

Course Information

College (choose from dropdown menu)
Arts and Sciences

Program
Criminal Justice

Chair
Dr. Moneque Walker-Pickett

Course development type (choose from dropdown menu)
Course Update

If this is a course update when was the course updated last?
[Click here to enter text.](#)

When is this course anticipated to be offered online next / the first time?
Fall 2 2023

How many online sections are typically offered each semester?
1 each term

Does this course have a current Ongoing course in D2L? Yes

Are there specific requirements or content items that must be included courses from your program? (i.e. number of responses to discussion posts, collaborate sessions, word count)
No

Student Information

Describe the students who “typically” take this course (i.e., majors in your discipline, classification, diverse vs. homogenous students.)

Students in the criminalistic specialty

Describe course feedback from student evaluations.

Get access to student survey answers from DF survey.

What are the other courses in the program? How does this course fit in the program?

CRM-230, Intro to Crime Scene Investigation, CRM 231, Forensic Science and Crime Justice, CRM 342, Evidence Collection and Preservation, CRM 341, History and Science Crime Identification. CRM 343 Bodily Fluid as Evidence

What is the course sequence? What courses are generally taken before and/or after?

All classes should be taken before CRM344.

Describe the challenges that affect student success in this course.

No particular challenges have been identified. This is a popular and engaging course with built-in supports.

Describe any potential student accessibility issues related to the course.

Accommodations in this class in the past, have been associated with allowing students to take additional time during exams.

What prior knowledge or skills should students have before they take this course?

The student should have a working knowledge of the criminal justice system, as well as the principles of crime scene investigations. This information would have been covered in the prior required course

How will differences in positionality/opinion/thinking be handled in the course?

This is a safe environment for students to share their backgrounds and different opinions. Tolerance or respect for others is required in the class.

How can you create safe spaces for both visible and invisible minority students?

Encouraging all students to participate during discussions and classroom engagement.

Describe any potential student accessibility accommodations or UDL principles that could be incorporated to support the student. (e.g., offer assignment options, supply background knowledge, highlight patterns, incorporate self-assessment and reflection)

Accommodations in this class in the past, have been associated with allowing students to take additional time during exams.

Teaching Practices

What are the faculty's current techniques to teach the course material? Or related course material?

Lectures, videos, discussion, practice activities

How can Writing Across the Curriculum be incorporated into this course?

This is a professional writing course.

How can constructivism be incorporated into this course?

Click here to enter text.

Summarize your teaching philosophy (Refer to the [Ready to Roar training](#) for more information on teaching philosophies.)

See the assignment submitted for the Ready to Roar training.

How do you prefer to incorporate instructor presence in an online class?

Lecture, discussion, and videos

What are some ways to incorporate feedback on student learning in this course?

Surveys, quizzes, lab assignments, posted videos of presentations, discussion posts, reflect papers, position paper.

If it were an in-person course, what would class discussions look like? *Debates, sharing experiences, asking for advice, theoretical conversations, etc.*

Debates, peer to peer, group discussions, sharing of current events that are associated with the course topic

How do you like to share your professional stories and experiences with your students?

Lecture. In class I share my prior work experience.

Development Information

When is development expected to finish?

By December 2023.

Timeframe

8 Weeks	Modules	Frameworks To DF	Frameworks Due from DF	Module Reviews	Course Approval	First Run Meeting
8	1 and 2	5/11	Received	By Fall 1 2023	By December 2023	By Spring 2 2024
	3 and 4	5/19	Received	By Fall 1 2023		
	5 and 6	5/19	Received M5	By Fall 1 2023		
	7 and 8	5/19		By Fall 1 2023		

General Course Information

Department Syllabus Owner: *Dr. Moneque Walker-Pickett*

LEARNING OUTCOMES(Goals)

1. Describe the role of the Saint Leo University core value of Excellence in writing scientific reports.
2. Summarize the fundamental components of a scientific and law enforcement report for use in the courtroom.
3. Identify scientific aspects of gathering and analyzing evidence.
4. Demonstrate skills necessary to respond professionally during cross-examination and direct examination.
5. Identify courtroom participants and their roles.
6. Classify common problems that might be encountered and solved by forensic professionals.
7. Demonstrate knowledge of case law related to forensic science and report writing.
8. Demonstrate knowledge of the United States Court System.
9. Demonstrate knowledge of the trial process.

Assessment of the Learning Outcomes—*Use this table to identify how each Learning Outcome will be assessed; add more or delete blank rows as needed*

Learning Outcome	Assessment Method(s)
1	Position paper, written assignments participation
2	Quizzes, Final Exam, Written Assignments
3	Quizzes, Final Exam, Written Assignments
4	Quizzes, written assignments, participation

Learning Outcome	Assessment Method(s)
5	Quizzes, Final Exam, Written Assignments
6	Quizzes, Final Exam, Written Assignments
7	Quizzes, Final Exam, Written Assignments

SLU Core Values

SLU Core Value <i>Identify the core value being assessed in this course</i>	Core Value Assessment <i>How will the core value be assessed?</i>
Integrity	Position paper, moot court-specifically identified for students to address

Course Materials for the Bookstore Website

Item Type	Title/Name	Version/ Edition	Year released	ISBN # (That will be posted to bookstore website) <i>LD will get these from the Course Materials Coordinator.</i>	DF Access	LD Access	Link needed in Start Here Module
Choose an item.				None	Choose an item.	Choose an item.	Choose an item.
Choose an item.					Choose an item.	Choose an item.	Choose an item.

OER Readings *(being used for this development; must include OER paragraph on course syllabus)*

Item Type	Title/Name	Permalink from SLU Library or outside link	Module
Choose an item.		<i>See module reading sections</i>	
Choose an item.			
Choose an item.			

Third Party Lab Integrations

Third Party	Module (s)	Type of integration	DF has used tool previously	LD has used tool previously
None		Choose an item.	Choose an item.	Choose an item.

Course Assessments

Method of Assessment *(Learning Designer will add from Department Syllabus and then discuss quantities and percentages if not specified in Department Syllabus with Developing Faculty)*

Assessment Type <i>(identify each type of assessment from the Department Syllabus; each assessment type will get its own row add more rows if needed)</i>	Location <i>(Identify the module(s) where each assessment item will be completed by the student)</i>	Is this a key assignment? <i>(If this assessment is changing the department must discuss changes with AIR)</i>	Is this a required Ongoing assessment? <i>(Identify the assessment that are required to be included; this assessment will be included in the ongoing gradebook))</i>	How will students submit this type of assessment? <i>(select from dropdown menu) Alternative assessments need to be discussed with Lead Learning Designer</i>		Quantity <i>(identify the number of each type of assessment)</i>	Gradebook <i>If you are using a weighted gradebook you must include both points and percentage.</i>	
				Primary Submission Type	Secondary Submission Type		Points	Percentage <i>(must add up to 100%)</i>
Quiz -midterm and final	M 4 & 8	No	Yes	Quiz Tool	Choose an item.	2		20
Written Assignments	(check email) M1,	No	Yes	Assignment Folder	Choose an item.	4		40
Deposition/Moot Court Testimony	M7	No	Yes	Assignment Folder	Choose an item.	1		10
Position Paper	M6	No	Yes	Assignment Folder	Choose an item.	1		20
Participation/Discussions	M1-8	No	No	Discussion Board	Choose an item.	8		10

Key Assignments *(Must be included in table above)*

Assessment Item	Module	Assessment Type	Status	Rubric
None		Choose an item.	Choose an item.	Choose an item.
		Choose an item.	Choose an item.	Choose an item.

Module 1 Overview of course, U.S. Court System and trial process

Objective Map

Module Objectives		Mapped Assessments	Mapped Learning Outcome
1.	Explain the US Court System and Criminal Process	Discussion posts, Written assignment one, quiz	4, 5, 8,9
2.	Explore the differences among scientific report writing, case reports for crime scene investigation, and “colloquial” writing.	Discussion posts, quiz	2

Module Outline

Topic/Skill (Break each module objective down into individual topic components)	Instructional Equivalency (minutes)	Where did the students see this topic previously? [list course(s)/Module(s)]	When will the students see this topic next? [list course(s)/Module(s)]	Objective(s) (list numbers from table above)	Teaching Strategy
Crime Scene Technician/Investigator		CRM 230	CRM 342	2	Lecture, video, readings
Criminal justice Process		CRM 220		1	Lecture Video, case studies
Observations		CRM 230		1,2	Lecture, Video, exercises
Technical jargon		CRM 230		2	Lecture, Video
U.S. Court System		CRM 230		1	Lecture, video, readings

Course Content

Item Type	Type of Interaction	Objective Covered	Topic/Skill being presented	Description of the item being created	Include in Gradebook
News Item	Student to instructor			Add basic intro to course (see framework example)	No
Description	Student to instructor			This module will provide an overview of the course, An outline of the US court system and criminal process. A outline of the federal and court systems will be provided in this module. Students will be introduced to the trial process, which begins with the initiation of an investigation, until resolution within the court system and corrections.	No

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Module Introduction	Student with content			Standard HTML page	No
Introduce Yourself	Student to student			Introduction discussion board	No
Setting the Stage	Student to instructor			Course introduction video	No
Assigned Reading	Student with content			Welch, C., & Fuller, J. R. (2013). American criminal courts : Legal process and social context. Taylor & Francis Group. – Chapter 10 https://ebookcentral.proquest.com/lib/saintleo/reader.action?docID=1791019&ppg=364 Understanding the Federal Court Systems https://www.uscourts.gov/sites/default/files/understanding-federal-courts.pdf The US legal system, a short description, Federal judicial Center https://ar.usembassy.gov/wp-content/uploads/sites/26/2016/03/U_S_Legal_System_English07.pdf Bureau of Justice Statistics. The Justice System. What is the sequence of events in the criminal justice system? https://bjs.ojp.gov/justice-system#what-is-the-sequence-of-events-in-the-criminal-justice-system	No
Learning Content	Student with content		Crime Scene Technician/Investigator	Explanation of the differences between the two and the roles	No
Learning Content	Student with content		Criminal process	HTML page explaining the process	No

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Practice	Student with content		Criminal Process	Chart – sorting chart of the process embedded on html page above	No
Learning Content	Student with content		Civil vs. Criminal Process	HTML page explaining the difference	No
Practice	Student with content		Civil vs. Criminal Process	Chart –comparing civil and criminal process (use chart provided)	No
Learning Content	Student with content		Observations	Students interview each other – becomes the basis for Writing assignment 1	Yes
Learning Content	Student with content		Technical jargon	Explanation of technical jargon	No
Practice	Student with content		Technical jargon	Flashcard practice activity	No
Learning Content	Student with content		U.S. Court System	Explanation of the U.S. Court system organizational structure	No
Practice	Student with content		U.S. Court System	Chart – interactive or Q & A – fill-in-the blanks activity on the U.S. Court System	No

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Assessment	Student with content		Discussion Board 1	US criminal justice process and court system	Yes
Rubric	Student with content		Discussion rubric	Provide rubric with framework	Yes
Assessment	Student with content		Written Assignment 1	Provide detailed instructions with the framework	Yes
Assessment	Student with content		Written Assignment 1 Discussion Board	Provide detailed instructions with the framework	Yes
Rubric	Student with content		Written Assignment Rubric and peer review rubric and discussion	Submit rubric with framework (provide rubric framework and example)	Yes
Module Conclusion	Student with content		Summary of module	Provide a summary of the module and connection to other content.	No
Live Session	Student with peers and faculty		Live Session 1	Overview and introduction to the course and expectations.	No

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Module 1 Student Engagement, Support, and Retention

Items	Description	DF/LD	Include in Onground course?
Content	Peer review interview instructions	DF	Yes (modified)
Other	Overview of course structure and item rationale – video intro	DF	No
Tips/Reminders	Expect accommodation office email if necessary	LD	No
Tips/Reminders	Link to criminal justice's library services research videos	LD	Yes (as is)
Tips/Reminders	Link to APA video from library services	LD	Yes (as is)

Module 2: Report Writing Basics: Grammar, Spelling, and Types of Report Writing

Objective Map

Module Objectives		Mapped Assessments	Mapped Learning Outcome
	Construct coherent and succinct reports for court and presentations.	Discussion post, Written assignment, quiz	2
2.	Develop properly written, scientific crime scene reports.	Discussion post, quiz, written assignments	2
3.	Demonstrate good grammar and spelling when writing case reports.	Discussion post, quiz	2

Module Outline

Topic/Skill (Break each module objective down into individual topic components)	Instructional Equivalency (minutes)	Where did the students see this topic previously? [list course(s)/Module(s)]	When will the students see this topic next? [list course(s)/Module(s)]	Objective(s) (list numbers from table above)	Teaching Strategy
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Writing reports		They have not seen this before	CRM 341, 343	1,2,3	Lecture, Video, exercises, readings
Grammar and spelling		They have not seen this before	CRM 341, 343	1,3	Lecture, Video, exercises, readings
Analysis Reports		They have not seen this before	CRM 341, 343	1,2,3	Lecture, Video, exercises, readings

Course Content

Item Type	Type of Interaction	Objective Covered	Topic/Skill being presented	Description of the item being created	Include in Gradebook
Description	Student with content			The student will learn the importance of good nonverbal communications when testifying and the need for clear, concise, error free report writing.	No
Module Introduction	Student with content			Standard HTML page	No
Setting the Stage	Student to instructor			Practice Grammar Quiz (re-create from existing worksheets; source information to be provided by DF); Think back to other course information	No
Assigned Reading	Student with content			7 deadly sins of police report writing, Ben Smith, Police One https://www.police1.com/police-products/police-technology/software/report-writing/articles/7-deadly-sins-of-police-report-writing-FRy5EMai7H29O1dA/ Harrison, J., Weisman, D., & Zornado, J. L. (2017). <i>Professional writing for the criminal justice system</i> (Ser. Lecture notes in mechanical engineering). Springer Publishing Company. Chapters 10 and 11 (<i>see obj map for permalink</i>)	No

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				Writing Clear, Effective Police Reports: No English Degree Required, Jean Reynolds, FBI Bulletin, May 10, 2017 https://leb.fbi.gov/articles/perspective/perspective-writing-clear-effective-police-reports-no-english-degree-required How to write organized and concise police reports, John Bowden, 2013. https://www.police1.com/investigations/articles/how-to-write-organized-and-concise-police-reports-GAb3L0YXolm2fsqu/	
Learning Content	Student with content		Writing reports	Important report writing information	No
Practice	Student with content		Writing reports	Report writing practice	No
Learning Content	Student with content		Grammar and spelling	Keep assessment B, grammar and spelling test;	No
Learning Content	Student with content		Analysis Reports	Students interview each other – becomes the basis for Writing assignment 1	No
Assessment	Student with content		Discussion Board 2	Writing error free reports	Yes

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Rubric	Student with content		Discussion rubric	Provide rubric with framework	Yes
Assessment	Student with content		Written Assignment 2	Is written assignment 2 in M2 or another module?	Yes
Assessment	Student with content		Written Assignment 2 Discussion Board	Provide detailed instructions with the framework	Yes
Rubric	Student with content		Written Assignment Rubric and peer review rubric and discussion	Submit rubric with framework (provide framework and example)	Yes

Module 2 Student Engagement, Support, and Retention

<i>Items</i>	<i>Description</i>	<i>DF/LD</i>	<i>Include in Onground course?</i>
Other	Explanation of course module content	LD	No

Module 3: Depositions: What is An Expert Witness?

Objective Map

Module Objectives		Mapped Assessments	Mapped Learning Outcome
	Describe what a deposition is.	Discussion posts, quiz	5
2.	Explain what an expert witness is.	Discussion posts, quiz	5
3.	Explain the pretrial process.	quiz	9

Module Outline

Topic/Skill (Break each module objective down into individual topic components)	Instructional Equivalency (minutes)	Where did the students see this topic previously? [list course(s)/Module(s)]	When will the students see this topic next? [list course(s)/Module(s)]	Objective(s) (list numbers from table above)	Teaching Strategy
Expert witness		They have not seen this before	CRM 342, 341	2	Lecture, Video, exercises, readings
Deposition		They have not seen this before	CRM 342, 341	1	Lecture, Video, exercises, readings
Pretrial procedures		CRM 222	CRM 342, 341	3	Lecture, Video, exercises, readings

Course Content

Item Type	Type of Interaction	Objective Covered	Topic/Skill being presented	Description of the item being created	Include in Gradebook
Description	Student with content			In this module, the student will continue to learn about the trial process, including pre-trial, motions, and hearings. The student will be introduced to an expert witness regarding their qualifications and contributions in the criminal and civil court systems.	No
Module Introduction	Student with content			Standard HTML page	No

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Setting the Stage	Student to instructor		Important terms	Terms-vocabulary matching or flashcards (focus on terms)	No
Assigned Reading	Student with content			Glossary of legal terms https://www.uscourts.gov/glossary Welch, C., & Fuller, J. R. (2013). American criminal courts : Legal process and social context. Taylor & Francis Group. – Chapter 7 https://ebookcentral.proquest.com/lib/saintleo/reader.action?docID=1791019&ppg=262 What is Expert Witness. https://www.law.cornell.edu/wex/expert_witness Preber, B. J., & Preber, B. J. (2014). Financial expert witness communication : A practical guide to reporting and testimony. John Wiley & Sons, Incorporated. Chapter 6- pages 77-85 https://ebookcentral.proquest.com/lib/saintleo/reader.action?docID=1688019&ppg=103 Expert Witness: Effective Courtroom Testimony. By Stevee Ashlock" https://silo.tips/download/expert-witness-effective-courtroom-testimony-by-stevee-ashlock	No
Learning Content	Student with content		Expert witness	Information on expert witnesses	No
Learning Content	Student with content		Pre-trial procedures	Interactive PPT lecture including a video of a pre-trial hearing with notes and commentary at specific time markers on the video to match commentary that would be stated in a face-to-face class video presentation (10 min)	No
Practice	Student with content		Pre-trial procedures	Organize the steps in the pre-trial process; discussion of the steps (HTML page with Storyline interactive activity-beat the computer – 14 steps first-timed-post time).	No
Assessment	Student with content		Discussion Board 3	Expert witness	Yes

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Rubric	Student with content		Discussion rubric	Provide rubric with framework	Yes
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Module 3 Student Engagement, Support, and Retention

<i>Items</i>	<i>Description</i>	<i>DF/LD</i>	<i>Include in Onground course?</i>
Other	Explanation of course module content	LD	No

Module 4: Case law and forensic evidence**Objective Map**

Module Objectives		Mapped Assessments	Mapped Learning Outcome
	Analyze the Frye rule, Daubert and Federal rules of evidence and how they impact expert witness testimony.	Discussion posts, quiz	3, 7, 5
2.	Examine case law involving the use of forensic evidence.	Discussion posts, quiz, position paper	3, 7, 6
3.	Demonstrate an understanding of courtroom procedures in the skills needed to testify about physical evidence and use of exhibits.	Moot court testimony, discussion, quiz	3, 4, 9

Module Outline

Topic/Skill <i>(Break each module objective down into individual topic components)</i>	Instructional Equivalency (minutes)	Where did the students see this topic previously? <i>[list course(s)/Module(s)]</i>	When will the students see this topic next? <i>[list course(s)/Module(s)]</i>	Objective(s) <i>(list numbers from table above)</i>	Teaching Strategy
Frye Rule		CRM 230, CRM 231		1,2	Lecture, Video, exercises, readings
Admissibility of Evidence		NO		2	Lecture, Video, exercises, readings

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Forensic science		NO		3	Lecture, Video, exercises, readings
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Course Content

Item Type	Type of Interaction	Objective Covered	Topic/Skill being presented	Description of the item being created	Include in Gradebook
Description	Student with content			In this module, the students will understand the use of forensics science in the courtroom. The students will learn about case law, which have a direct implication on the admissibility and use of forensic evidence, an expert in court on settings. Difference between a lay witness, and expert witness will be discussed in this module.	No
Module Introduction	Student with content			Standard HTML page	No
Setting the Stage	Student to instructor			Review of Frye & Daubert – matching exercise	No
Assigned Reading	Student with content			Putting it all together. (2018). In P. Barnes-Svarney, & T. E. Svarney, The handy forensic science answer book. Visible Ink Press. (see obj map for link) Focus Group on Scientific and Forensic Evidence in the Courtroom, David McClure, 2007. https://www.ojp.gov/pdffiles1/nij/grants/220692.pdf Admissibility of expert witnesses in all 50 states. https://www.mwl-law.com/wp-content/uploads/2018/02/ADMISSIBILITY-OF-EXPERT-TESTIMONY.pdf	No

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Learning Content	Student with content		Frye Rule	PPT on important information regarding the Frye Rule	No
Learning Content	Student with content		Admissibility of Evidence	Mob Case Study: Gambino case: evidence, process, step by step process; use exhibits and public record information to create the case study. Interactive case file like the ones in serial killer course. Include visual aids with pop-up content connecting to Frye, charts from case with call-outs, T/F and matching questions	No
Learning Content	Student with content		Forensic science	Lecture and connection to case study above.	No
Assessment	Student with content		Discussion Board 4	TBD	Yes
Rubric	Student with content		Discussion rubric	Provide rubric with framework	Yes
Assessment	Student with content		Exam 1	Midterm exam	Yes

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Practice	Student with content		Online deposition instructions	Online deposition instructions for students to choose research topic; due in Module 8	No
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Module 4 Student Engagement, Support, and Retention

<i>Items</i>	<i>Description</i>	<i>DF/LD</i>	<i>Include in Onground course?</i>
Other	Explanation of course module content	LD	No

Module 5: Courtroom testimony, tactics, and techniques**Objective Map**

Module Objectives		Mapped Assessments	Mapped Learning Outcome
	Develop skills for testifying in court.	Discussion post, quiz, written assignment	4, 5, 9
2.	Distinguish between helpful and harmful tactics by attorneys when testifying	Discussion, moot court	4, 5, 9
3.	Explain the importance of the Daubert Ruling and assess its importance for forensic evidence cases	Discussion, quiz, position paper, written assignments	3, 6

Module Outline

Topic/Skill (Break each module objective down into individual topic components)	Instructional Equivalency (minutes)	Where did the students see this topic previously? [list course(s)/Module(s)]	When will the students see this topic next? [list course(s)/Module(s)]	Objective(s) (list numbers from table above)	Teaching Strategy
Direct examination		no	CRM 343, 341	1,2	Lecture, Video, exercises, readings
Daubert ruling and expert witnesses		yes	All Criminalistic classes	2,3	Lecture, Video, exercises, readings

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Public speaking		yes	All classes	1, 2	Lecture, Video, exercises, readings
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Course Content

Item Type	Type of Interaction	Objective Covered	Topic/Skill being presented	Description of the item being created	Include in Gradebook
Description	Student with content			The students will analyze the 1993 court case,, Daubert vs Merrill Dow Pharmaceutical case, which had a significant impact on how scientific evidence is viewed and made it into court, Students Will be introduced to public speaking skills, and how to testify in court during direct examination. The student will understand the importance of preparation, integrity, and listening when testifying.	No
Module Introduction	Student with content			Standard HTML page	No
Setting the Stage	Student to instructor			TBD: How can students reflect or review to set the stage for the topics in this module? Can module 4 content be connected to this module?	No
Assigned Reading	Student with content			Putting it all together. (2018). In P. Barnes-Svarney, & T. E. Svarney, The handy forensic science answer book. Visible Ink Press. (see obj map for link) Focus Group on Scientific and Forensic Evidence in the Courtroom, David McClure, 2007. https://www.ojp.gov/pdffiles1/nij/grants/220692.pdf Admissibility of expert witnesses in all 50 states. https://www.mwl-law.com/wp-content/uploads/2018/02/ADMISSIBILITY-OF-EXPERT-TESTIMONY.pdf	No

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Learning Content	Student with content		Direct Examination	Information on Lay person -facts; experts and opinions based on reports; videos with call-outs and notes at important time stamps.	No
Learning Content	Student with content		Daubert ruling and expert witnesses	Information on Daubert ruling and expert witnesses	No
Practice	Student with content		Public speaking	Oral presentation practice – Students will record 2 min. presentation on Zoom and submit for feedback; praise and polish technique	Yes
Assessment	Student with content		Discussion Board 5	Critique 2 videos – praise and polish	Yes
Rubric	Student with content		Discussion rubric	Provide rubric with framework	Yes
Assessment	Student with content		Public speaking assignment	Assignment on forensic science topic	Yes
Rubric	Student with content		Public speaking presentation rubric	Submit rubric with framework (provide framework and example)	Yes

Module 5 Student Engagement, Support, and Retention

Items	Description	DF/LD	Include in Onground course?
Content	Online presentation tips for students and	LD	No
Choose an item.	praise and polish instructions	DF	Choose an item.
Other	Explanation of course module content	LD	No

Module 6: Cross examination**Objective Map**

Module Objectives	Mapped Assessments	Mapped Learning Outcome
Critique effective methods of cross examination techniques.	Discussion post, quiz, written assignment, moot court	2, 3, 4, 5

Module Outline

Topic/Skill (Break each module objective down into individual topic components)	Instructional Equivalency (minutes)	Where did the students see this topic previously? [list course(s)/Module(s)]	When will the students see this topic next? [list course(s)/Module(s)]	Objective(s) (list numbers from table above)	Teaching Strategy
Cross examinations		no	All classes	1	Lecture, Video, exercises, readings
Error free report writing		yes	All classes	1	Lecture, Video, exercises, readings
Re-Examination		no	All classes	1	Lecture, Video, exercises, readings

Course Content

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Item Type	Type of Interaction	Objective Covered	Topic/Skill being presented	Description of the item being created	Include in Gradebook
Description	Student with content			Students will learn the challenges encountered during cross examination. During cross examination, the opposing attorney asked questions to assist their clients, and to discredit the witness. The student will be informed of attorney tactics used during cross examination, and how to respond to these types of questions.	No
Module Introduction	Student with content			Standard HTML page	No
Setting the Stage	Student to instructor			TBD: How can students reflect or review to set the stage for the topics in this module? Can module 5 content be connected to this module?	No
Assigned Reading	Student with content			Kimberley A. Wade & Emily R. Spearing (2023) The effect of cross- examination style questions on adult eyewitness accuracy depends on question type and eyewitness confidence, Memory, 31:2, 163-178, DOI: 10.1080/09658211.2022.2129066 https://doi.org/10.1080/09658211.2022.2129066 Otto, R. K., DeMier, R., & Boccaccini, M. (2014). Forensic reports and testimony : A guide to effective communication for psychologists and psychiatrists. John Wiley & Sons, Incorporated. Chapter 4 https://ebookcentral.proquest.com/lib/saintleo/reader.action?docID=1771573&ppg=52	No
Learning Content	Student with content		Cross examinations	Murdaugh case video- review case video with call-outs and notes at specific time marker points; point out techniques with explanations	No
Learning Content	Student with content		Cross examinations	To testify or not? Kyle Rittenhouse issues and ethics and jury consultants	No

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Learning Content	Student with content		Cross examinations	CSI – Pinellas County video (record on Zoom and add to course)	No
Learning Content	Student with content		Error free report writing	Content on error free report writing	No
Practice	Student with content		Re-Examination	Content on re-examination	Yes
Assessment	Student with content		Discussion Board 6	TBD	Yes
Rubric	Student with content		Discussion rubric	Provide rubric with framework	Yes
Assessment	Student with content		Paper	Position paper instructions	Yes
Rubric	Student with content		Position paper rubric	Submit rubric with framework (provide framework and example)	Yes

Module 6 Student Engagement, Support, and Retention

Items	Description	DF/LD	Include in Onground course?
Other	Explanation of course module content	LD	No

Module 7: Ethics and the justice system**Objective Map**

Module Objectives		Mapped Assessments	Mapped Learning Outcome
1.	Examined the role ethics playing criminal justice court proceedings.	Written assignments, quiz, discussions	1, 4
2.	Examine the organizational codes of conduct when collecting, processing, documenting, and utilizing forensic evidence in criminal cases.	quiz, discussions	5,6,8
3.	Discuss the value of truthfulness and ethical decision, making when testifying in court.	Moot court quiz, discussions	1, 4

Module Outline

Topic/Skill (Break each module objective down into individual topic components)	Instructional Equivalency (minutes)	Where did the students see this topic previously? [list course(s)/Module(s)]	When will the students see this topic next? [list course(s)/Module(s)]	Objective(s) (list numbers from table above)	Teaching Strategy
Integrity		yes	All classes	1, 3	Lecture, Video, exercises, readings
Professional ethics		yes	All classes	1, 2, 3	Lecture, Video, exercises, readings
Ethical conduct		yes	All classes	1, 2, 3	Lecture, Video, exercises, readings

Course Content

Item Type	Type of Interaction	Objective Covered	Topic/Skill being presented	Description of the item being created	Include in Gradebook
Description	Student with content			Students will learn the importance of integrity and ethical behavior during the collection, preservation, analysis, and presentation of physical and testimonial evidence during courtroom presentations. The justice system foundation must be of high, moral and ethical standards	No
Module Introduction	Student with content			Standard HTML page	No
Setting the Stage	Student to instructor			TBD: How can students reflect or review to set the stage for the topics in this module? Can module 6 content be connected to this module?	No
Assigned Reading	Student with content			National Code of Ethics and Professional Responsibility for the Forensic Sciences. NIST https://www.justice.gov/archives/ncfs/page/file/788576/download Giannelli, Paul & McMunigal, Kevin. (2008). Prosecutors, Ethics, and Expert Witnesses. Fordham law review / edited by Fordham law students. 76. https://www.researchgate.net/publication/228164686_Prosecutors_Ethics_and_Expert_Witnesses Prenzler, T. (2021). Ethics and accountability in criminal justice : Towards a universal standard - third edition : towards a universal standard - third edition. Australian Academic Press. Chapter 1 https://ebookcentral.proquest.com/lib/saintleo/reader.action?docID=6536724&ppg=	No
Learning Content	Student with content		Integrity	Explanation of moot court deposition connected to core value of integrity;	No

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Learning Content	Student with content		Professional ethics	Explanation of professional ethics	No
Learning Content	Student with content		Ethical conduct	Explanation of ethical conduct	No
Learning Content	Student with content		Professional attire	Video on professional attire	No
Assessment	Student with content		Discussion Board 7	TBD	Yes
Rubric	Student with content		Discussion rubric	Provide rubric with framework	Yes
Assessment	Student with content		Investigation case	Students will investigate an older case – first come first serve- group assignment; business attire; provide detailed instructions for students	Yes
Rubric	Student with content		Investigation case	Submit rubric with framework (provide framework and example)	Yes

Module 7 Student Engagement, Support, and Retention

Items	Description	DF/LD	Include in Onground course?
Content	Case presentation information	DF	No
Other	Explanation of course module content	LD	No

Module 8: Court Testimony**Objective Map**

Module Objectives		Mapped Assessments	Mapped Learning Outcome
1.	Provide testimony regarding courtroom cases involving forensics science in crime scene investigations.	Written assignments	4, 5
2.	Appraise the expert witness testimony system and critique its benefits and drawbacks.	Written assignments	4, 5

Module Outline

Topic/Skill (Break each module objective down into individual topic components)	Instructional Equivalency (minutes)	Where did the students see this topic previously? [list course(s)/Module(s)]	When will the students see this topic next? [list course(s)/Module(s)]	Objective(s) (list numbers from table above)	Teaching Strategy
Physical appearance		yes	All classes	2	Lecture, Video, exercises, readings
Preparation		yes	All classes	1, 2	Lecture, Video, exercises, readings
Engagement with attorneys and Jury		yes	All classes	1, 2	Lecture, Video, exercises, readings

Course Content

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Item Type	Type of Interaction	Objective Covered	Topic/Skill being presented	Description of the item being created	Include in Gradebook
Description	Student with content			The students will observe a courtroom testimony and provide an analysis of the expert testimony and the attorneys examination of the witness.	No
Module Introduction	Student with content			Standard HTML page	No
Setting the Stage	Student to instructor			TBD: How can students reflect or review to set the stage for the topics in this module? Can module 6 content be connected to this module?	No
Assigned Reading	Student with content			Strouse, P. J., Moreno, J. A., Dias, M. S., & Narang, S. K. (2021). Preparing for court testimony. Pediatric Radiology, 51(6), 1084-1092. https://doi.org/10.1007/s00247-020-04926-4	No
Learning Content	Student with content		Physical appearance	Videos and lectures on content	No
Learning Content	Student with content		Preparation	Videos and lectures on content	No
Learning Content	Student with content		Engagement with attorneys and Jury	Videos and lectures on content	No

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Assessment	Student with content		Discussion Board 8	Post depos, critique 2	Yes
Rubric	Student with content		Discussion rubric	Provide rubric with framework	Yes
Assessment	Student with content		Deposition assignment	Students will submit depositions	Yes
Rubric	Student with content		Deposition assignment rubric	Submit rubric with framework (provide framework and example)	Yes

Module 8 Student Engagement, Support, and Retention

<i>Items</i>	<i>Description</i>	<i>DF/LD</i>	<i>Include in Onground course?</i>
Content	Case presentation information	DF	No
Other	Explanation of course module content	LD	No

Start Here

Items	Description	DF/LD	Include in Onground course?
Syllabus	Course Syllabus	LD	No
Standard Item	Syllabus Addendum	LD	Yes (as is)
Standard Item	Blank Instructor Contact page	LD	Yes (as is)
Standard Item	Ask your instructor discussion board	LD	Yes (as is)
Instructions	CRJ library research video playlist	LD	Yes (as is)
Instructions	APA video from library services	LD	Yes (as is)

Instructor Resources Module

Items	Description	DF/LD	Include in Onground course?
Welcome Letter	Welcome Letter to instructors	DF	Yes (modified)
Standard Item	Department Syllabus link from CTLE	LD	Yes (as is)
Standard Item	Request Help with Course (linked form)	LD	Yes (as is)
Instructions	Explanation of course module content	LD	No

Key Assignments Module (ONGROUND)

Type	Item Name	Associated Rubric
Choose an item.	None	
Choose an item.		

Assignments Module (ONGROUND)

Type	Item Name	Associated Rubric
Assignment Folder	Include module assignment folders in onground course	Include rubrics
Quiz	Include exams in onground course	Include rubrics

Student Resources Module (ONGROUND)

Items	Description	Item Type
Instructions	CRJ library research video playlist	LD
Instructions	APA video from library services	LD
Choose an item.		Choose an item.