

Forensic Science: Project 1

For this project, you will create a report which relates crime scene analysis/ protocol and the probative value of evidence collected to a real-life criminal investigation. You will fully research a case study of your choosing and report the case details, evidence and forensic techniques that have helped solve or better understand the case.

Choose a case study: I have provided a list of possible case studies or you may choose your own (subject to my approval). It is important to pick a case that not only interests you but one that you are also comfortable with researching.

You may choose to use a video as the basis your case study from a non-fiction TV program. If you use a video as the basis for your research, it must be a full episode (more than 35 minutes) on your specific case, not a more general forensics video. Series that have appropriate videos include, but are not limited to:

Investigation Discovery

NBC News dateline

ABC 20/20

YouTube search: **true crime documentary full episodes** (must be over 35 minutes)

You can still choose a case study even if there is no video on it, but you will need to find materials that include the forensic evidence and how it was evaluated and used to solve the crime and convict the perpetrator.

ALL reports must cite at least three reliable sources (NOT Wikipedia), only one of which may be the video.

The case may be recent or older, but it must have been solved. It can be a crime of any nature. All of these details should be indicated in the report sheet.

The case must include aspects of forensic science in attempting to solve the crime. This includes evidence such as fingerprints, evidence collection protocol, hair, testimony and other topics.

In the report you must:

1. Give a brief objective overview/summary of the case.
 - a. Tell me the story without giving your opinion or the outcome of the case (who did it).
2. Describe what happened once authorities were notified.
 - a. Who arrived first on the scene? What did they do? What were they supposed to do? Did Crime Scene investigators follow crime scene protocol? What specific steps did they take? Why do you think they were right/wrong for taking those steps?
3. Conclusion
 - a. How did crime scene protocol being followed (or not) affect the probative value of the evidence collected?
4. The report must be typed!
 - a. I have reserved the laptops every Tuesday after school for the next 3 weeks.

Criterion	5 – Advanced	4 – Proficient	3 – Basic	2 - Below Basic	1 - Far Below Basic
Focus	Insightfully addresses all aspects of the prompt	Competently addresses all aspects of the prompt	Superficially addresses all aspects of the prompt	Partially addresses all aspects of the prompt	Minimally addresses all aspects of the prompt
CCSS -W:	Introduces topic(s) in a sophisticated thesis statement	Introduces topic(s) in a clear thesis statement	Introduces topic(s) in a thesis statement	Introduces superficial or flawed topic(s) in a weak thesis	Fails to introduces a relevant topic(s) and/or lacks a thesis
Organi- zation/ Structure	Skillfully orients reader to topic(s) in introduction	Orients reader to topic(s) in introduction	Partially orients reader to topic(s) in introduction	Inadequately orients reader to topic(s) in introduction	Fails to orient reader to topic(s) in introduction or introduction is missing
CCSS – W:	Thoroughly develops complex topic(s) with relevant body paragraphs, building on preceding information	Develops complex topic(s) with relevant body paragraphs, building on preceding information	Superficially develops topic(s) with relevant body paragraphs, building on preceding information	Inadequately develops topic(s) with minimal body paragraphs, building on some preceding information	Fails to develop topic(s) with body paragraphs
2a	Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic	Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic	Provides a conclusion which repetitively or partially follows from and supports information or explanation presented, articulating superficial significance of the topic	Provides a sense of closure, but may weakly articulate significance of the topic.	Provides an inadequate conclusion or omits conclusion
2c					
2f					
4	Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and	Creates cohesion and clarifies relationships through	Creates some cohesion and clarifies relationships through transition/linking words, phrases,	Uses limited or inappropriate transition/linking words, phrases, and clauses	Uses few to no transition/linking words, phrases or clauses
Develop- ment	Skillfully provides substantial and pertinent evidence to develop the topic appropriate to audience	Provides sufficient and relevant evidence to develop the topic appropriate to audience	Provides limited and/or superficial evidence to develop the topic appropriate to audience	Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience	Provides inaccurate, little, or no evidence to support topic
CCSS -W:					
2b	*Effectively integrates and cites credible sources	*Competently integrates and cites credible sources	*Ineffectively integrates and cites sources	*Incorrectly integrates or cites sources	*Does not use or cite sources
9	Shows insightful understanding of	Shows competent understanding	Shows superficial understanding of		
Language	Uses purposeful and varied sentence structure	Uses correct and varied sentence structure	Uses mostly correct and some varied sentence structure	Uses limited and/or repetitive sentence structure	Lacks sentence mastery (e.g., fragments/run-ons)
CCSS – L**:	Contains minimal to no errors in conventions(grammar, punctuation,	Contains few, minor errors in conventions	Contains some errors in conventions which may cause confusion	Contains numerous errors in conventions which cause confusion	Contains serious and pervasive errors in conventions
1	spelling, capitalization)	Effectively uses figurative language	Minimally uses figurative language	Inadequately uses figurative language	Fails to use figurative language
2	Competently uses figurative language	Competently uses academic and domain-specific vocabulary	Usually uses academic and domain-specific vocabulary	Inadequately uses academic and domain-specific vocabulary	Fails to use academic and domain-specific vocabulary
2e					

*if applicable

**please refer to CCSS Language Progressive Skills, by grade

11th/12th CCSS-Aligned Standards

Strand

Writing

1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic **or thesis statement**; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)

Forensic Science Case Study Project Suggestion List

This is a list of possible ideas for the Forensic Science Case Study Project. Feel free to choose from this list or research others. You may further research a serial killer. A quick Google search will reveal many more. Another excellent list of cases is

http://www.trutv.com/library/crime/serial_killers/complete_list.html

Aileen Wuornos	Marilyn Monroe
Albert DeSalvo	Mark Winger
Amanda Knox	Medgar Evers
Anthrax Mailing	Menendez Brothers
Aaron Hernandez	Michael Jackson
Brinks Robbery	O.J. Simpson Case
BTK Killer	Oklahoma Bombings
Casey Anthony trial	PanAm flight 103 Lockerbie Bombing
Central Park 5	Paul Bernardo
Charles Chi-Tai Ng	Pedro Lopez
Charles Manson	Richard Crafts
Colin Ross	Sacco-Vanzetti
Coral Eugene Watts	Selena
Craig's List Killer	St. Valentine's Day Massacre
Elizabeth Smart	Ted Bundy
Georgi Markov	The "Ice Man"
Hamm Kidnapping	The Coors Kidnapping
Harvey Milk	The Green River Killer
Heath Ledger	The Lindbergh Kidnapping
Jeffrey MacDonald	The Night Stalker
Jessica Lunsford/ John Couey	The Sam Sheppard Case
	The Stielow Case
John Lennon murder	Travon Martin/ George Zimmerman
John Wayne Gacy	Troy Davis
Jon Bennet Ramsey	Twin Tower Bombings 1993
Kurt Cobain	Unabomber
Laci Peterson murder	West Memphis 3

