

## FORENSIC SCIENCE CAREER

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Statistics, p. 226)

The American Society for Clinical Laboratory Science [ASCLS] (2009) details three different though often overlapping areas of forensic science. Field sciences include crime scene investigations; medical sciences include psychology, pathology, and forensic medicine; and laboratory sciences cover areas such as toxicology and fingerprints.

Working conditions for forensic scientists and technicians fluctuate. Laboratory assignments often provide clean, quiet, air-conditioned stations. Frequently, however, workers are required to go to crime scenes to gather evidence. Many of these scenes, because of the violent nature of the deaths involved, are grisly. Too, forensic experts must often examine corpses in various states of mutilation or decay, sometimes causing a stressful situation even for seasoned veterans. "Individuals interested in this field need to develop the detachment and objectivity necessary to view corpses and extract specimens for testing and analysis" (Chambers et al., 2005, p. 400).

#### Skills and Training Required

Forensic occupations require a variety of skills. High school students should take as many math and science courses as possible and develop strong computer skills. Potential candidates must be adept in written and verbal communication. Participation in team-related activities requires an ability to work well with others. "Organizational ability, an eye for detail, and skill in interpreting scientific results are also important" (McKay, 2010, para. 4).

Educational requirements depend upon whether a person plans to become a forensic scientist or a forensic technician. A forensic scientist requires a

The abbreviation et al. meaning and often is substituted for names of additional authors.

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# I Search Paper Sample

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**Making the Writing and Research Connection with the I-search Process** Julie I. Tallman, Marilyn Z. Joyce, 2006 Explains how middle school and high school students can use the I Search process to create effective well thought out research papers

**Research Writing Revisited** Pavel Zemliansky, Wendy Bishop, 2004 The time has come to brush the dust off research writing pedagogy and reimagine it into the twenty first century classroom with fresh approaches that breathe life into both the papers themselves and the instruction that supports them

**Practical Ideas for Teaching Writing as a Process at the High School and College Levels** Carol Booth Olson, 1997 The concept of writing as process has revolutionized the way many view composition and this book is organized by the stages of that process Each section begins with a well known author presenting specific techniques followed by commentaries which include testimonials applications of writing techniques and descriptions of strategy modifications all contributed by classroom teachers The book includes the following sections and initial chapters Section 1 *The Process Teaching Writing as a Process* Catherine D Aoust Section 2 *Prewriting Clustering A Prewriting Process* Gabriele Lusser Rico Section 3 *Prewriting in Different Subjects Prewriting Assignments Across the Curriculum* Jim Lee Section 4 *Showing Not Telling A Training Program for Student Writers* Rebekah Caplan Section 5 *Using Cooperative Learning to Facilitate Writing Using Structures to Promote Cooperative Learning in Writing* Jeanne M Stone and Spencer S Kagan Section 6 *Writing Developing a Sense of Audience or Who Am I Really Writing This Paper For* Mark K Healy Section 7 *Teaching Writing in the Culturally and Linguistically Diverse Classroom English Learners and Writing Responding to Linguistic Diversity* Robin

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