

Department of Justice Studies

JS-189 Senior Semina.004 nBi51udies

Dr. Mark Barash

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Office Hours:

Tuesdays & Thursdays: 11:00am to 12:00pm; Wednesdays: 3:00pm to 4:00pm

research papers and digital media project on a relevant topic. Topics to be explored include: understanding capabilities and limitations of the forensic science, contemporary and emerging forensic technologies and associated ethical and legislative considerations; error and its meaning in forensic contexts, principles and concepts relating to quality in Forensic Science and other.

Course Format

This senior seminar is designed with the structure, rigour, and spirit of a graduate level course. In a seminar, students meet regularly to report and discuss an area of research under the guidance of a course coordinator. The coordinator's role in this course is to guide your conversations, steer your thinking in intellectually sound directions, and to evaluate your work. The students should approach this course with the mentality that the group has the burden of educating itself. Since participation is a key element in this class, I would advice not taking this course if you anticipate missing class.

These students are to conduct additional research on any topic related to the thahis(f/0.5 (o)126 (s)10.6 Tc 0 Tw (n)2 (g)

Assignments and Grading Policy

The course requirements consist of five assessment tasks:

1. Being efficient discussion leaders (5%)
2. Participation in weekly discussions (5%)
3. Two oral presentations during the course (15% each)
4. One research paper (30% each)
5. Presentation of the research paper (30%)

Total: 100%

There is no final exam for this course.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including preparing for class, participating in course activities, completing assignments, and so on. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>

Assessment tasks 1-3: Oral Presentations, Discussion Lead and participation in weekly discussions

Each student will be responsible for offering **two** in-class **presentations** based on the weekly topics (**assessment task 1**). The presentation should be relatively short (between 5 to maximum 10 minutes) but comprehensive and must include the following section:

1. Introduction: Description of the specific topic, its importance and the primary thesis
2. Literature review: concise and balanced coverage of the discussed topic, based on the relevant literature;
3. Conclusions
4. References

The presentations will be graded based on the level of competency and flow, knowledge of the subject, ability to engage the audience and conclusions. It is highly recommended that students practice their presentations several times (preferably in front of someone who will provide constructive feedback, e.g. not your mom or dad). Following each presentation, the discussion leaders should be prepared to pose

questions to the class to facilitate class discussion (**assessment task 2**). While the instructor will moderate discourse, students are largely responsible for engaging in inquiry and discussion. **The presenters will be required to submit their Power Point (*.ppt) file immediately after the in-class**

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) located in Room 600 in the Student Services Center assists students in the development of their full academic potential and motivates them to become self-directed learners. The center provides support services, such as skill assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. <http://www.sjsu.edu/larc/>

SJSU Writing Center

The SJSU Writing Center located in Room 126 in Clark Hall offers a variety of resources to help students become better writers, including one-on-

JS 189, Senior Seminar, Fall 2019, Tentative Course Schedule

Notes about the course schedule: The order of the discussed topics might slightly change, based on students' progress. I reserve the right to change the due dates listed above, but only in a manner that benefits students (e.g., due dates can only be pushed back, never moved forward).

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/22/19	Course introduction Overview of assignments and expectations Reading for today: Syllabus
2	08/27/19	Policy discussion
	08/29/19	

8	10/08/19	Topic for reading and discussion: Familial / partial profile searches
	10/10/19	Topic for reading and discussion: Wrongful Convictions and DNA Exonerations; The Innocence project
9	10/15/19	Allocation of a research topic (assessment task 4)
	10/17/19	Forensic genetics: a brief overview
10	10/22/19	Topic for reading and discussion: Forensic molecular phenotyping: ethical and legislative issues
	10/24/19	Brainstorming and writing session (helping with the research paper writing up – Assessment task 4)

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