSIVES:</b> brief overview of types of IEDs, triggering mechanisms, burn rate, enclosed explosions, taggants. Emphasis on concussive trauma as 1°, 2°, and 3° mechanisms of death, post-mortem identification of human remains	<i>see lab topics</i>
<b>7</b>	<b>ODONTOLOGY:</b> dentition patterns, tooth types, forensic applications	<i>see lab topics</i>
<b>8</b>	<b>EXAM II /case studies/directed discussions</b>	<i>see lab topics</i>
<b>9</b>	<b>BLOODSTAIN PATTERN ANALYSIS:</b> advanced concepts, e.g., angle of impact & point of origin	<i>see lab topics</i>
<b>10</b>	<b>TRAUMATIC DEATH:</b> asphyxia, drowning, hanging, hypo & hyperthermia, electrocution	<i>see lab topics</i>
<b>11</b>	<b>EXAM III /case studies/directed discussions</b>	<i>see lab topics</i>
<b>12</b>	<b>FORENSIC PATHOLOGY:</b> autopsy, ToD, algor mortis, livor mortis, rigor mortis. dumped, buried, submerged bodies, decomposition & putrefaction, timeline indicators, gastric emptying, ballistic trauma, insect activity	<i>see lab topics</i>
<b>13</b>	<b>MASS DISASTERS:</b> cause of death, identification of bodies, injury patterns, patterns of injury	<i>see lab topics</i>
<b>14</b>	<b>MOTOR VEHICLE ACCIDENTS:</b> types of accidents, cause of injury & CoD	<i>see lab topics</i>
<b>15</b>	<b>student presentations /case studies/directed discussions</b>	<i>see lab topics</i>
<b>16</b>	<b>student presentations /case studies/directed discussions</b>	<i>see lab topics</i>
	<b>Exam IV is the FINAL EXAM and has some cumulative questions*</b>	

\* The “cumulative” questions on the final aren’t really anything you can study for. They are there more so to assess how much of the earlier material you have retained.

- Unannounced quizzes over the reading material may occur on a random basis.

- ALL CELLS MUST BE SET TO SILENT/VIBRATE. (It is recommended that you register with IRIS.)



## CIVILITY, CONNECTIVITY & CLASS DEMEANOR

A college classroom is a learning environment, and as such should be free from distractions that impede the learning process. You are in this course to learn - not to socialize, distract, or diminish in any way the learning experiences of your fellow students, or to interfere with the lectures, labs, or presentations of the instructor. Therefore, please maintain a civil attitude and refrain from distractions, disruptive behavior, or language that might be offensive to your classmates or the instructor. In addition to learning the academic material associated with this course, you should also learn to be tolerant and considerate of others, including their beliefs, cultures, and viewpoints.

The aforementioned distractions include the use of all electronic storage and communication devices, including audio recording devices, i.e., no iPods™ (or similar devices) or earbuds are to be used during lecture/lab. Unless a specific exception has been allowed for unusual or exigent circumstances (see me, if applicable), cell phones are to be turned OFF while you are in lecture or lab, or turned to silent/vibrate mode if you are registered with IRIS\*. As an obvious extension of this policy, **do not send or read text messages during class or lab**. **Please note: Laptops may be used, but only if opened to the Outline Notes associated with the material being covered.**

**PLEASE NOTE: As the instructor of record for your course I reserve the right, at my discretion, to deduct points (amount at my discretion) from your individual grade for infractions of the cellphone policy, or to ask you to leave the classroom for disruptive behavior. Point values of the deduction will increase with repeated infractions, or if associated with a quiz, exam or practical. A “grace period” exists for the first week of the semester, so as to allow you to ease into a possibly new behavior pattern.**

The majority of students taking this class will be going into professions that require appropriate and professional behavior at the workplace, a workplace that will likely have far more rules, regulations and protocols than this particular course. Now is the time to start developing such professional behavior. Minor classroom problems (inappropriate questions or language, excessive questions, distracting behaviors, etc., etc.) have no place in a college-level classroom. Although rare, more serious situations occasionally arise in which a student or students become verbally or physically disruptive/abusive in class. If this occurs, the student(s) will be asked to leave the classroom. Further situations will be dealt with by Parkland Public Safety Officers as per the Parkland College Student Conduct Code and/or ILCS (Illinois Criminal Statutes).

And finally – when you are waiting outside of a lecture room or lab, PLEASE keep the volume of your conversations down, as well as maintaining an open thoroughfare for others passing by. Other nearby classes may still be in session, and it is very impolite to distract those classes with your conversations.

Please realize that these restrictions and protocols are in place for the educational good and overall wellbeing of the majority of students in this course and the college in general. They are not designed to impede any given student or group of students. Instead, by eliminating various distractions during lecture and lab periods, it is hoped that the educational environment will be optimized and, therefore, more conducive to allowing efficient and effective learning by all students enrolled in the course. In addition, learning to follow protocols and directions is an important part of developing a professional mindset that will be very much appreciated by future employers and colleagues. Thank you! - jm

## **Addendum**

- Parkland is a tobacco-free facility, which includes e-cigarettes.
- NO PHOTOGRAPHY of any type is allowed in the Biology or Forensic Labs.
- No food or beverages are to be brought into the Biology or Forensics Labs.
- All coats, purses, and backpacks must be stored in the designated cubicles at the rear of the lab. Therefore – there are to be NO personal items on the floor near your seat.

\* I strongly suggest that you register with IRIS if you have not already done so.

Call, email, or stop by my office if you have questions or concerns about the above policies. -

*jm*

---

## Surviving this course.....

### the obvious:

Read the course Syllabus and ask questions if something doesn't make sense, or if you have a problem with it. Yes – the posted grade scale is what I go by – exactly. No rounding up. All of the rules apply as well – there's a reason they are in the syllabus!

Attend the lectures, take notes, and study the notes on a regular basis. If you are like most of my previous students who have “had problems” in this course, those problems will center on lack of motivation, poor attitude, or simply a lack of time-management skills. FWIW – most students have no significant problems with this course.

Read the assigned portions in the text. Study the material daily, especially components that require memorization. Concepts that seem new, different, or challenging to you personally will require additional study time.

**ASK IF YOU HAVE QUESTIONS!** This applies to academic and procedural questions – just ask.

Do all of the assignments – this includes exams, quizzes, labs, presentations and practicals. If you do everything, you won't feel so bad when you are only 2 points away from the next higher grade at the end of the semester.

**TURN OFF (or set to silent/vibrate) ALL CELLPHONES DURING LECTURES, LABS, OR TESTING!!!!!!** Read the document on *Civility, Connectivity and Class Demeanor*. As stated there, you may lose points for infractions. If you are registered with IRIS (which you should be, btw) – you should have your phone set to silent/vibrate, but do not answer it during class/lab time.

If you are going to sleep through class, then maybe you shouldn't be there? Such behavior is especially bothersome if you drool, snore, or exhibit other bodily functions while you sleep. Don't habitually come in to class late – take an earlier bus or leave home earlier if needed! Change sections if that is what is needed.

Check the *Parkland Student Policies & Procedures* site regarding the *Academic Honesty Policy*, and the repercussions of not following it. Short version – DON'T CHEAT, PLAIGARISE or DISRUPT CLASS in any way.

### the not-so-obvious:

This course runs through the dates specified in the college catalog and on the college webpage. Final Exam times & dates are also posted at the college webpage – **check them out now**. If you have a vacation, wedding, job or other personal commitment at some point during the scheduled semester – that is your problem to deal with. The course starts and ends when the calendar specifies, and finals are given according to the posted schedule. (***U of I students – please re-read this, ok?***) The college mandates that finals are NOT to be given early – and I abide by that policy. If you will not be here for Finals, talk to me to see if you qualify for an Incomplete (I).

Athletics are great – but they don't trump academics. All deadlines are maintained for all students throughout the course, regardless of your athletic commitment and schedule.

Don't bring your children to Parkland! They are NOT allowed in class. Also – do not leave them alone in the halls. **During any given semester there are several dozen registered sex offenders and pedophiles who take classes at Parkland – do you really want to risk the possibilities associated with that scenario?**

If you have a problem or complaint (or – even a compliment) - **see me about it first.** There is an appropriate “chain of command” to follow with a complaint on your part, and that chain starts with me. If you do not find resolution through me, and if you are in my BIO course - then your next step is the Course Coordinator (Lori Garrett in L-134), and finally to schedule an appointment with the Department Chair (Sheryl Drake in L-120). If you are in my SCI course, I am both the instructor and coordinator, so your next step following me is Sheryl Drake.

**Best kept secret in the course?** Your instructor has an Office Hour most days, and students rarely stop by! These are opportunities to get questions answered, as well as simply getting to know your instructor!!!

### **Addendum**

In addition to the previously mentioned topics such as sleeping, talking or using electronics – the following is also an amazingly important behavior to avoid, as it will significantly influence how much you learn and retain, as well as how well you do in the course academically.

#### **“Disengagement” from the class.**

An “engaged” student *attends* and *listens* to the lecture, *takes notes* regarding salient points in the lecture, and *asks questions* on concepts that are not clear. They also *listen for*, *write down*, and *follow* any and all announced instructions or protocols. Engaged students follow all course deadlines, including taking the final on the prescribed date and time. **Such a student usually does significantly better than a non-engaged student!** However, not all students learn the same way, and though it is highly unlikely, you may not need to do any or all of the above (except the ‘following directions’ portion) to do well in the class. That is YOUR decision! **Being engaged is an active process that must be consciously maintained throughout the entire course.**

Conversely, a “disengaged” student might exhibit any or all of the following at any given point in time:

- Using both verbal and/or body language, the disengaged student makes it known that they **do not want to be there** (i.e., they HAVE to take the class, but would rather be doing anything else). Classmates often call them the “whiners” in the class.

- Not participating in group discussions, labs or activities.

- Not listening to lecture or following the PowerPoint presentation. This may include not taking notes and/or classic ‘daydreaming’ and staring off into nowhere.

- Occasionally students will disengage by working on material from another class (or an assignment for this class) during lecture or lab. This is especially irksome when multiple students are doing so and actually *attempting to talk to each other about the assignment - during lecture or lab!* (Again – see the “*CIVILITY, CONNECTIVITY & CLASS Demeanor*” handout.)

- And finally..... There will often come a time when you must ask an instructor for a Letter of Recommendation, as you are applying for a job, or to another school or degree program. You **do not**

want such a recommendation to come from an instructor whose class you officially took, but in which you were 'that student' who was disengaged for most or all of the course. **THAT type of negative information stands out tremendously in a letter of recommendation – and that is IF the instructor even agrees to write one in the first place.**

---

I think you are starting to get the general gist of what this document is about, and how the course will run (and if not, please come see me for a more detailed explanation!). While to some it may seem like simply an authoritative list of "do's & don'ts" that some old professor has put together - it is far more than that. It so happens that a "structured" class moves much more smoothly and efficiently, and this means that *you*, as the 'consumer', will likely learn more material and create fewer distractions for both the class and the instructor. And THAT is what this is all about. **MY number one goal is to have as many students as possible exit my class with the maximal amount of knowledge possible!** This also means that *you* will obtain the highest grade possible for you as an individual. I will do my best to actively engage *you*, the student. However, a classroom environment is somewhat akin to a spousal relationship in that it "takes two" to be successful! Please keep that in mind.

As always – please stop by to discuss any of the above, or anything else that might be on your mind. - *jm*

---

## Ways to lose points d/t failure to follow directions or protocols...

---

### **At the individual 'student' level:**

- 1) Not printing your **full name** (first/last) on each and every document that gets turned in.
  - 2) Not printing your **section number** whenever it is requested. (i.e., **memorize it now**)
  - 3) Not **stapling** multiple sheets together on documents that are to be handed in.
  - 4) Arriving **late** to lab (at instructor's discretion).
  - 5) **Failure to follow "bonus points" instructions** on an exam may result in loss of bonus points.
  - 6) **Violation of** any of the protocols of the *Civility, Connectivity & Class Demeanor* document.
- 

### **At the 'class/section' level (i.e., everyone has points deducted):**

- 1) If I receive a complaint from another instructor that the class was distractingly loud while waiting in the hall to enter lecture/lab!!!**
  - 2) Any books, backpacks or purses left on the floor of the main lab, i.e. not placed at the back of the lab as instructed.
  - 3) Failure to clean up work area/table following "messy" labs (e.g., Mikrosil™ casting lab).
- 

As mentioned in the *Civility, Connectivity & Class Demeanor* document – the purpose of the above sanctions is to simply create a classroom or lab environment conducive to maximal learning by all parties. Also, learning to follow instructions and protocols is the beginning of – and some would say one of the key elements necessary for success in – a career in a professional field. Stated another way – my idea of a "perfect semester" would include the fact that I did not have to deduct any points from any student/s. (Stated yet another way – my major reason for distributing this document is to forewarn all of you so that no problems ever do occur.)

- jm

---

## SCI 208 - Class Presentation Guidelines (100 points)

- I. **Topic:** The topic should relate to the overall concepts of the course, i.e., *things that kill people, or what happens to the body after death*. **It must not be a topic you presented in any way in SCI 108 (yes, we check).**
  - a. You may choose a topic that is already on the syllabus (though you will need to go into **additional detail**), or you may select one that has not been presented in either lecture or the text. (CoDs do not have to be criminal in nature, i.e., *heart attack* is an appropriate topic.)
  - b. Regardless of what you choose, you will need to have it approved before proceeding. Specifically – I may tell you that your topic is either too broad or too narrow.
  
- II. **Format:** The length of the presentation should be no shorter than 15 minutes nor longer than 25 minutes, with the last few minutes available for questions. You will be timed. Points are deducted for presentations that are too long/short. (“Slightly” long is far better than too short.)
  - a. I highly suggest that you “practice” your presentation ahead of time so that you confirm the length. It is better to go over than under! **THE MOST COMMON REASON FOR SIGNIFICANT POINT DEDUCTIONS IS A PRESENTATION THAT IS TOO SHORT**. (*A good idea is to have some “addendum material” to possibly use if things run short, i.e., in case you talk too fast or there are no questions from your classmates!*) **DO NOT pad your presentation with excessive video use!** **Depending on the room and the connection that day – video links often do not work, so be forewarned!**
  - b. While PowerPoint presentations are nice, they are in no way required. Depending on the topic, you may need to find some way to present visuals, although this could be via transparencies and an overhead projector (Though most rooms have these, please let me know if you will need one – just so I can check to make sure one is there, and that it works.).
  - c. **Bibliography:** You will need to turn in a bibliography of your sources, using an accepted format.
  - d. Online sources from “.gov” and “.edu” are generally safe and acceptable, as are field-specific journals (e.g., the *Journal of Forensic Science*). The Library Staff will give you additional suggestions. You should have **at least 5** sources in your bibliography. **(THE SECOND MOST COMMON REASON FOR SIGNIFICANT POINT DEDUCTIONS IS A BIBLIO THAT IS TOO SHORT OR DOES NOT CONTAIN APPLICABLE OR VALID SOURCES.)**
  
- III. **Suggestions:**
  - a. Start early – use the time after hourly exams to do research in the Parkland library!!!!
  - b. Ask questions during the synthesis of your presentation
  - c. Select a topic you are interested in
  - d. Make the presentation as professional as possible, including **CORRECT PRONUNCIATIONS**
  - e. Make statements based on science & fact, not opinion (i.e., stay off the thin ice!!!:)
  - f. Be prepared to field questions from your classmates & instructor
  - g. Attend the presentation provided by the Library Staff. They REALLY know what they are talking about and can help you in many ways you may not have considered.
  
- IV. **Schedule**
  - a. Presentations will be during class/lab time during the last two weeks of the semester.

This is not a speech class, so you will not be graded down significantly if you appear nervous, lose your place, or hyperventilate and pass out! (No vomiting, please!) OTOH – you will likely be giving various presentations in your future job position – with the LEOs wearing a uniform and terribly hot protective vest - so now is a good time to start getting used to it.

Maximum points are awarded to a correctly-timed presentation that is professional, meets the guidelines stated above, and that is organized, logical, and covers the specified topic in detail that is appropriate for a 200-level course.

---



## **COOPER'S RULES FOR SAFE GUN HANDLING**

- 1) ALL guns are presumed loaded.
- 2) Never let a gun cover anything you are not willing to shoot or destroy.
- 3) Keep your finger indexed and off of the trigger until you are on target, and ready to fire.
- 4) Always be sure of your target, the immediate field of fire, and the area behind it.



**KEEP THIS ENTIRE DOCUMENT IN YOUR TEXT FOR FUTURE REFERENCE**

---

**LAB SAFETY AGREEMENT**

print name (last/first) \_\_\_\_\_

**SCI 208** is a lab-based science course, and as such there are certain safety rules that must be followed both for your own personal safety, the safety of other students in the lab, and to prevent damage or alteration to the specimens being studied. If there is any uncertainty as to what should be done for a portion of the lab, or how a procedure should be done – **ASK THE INSTRUCTOR** before proceeding further.

1. If there is a written lab protocol to be read before the lab – please read it. Run off all required lab sheets that are posted on the website and bring them to the lab session. Ask questions if portions are unclear.
2. Follow directions! Do not add or delete steps in a given protocol unless directed to do so by your instructor.
3. If required – wear the appropriate safety gear. This will most likely be gloves and/or eye protection (goggles).
4. Familiarize yourself with the location & operation of the safety equipment in the lab (fire extinguisher, fire blanket, & eyewash). Ask if something cannot be found, or the operation is unclear
5. Always conduct yourself in a professional manner while in the laboratory.
- 6. No food or drinks in the lab. No tobacco products of any type in lecture or lab.**
7. Leave your lab table and lab area in the same condition that it was in when you arrived, i.e., clean up after yourself. Unless told otherwise, unstack a chair for yourself when you come into lab, and restack it before you leave.
8. Bring only writing materials to your table, i.e., leave all purses, backpacks and coats at the back of the lab (on the coat hooks provided). This is a safety issue to maintain a clear floor.
9. Always stop at the nearest restroom and wash your hands upon leaving the lab area.
10. Do not take any photographs in lab.

I, \_\_\_\_\_ (print name) have read, understand, and agree to follow these safety rules and procedures. I agree to abide by any additional instructions, written or verbal, provided by my instructor.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**\* List any allergies or medical problems that you feel your instructor should be aware of:**