**Criminal Justice 1 – Fall 2019**

**Eyewitness Evidence Study on Innocence Project Cases**

In your groups, pick a wrongful conviction case on the Innocence Project webpage that was based on eyewitness testimony. Read the section on the webpage about the wrongful conviction and then find information on the case from other articles online. Then follow the steps below:

1. Familiarize yourself with the case and identify all of the errors made in the original investigation.
2. Referencing the guidelines in the NIJ manual, correct the mistakes and discuss in detail what investigators should have done differently. In doing this, make speculations and predictions on how this would have affected the evidence being presented at the original trial.
3. Create a PowerPoint presentation to convey your findings and suggestions to the rest of the class. The presentation should meet criteria in the rubric below. (Shoot for a 5 minute presentation – I’m looking for in-depth analysis and a strong familiarity with the application of the NIJ procedures)

Grading Rubric for PowerPoint

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| CATEGORY | **4** | **3** | **2** | **1** | **Points** |
| **Effectiveness** | Project includes all material needed to gain a comfortable understanding of the topic. | Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. | Project is missing more than two key elements. | Project is lacking several key elements and has inaccuracies. |  |
| **Sequencing of Information** | Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. | Most information is organized in a clear, logical way. One slide or item of information seems out of place. | Some information is logically sequenced. An occasional slide or item of information seems out of place. | There is no clear plan for the organization of information. |  |
| **Originality** | Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way. | Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way. | Presentation shows an attempt at originality and inventiveness on 1-2 slides. | Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. |  |
| **Spelling and Grammar** | Presentation has no misspellings or grammatical errors. | Presentation has 1-2 misspellings, but no grammatical errors. | Presentation has 1-2 grammatical errors but no misspellings. | Presentation has more than 2 grammatical and/or spelling errors. |  |
| **Use of Graphics** | All graphics are attractive (size and colors) and support the theme/content of the presentation. | A few graphics are not attractive but all support the theme/content of the presentation. | All graphics are attractive but a few do not seem to support the theme/content of the presentation. | Several graphics are unattractive AND detract from the content of the presentation. |  |
| **Organization** | PowerPoint contains a minimum of 8 slides. All parts of the task are completed fully and support the theme/content of the presentation. | PowerPoint contains a minimum of 8 slides. All parts of the task are completed partially and support the theme/content of the presentation. | PowerPoint contains fewer than 8 slides, or some slides designed do not support the theme/content of the presentation. | PowerPoint contains fewer than 8 slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation. |  |
| **Eye Contact & Voice** | Student presents content in a confident manner by speaking loud & clear and making eye contact with the audience. | Student presents content in a voice that is clear but not very loud but makes several eye contact attempts with the audience. | Student presents content in a voice that is not very loud or clear. Student attempts little to no eye contact with the audience. | Teacher had to ask student to speak up or repeat content several times. Student made no eye contact with the audience. |  |
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