

**Syllabus**

**SCHOOL OF BUSINESS AND MANAGEMENT**

**CJ 211: Criminal Investigation**

5 Credits

Effective: Spring 2020/2021

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

From crime scene to courtroom, this course challenges and critically assesses the good, bad, and ugly of the essential process in the role of justice. Students will be introduced to both the science and the art of pursuing criminal investigations. Using case studies the course covers a wide range of, sometimes controversial, issues such as the use of informants, techniques of surveillance, interrogations, and "testifying."

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

**Note:** Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **CITYU LEARNING GOALS**

This course supports the following City University learning goals:

- Critical thinking and information literacy

## **COURSE OUTCOMES**

In this course, learners:

- Recognize and explain the challenges of complex case investigations
- Describe and evaluate the legal and scientific/empirical duties and responsibilities of a criminal investigator
- Describe and explain the historical evolution of the criminal investigative process and the interlinked development of forensic science
- Explain the necessity of legal and ethical guidelines regarding the investigative function
- Describe and critically assess the process of criminal investigations to include an overview of the science of physical evidence and interview and interrogation techniques
- Describe the scientific method and criminal investigations as an application of it and how the detectives role mirrors the scientist as investigator.

## CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Crime scene investigation
- History of criminal investigation
- Interrogations and lie detection
- Investigating property crimes
- Investigating violent crimes
- Investigator as witness
- Rules of evidence and procedure
- Special investigations

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Total Points Towards Final Grade</i>
Course activities and participation	400
Quizzes	200
Circumstantial murder case	400
<b>TOTAL</b>	<b>1,000</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Course activities and participation

Students will be evaluated on their participation in classroom discussions; their ability to present, explain, or defend alternative viewpoints- verbally or in writing; and the degree to which they have mastered the concepts and principles in the course. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation. Course activities in a totally online course will be different from other formats.

In an online class participation through discussion board (DB) activities is integral to the success of the course. In this course many of the DBs are "moderated." When a student posts their initial response, once they hit the "Submit" button, they will not be able to see their initial response, or that of their classmates, until such time as the professor "releases" all of the initial responses to the prompt. When this occurs the discussion will be considered "open." To provide a structure for balanced participation and allow students to maximize the benefit of the discussion activities, it is required for students to follow certain guidelines:

- 1) Post initial response to discussion question(s) by the day/time set by the professor (the deadlines can be found on Blackboard within the "Discussion Board" tab and are identified by week, on the link to the DB itself);

- 2) Once the DB thread is "released" students should post thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week;
- 3) All participants should respond to any comments or questions that the instructor or another classmate has regarding their posts in a timely fashion through the end of the school week.

The DBs are an excellent place for students to debate and critically analyze ideas; moreover, it is also a superior forum for students to bring their own backgrounds and insights rather than merely respond to the prompt. One should consider the DB as a 'rolling' discussion over a several day period.

In a traditional or hybrid class setting course activities may include, to a lesser degree than an online course, DBs; however, the professor will determine which specific course activities will be more relevant and the instructions and details will be provided through Blackboard. In this course discussions or activities will include some combination of: discussions or history of criminal investigation; crime scene investigation; rules of evidence and procedure; interrogations and lie detection; investigating violent crimes; investigating property crimes; special investigations; investigator as witness.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	70%
Timeliness	15%
Quantity of Responses	15%
<b>TOTAL</b>	<b>100%</b>

### Quizzes

Students will take weekly equally weighted online multiple choice quizzes to reinforce the course materials. The quizzes will test students' abilities to utilize course concepts and terminology. Specific issues or questions will include some combination of: history of criminal investigation; crime scene investigation; rules of evidence and procedure; interrogations and lie detection; investigating violent crimes; investigating property crimes; special investigations; investigator as witness.

<i>Components</i>	<i>% of Grade</i>
<b>TOTAL</b>	<b>100%</b>

### Circumstantial murder case

Students select a murder case to evaluate that went to trial and contained critical circumstantial components, great public interest, and much controversy. Students will construct a detailed case study of no more than 3000 words.

Student will be provided a selection of notorious cases to choose from, such as the Lindbergh Baby Kidnapping/Murder or the Laci Peterson Baby Murder trial (among others). From there the students will construct a detailed case study consisting of four parts:

- 1) Students will detail and describe the crime and the circumstances as to how the crime was committed;
- 2) They will fully develop and articulate the probable cause reasoning and supporting evidence that led the police to arrest the suspect(s);
- 3) Students will identify, describe, and analyze each crucial piece of evidence used at trial. This third step is most critical as students will need to be critical in their evaluation of the evidence - in terms of its legal and scientific validity in supporting either the prosecution's case or the defense; furthermore, students will

need to present the contrasting points of view that each side presented with regard to the specified evidence. Looking at the evidence, in total, the students will argue what was effective or ineffective evidence with regard to swaying the jury and the outcome of the trial;

4)The final section of the case study will involve students taking a position on the trial's outcome. More precisely, since whatever case chosen by the student has a critical amount of circumstantial evidence, the student must take a side on whether or not they agree with the jury's verdict and justify their argument using the tools of investigation and scientific empiricism and logical reasoning.

This is a formal writing assignment and students should not merely copy information from another author but use empirical evidence whenever possible to support their arguments and critically analyze related literature. In this project student will synthesize and critically analyze and persuasively present their argument(s). Specific issues to be critically assessed are in part dependent on the particular case chosen by the student. Details of cases and relevant issues will be provided by the professor.

Students are expected to address this project in their own words. While it might be necessary- even critical, on occasion, to directly quote a source the point of this assignment is for students to synthesize the concepts and present their own analysis. Thus, students are expected to be selective in their use of direct quotes. Students are expected and encouraged to use the assigned readings, videos, and other materials used throughout the quarter on this project. In some case students may need to utilize additional sources that were not assigned by the professor. In either case they are expect to use APA formatting of citations, footnotes, and bibliography (although the paper should be single-spaced). Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	20%
DAS-U-Style and mechanics	20%
DAS-U-Analysis and use of course concepts	30%
DAS-U-Evidence and support	30%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **Late Assignments**

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor **PRIOR TO** the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

### **Participation**

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to team projects.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## UNIVERSITY POLICIES

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

## **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.edu](mailto:help@cityu.edu) to request a user name and password.