



Marshall University

Course Title/Number	IST 220: Connections II
Semester/Year	Spring 2014
Days/Time	Wednesday 6:30-9 pm
Class Location	Morrow Library Commons area
Instructor	Andrew Gooding
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Office Hours	9-4 pm MWF, 9-2:30 TTH (please email or call first) plus before and after class
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Critical thinking course that further examines the impact of science and technology on society. Themes have included disasters and globalization. Students present a lesson, analyze opposing arguments and make predictions.

Course Theme

Exploration of the topic of the interrelationship between crime and technology. We will begin the course with an examination of one of the oldest crime detection technologies still in use, that of the lie detector. Next, small teams of students will teach a class about different aspects of crime and technology. Students will then independently compare arguments on a current controversy having to do with crime and technology. Finally students will complete the semester with a debate on key issues raised by the previous assignment having to do with crime and technology. During the course, students will take unannounced quizzes at the beginning of class, give frequent oral presentations, write in stages and revise their work and work individually and in teams.

Required Texts, Additional Reading, and Other Materials

1. *Irrefutable Evidence: Adventures in the History of Forensic Science* (Kurland, 2009)
2. Readings to be given out in class or sent via email

Course Outcomes

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in Course
<p>1: Integrative Thinking: Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.</p>	Students will examine techniques of criminal investigation and forensic science from a variety of fields	Students will make a group presentation on the impact of techniques, compare competing arguments and engage in a debate about the usefulness and future of techniques.
<p>2: Communication Fluency: Students will develop cohesive oral, written, and visual communications tailored to specific audiences.</p>	Students will prepare oral and visual presentations both individually and in groups and prepare and perform a debate	Students will prepare proposals, outlines and visual presentations and present oral presentations.
<p>3: Information Literacy: Students will revise their search strategies and employ appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner.</p>	Students will engage in research in a wide variety of sources to support their group presentation, to find and evaluate competing arguments and prepare for their debate.	Students will submit proposals, bibliographies and outlines with research cited and be evaluated on how well they use research to explain concepts and support their evaluations and arguments.
<p>4: Ethical and Civic Thinking: Students will determine the origins of core beliefs and ethical principles, evaluate the ethical basis of professional rules and standards of conduct, evaluate how academic theories and public policy inform one another to support civic well-being, and analyze complex ethical problems to address competing interests.</p>	Students will examine the social impact of criminal investigation and forensic science techniques and evaluate the adherence of investigators to professional and societal norms and standards.	Students will include evaluations and judgments of current techniques and their employment by discussing actual cases and outcomes in their presentations and debates.
<p>Creative Thinking: Students will outline multiple divergent solutions to a problem, develop and explore risky or controversial ideas, and synthesize ideas/expertise to generate innovations.</p>	Students will be encouraged to consider solutions to current problems in criminal investigation and forensic science.	Students will propose solutions and predict innovations that will lead to solutions in their group presentation, comparison of arguments and debate on a controversy.

Course Requirements

This class is preparation for the professional world you will all be entering. You will be expected to deliver presentations on the day you are scheduled. Only a University-approved absence will excuse a student from a scheduled presentation. Students should turn in written work at the beginning of the class on the day it is due. Unless the absence is excused late assignments will be penalized one grade a day. If a student cannot complete a group presentation, they should notify instructor and teammates in advance.

1. Group team project: The class you will be teaching as a member of a group will be evaluated both in respect to the quality of the class taught as well as the quality of the preparation for the class, effectively working together as a group and the quality of your research and use of sources.
 - A. Team project proposal – Both written and oral. These will be evaluated for the quality of the explanation of the topic related to climate change, the persuasiveness of the justification of your focus and the quality and use in the proposal of the sources consulted. Comments on the oral proposal should be incorporated in the written proposal and turned in prior to meeting.
 - B. Discussion of team project plan with instructor – This will be evaluated for the quality of the preparation of the students for the meeting as well as the quality and completeness of the outline for planning the class, proposed reading assignments and plans for discussion and exercises. The plan should be discussed with the instructor at least a week before the class presentation.
 - C. Teaching of class – This will be evaluated for the appropriateness of the assigned readings, how well they were used, the effectiveness of the presentation by the entire group and the quality of class discussion and exercises. The class content should neither ignore the readings assigned nor just explain them. You should make references to the readings but also frequently bring up additional research in order to expand on what students have read.
 - D. Team project record – This will be evaluated on how well it documents the process of preparing to teach the class. The record should be presented in a ring binder and should include: meeting agendas; detailed minutes; timelines; lists of actions items and the dated products of their completion; each of the stages of preparation for the project; sources and notes for learning about the issue; and products of class exercises. Turn in no later than a week following the class presentation.
 - E. Individual evaluations of team project and process – This will be evaluated for how well it makes a detailed and well supported evaluation of individual and group efforts toward completing the project as well as the final product. It should make reference to both specific examples from your group as well as the principles of group discussion as discussed in class. Turn in no later than a week following the class presentation.

Point breakdown

Project 1- Group teaching of class: Development and impact of particular forensic technique on society

Oral team proposal (4 weeks before group presents)	10 pts
Written team proposal (3 weeks before group presents)	20 pts
Discussion with instructor and plan (2 weeks before group presents)	25 pts
Group teaching of class	100 pts
Team record of group process (week after group presents)	20 pts
Individual evaluation of group process and product (week after class taught)	20 pts
Total points	200 pts

Grading guidelines for group projects:

An A level presentation will be original in perspective discussing both the science and social impact of the topic using a synthesis of high quality sources. It should provoke a stimulating discussion among the group. There should be complete documentation of the group process with all deadlines met.

A B level presentation will also be original but will rely heavily on fewer and/or lower quality sources or offer less on science or social impact of the topic. Some links will be made to the reading and to the audience's interests. Documentation of the group process is less extensive but is still on time.

A C level presentation focuses too heavily on just a few aspects of the topic, and too little on its impact on society. The presentation will use fewer and/or lower quality or just a few sources and consists of the presenters primarily lecturing rather than emphasizing group participation. Few links made to the readings or to audience interests. Documentation of the group process will be sketchy and/or late.

A D level presentation will have significant deficits from the C level presentation.

An F presentation is not original and/or does not meet the minimum standards for the assignment.

2. Individual comparison of a current controversy
 - A. Oral proposal, will be evaluated based on how well the two articles you find meet the requirements and how well you make the case for the topic's importance and relevance.
 - B. Written proposal, will be evaluated on how well you've investigated the two author's credibility and what you propose as the points of clash between the two sides.
 - C. Written outline will be evaluated based on how well you've set up the contrast point by point and how well you've cited the sources for the project.
 - D. Oral presentation should make the case that these two articles clash on an important issue and will compare the two author's credibility and individual arguments on the issues

Project 2 – Individual evaluation of a current controversy related to Crime and Technology

Articles for comparison	10 pts
Draft outline for comparison	10 pts
Outline of comparison	30 pts
<u>Oral presentation of comparison</u>	<u>50 pts</u>
Total points	100 pts

3. Final debate – Both the final products and the process of preparation will be evaluated.
 - A. Proposal of a resolution for debate – Should be well-considered and agreed to by teams.
 - B. Annotated bibliography – This will be evaluated for the quality of sources chosen and a clear description of how those sources will be used in your debate.
 - C. Discussion of brief draft and debate plan with instructor -- This is your team's arguments in full sentence outline form incorporating citation and a full annotated bibliography. The brief will be evaluated for completeness in analyzing the issue and clarity in explaining and supporting the claims that are made along with consideration of counters.
 - D. Brief – Turned in prior to the start of the debate along with the previous draft. Evaluated for completeness and clarity and effective incorporation of suggestions for revision.
 - E. Debate – This will be evaluated both in terms of individual performances and ability to work together as a team. While a winner will be decided grades will largely depend on how well prepared and executed the debate was. Turn in any notes and visuals used.
 - F. Team project record – This will be evaluated on how well it documents the process of preparing for the debate. The record should be presented in a ring binder and should include: meeting agendas; detailed minutes; timelines; lists of actions items and the dated products of their completion; each of the stages of preparation for the project; sources and notes for learning about the issue; and products of class exercises.
 - G. Individual evaluations of debate and preparation– This will be evaluated for how well it makes a detailed and well supported evaluation of individual and group efforts toward preparing and completing the debate. It should make reference to both specific examples from your group as well as the principles of group discussion as discussed in class.

Project 3 – Debate on topic related to crime and technology, what is to be done?	
Joint proposal of a resolution for debate	10 pts
Team annotated bibliography	10 pts
Discussion of brief draft and debate plan with instructor	30 pts
Team Brief	50 pts
Debate	100 pts
Team project record	25 pts
Individual evaluations of debate and preparation	25 pts
Total Points	250 pts
Class participation	100 pts
<p>4. Reading assignments– Readings are noted in the syllabus for each class. It is expected that you not only read the assigned readings, but also integrate them into your group and final projects.</p> <p>5. Class participation – Factors that will be weighed include the following.</p> <p>A. Questions, quizzes and other responses to reading handed in at the beginning of class.</p> <p>B. Teammates’ evaluation of contribution to teaching of class.</p> <p>C. Instructors’ evaluation of contribution to class discussion and exercises as well as preparation for individual consultations and workshops on assignments.</p>	

Grading Policy

Evaluation of Learner Outcomes: Major assignments will be evaluated using a three-part approach:

Content, the substance of what you say or write. This includes the topic, focus, how well the paper or presentation answers the assignment, the use and integration of supporting materials, understanding of principles and their application. All outside references should be properly cited.

Organization, how you arrange what you say or write. This includes effective introductions and conclusions, paragraphing, main points being clearly indicated and arranged and transitions logically connecting those points.

Delivery/Style, how you present the information in a speech or paper.

For oral assignments, delivery will include both verbal aspects (vocal rate, clarity and variety, use of pauses, absence of distractions) and nonverbal aspects (professional manner, dress, eye contact, posture, use of gestures and movement and effective use of visuals).

For written assignments, style will include sentence structure, use of language, proper grammar, spelling, syntax and preparation of paper.

Grading scale:

A = 90-100% Excellent work, goes significantly beyond assignment requirements.

B = 80-89% Good work, meets or exceeds all of the requirements of the assignment.

C = 70-79% Average work, which meets requirements of the assignment.

D = 60-69% Below average work, fails to meet one or more assignment requirements.

F = Below 60% Unacceptable work which fails to meet the minimum standards.

Total semester points

600 pts

Final Grade scale:

A	=	600-540
B	=	539-480
C	=	479-420
D	=	419-360
F	=	359 or less

Attendance Policy

Regular attendance in this class is crucial to your success as a student. The only way to benefit from class discussions and hands-on learning activities is to be here. Being present and on time for all class meetings is expected. Period.

EXCUSED ABSENCES

1. University-sponsored academic activities (performing arts, debate and individual events, honors classes, ROTC); official athletic events; other university activities (student government).
2. Student Illness or Critical Illness/Death in the Immediate Family: "Immediate Family" is defined as a spouse/life partner, child, parent, legal guardian, sibling, grandparent or grand- child. ***Routine doctor appointments are not excused. Appointments should be scheduled around your classes.**
3. Short-Term Military Obligation
4. Jury Duty or Subpoena for Court Appearance
5. Religious Holidays

Student's Responsibility

- Provide appropriate documentation to Dean of Student Affairs for excused absence. Learn how the process works here: http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf
- Request opportunity to complete missed work **immediately upon return to class.**
- Be aware that excessive absences—whether excused or unexcused—may affect your ability to earn a passing grade.
- Regardless of the nature of the excused absence, you are responsible for completing all coursework **prior to the end of the semester.**

Make-up work for Excused Absences

Because IST 220 is a team-based class, students who miss class due to University-excused activities will need to keep in touch with their teammates for group projects. Students who miss scheduled presentations due to a University-excused absence will probably need to complete an alternative assignment to get credit.

UNEXCUSED ABSENCES

- If you miss two classes, I will issue a warning.
- If you miss a third class:
 - You will receive an automatic one letter grade deduction in the course.
 - We will conference to discuss your standing and develop a plan of improvement. If you meet its criteria, you may have the chance to earn back the letter grade deduction.
- If you miss a fourth class, the previous letter grade deduction stands, regardless of improvement plan results.
- Subsequent missed classes will result in an additional letter grade deduction for each absence.
- If you miss a scheduled presentation, then you probably just need to drop the course

Statement on Academic Dishonesty

All assignments must be the student's own original work. All information and ideas drawn from other sources must be properly acknowledged. Submitting an assignment which is not the student's original and independent work will result in a reduced or failing grade (recorded as a zero) for the assignment. It may result in more serious sanctions, up to and including failure of the course and sanctions at the College and University levels. If you are ever unsure whether something constitutes academic dishonesty, you should consult with the course instructor before the assignment is graded.

The policy on Academic Dishonesty will be followed in the course as listed in the current Catalog.

"Definitions of Academic Dishonesty

Below are definitions of some common types of academic dishonesty.

Cheating: Any action which if known to the instructor in the course of study would be prohibited.

This includes:

- The unauthorized use of any materials, notes, sources of information, study aids or tools during an academic exercise.
- The unauthorized assistance of a person other than the course instructor during an academic exercise.
- The unauthorized viewing of another person's work during an academic exercise.
- The unauthorized securing of all or any part of assignments or examinations, in advance of submission by the instructor.

Fabrication/Falsification: The unauthorized invention or alteration of any information, citation, data or means of verification in an academic exercise, official correspondence or a university record.

Plagiarism: Submitting as one's own work or creation any material or an idea wholly or in part created by another. This includes:

- Oral, written and graphical material.
- Both published and unpublished work

It is the student's responsibility to clearly distinguish his/her own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism.

Bribes/Favors/Threats: Attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions.

Complicity: Helping or attempting to help someone commit an act of academic dishonesty."

Week 1	W 1/15 Welcome to IST 220 – Connections II
Week 2	W 1/22 Group Assignment 1 Case Study; The Lie Detector <i>Read: NAS report <u>Strengthening Forensic Science in the United States: A Path Forward</u></i>
Week 3	W 1/29 Group presentation Proposals Working in groups Read Kurland Intro, Ch 1 and 2 pp. 1-33
Week 4	W 2/5 The problems of identification Read Kurland Ch 3 and 4 pp. 35-65
Week 5	W 2/12 Fingerprinting Read Kurland Ch 5 & 6 pp. 66-119
Week 6	W 2/19 Ballistics Read Kurland Ch 7 pp. 120-141
Week 7	W 2/26 Trace Evidence and DNA Read Kurland Ch 8 pp. 142-156 and Ch 12 pp 213-234
Week 8	W 3/5 Cause of death and poisoning Read Kurland Ch 9 & 10 pp. 157-194
Week 9	W 3/12 Blood Read Kurland Ch 11 pp. 195-212
Spring Break	
Week 10	W 3/19 Bones and Bugs Read Kurland Ch 13 pp. 235-248
Week 11	W 3/26 The Eyewitness and Others Read Kurland Ch 14 pp. 249-260
Week 12	W 4/2 Presentations on controversy
Week 13	W 4/9 Junk Science Read Kurland Ch 15 pp. 261-278
Week 14	W 4/16 Psychological Profiling and Arson Read Kurland Ch 16-17 pp. 279-310
Week 15	W 4/23 Debate 1
Week 16	W 4/30 Debate 2