



Criminal Investigation Techniques

CJUS325

Southwestern College Professional Studies

COURSE SYLLABUS

I. Course Catalog Description

This course surveys the principles, practices, concepts, and theories applicable to the investigation procedures of law enforcement agents and agencies. Learners assess techniques for collecting, preserving, and evaluating physical evidence. Learners will examine evidence collection relying on interviews and interrogation techniques with a focus on ethical standards and the admissibility of evidence. Learners will also review legal standards associated with criminal investigations and examine the range of evidence that can be collected and admitted in federal and state criminal courts. Finally, learners will examine the elements of crimes against persons and property and the techniques for effectively documenting evidence and information for presentation in court.

II. Required and Supplementary Instructional Materials

Brandl, S. G. (2014). *Criminal investigation* (3rd ed.). Thousand Oaks, CA. Sage Publications

III. Course Delivery

There are two forms of course delivery Ground and Online:

Ground courses, or those that meet face-to-face on a weekly basis, also have an online component, which means some of the course content is delivered online. Southwestern College utilizes the Blackboard (Bb) learning management system.

Online courses typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Depending on the course, you may be required at times to interact “live,” which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the [Course at a Glance](#) section which will note any synchronous activities.

IV. Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has learning outcomes specific to each program of study that are in line with the institutional outcomes of critical thinking, ethical reasoning, leadership, communication, and career preparation. Course outcomes support program outcomes and are listed below.

Upon successfully completing this course, the learner will be able to:

1. Discuss the legal foundations (fundamentals and organization) of criminal justice and criminal law involving constitutional limitations on the prohibition of criminal conduct.
2. Critically analyze the impact of key Supreme Court decisions involving relevant amendments to the U.S. Constitution.
3. Outline criminal procedures and processes in the judicial system during pretrial, trial, conviction, and post-conviction phases.
4. Explain law enforcement and criminal procedure pertaining to search and seizure, arrest, interrogation, and identification processes.
5. Analyze the legal liabilities and other consequences of police, prosecutorial, and judicial misconduct.

6. Discuss the USA Patriot Act and newly adopted USA Freedom Act.
7. Demonstrate the ability to evaluate related material and critically reflect through written assignments and discussions with classmates.

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

V. Expectations

Learners can expect the instructor to:

- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:

- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see [course late policy](#))
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the [course ID](#) (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College [Student Code of Conduct](#) and [Standards of Academic Integrity](#)
- Create and submit original work

VI. Grading Scale and Criteria

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

<u>Grade:</u>	<u>Criteria and Guidelines:</u>
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance. No credit will be awarded, but the grade will be included in GPA calculations.
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the Grading System section of the appropriate catalog.

VII. College Policies

Students are expected to read and abide by the college policies as listed in the appropriate catalog:

- [Undergraduate Catalog](#): For learners who do not possess a bachelor's degree, are pursuing an additional bachelor's degree or for graduate learners who are enrolled in 100-400 level courses.
- [Graduate Catalog](#): For learners who have earned a bachelor's degree and are pursuing a master's degree or graduate level certificate or learners who are enrolled in 500+ level courses.

[Non-Discrimination Policy](#)

[Student Code of Conduct](#)

[Academic Integrity Policy](#)

[Policies for Dealing with Violations of Academic Integrity](#)

[Incomplete Policy](#)

[Withdraw Policy](#)

VIII. Course Policies

Students are expected to read and abide by the course policies found in the instructor-specific syllabus located in the Blackboard course.

IX. [Technology Requirements](#)

X. Citation

Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

XI. SafeAssign®

This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper citing. Your assignments may be run through this software.

XII. Course Requirements:

Requirements	Number of Assignments	Points Possible	Percent of Grade
Introduction	1	50	5%
Discussions	6	300	30%
Essays	3	210	21%
Final Paper Preparation	2	100	10%
Quizzes	4	120	12%
Final Paper	1	100	10%
Final Test	1	120	12%
Total Points		1000	100%

XIII. Course at a Glance:

Unit	Reading & Preparation Activities	Graded Work Due
1	<ul style="list-style-type: none"> Read Brandl's Criminal Investigation, Chapters 1-2 Read article "Police Detectives, Criminal Investigators, and Collective Moral Responsibility" by Seumas Miller found in Deets Library Watch YouTube video by Calgary Police Service called "Anatomy of an Investigation." 	<ul style="list-style-type: none"> Unit 1 Introductions Unit 1 Discussion Unit 1 Quiz Unit 1 Essay
2	<ul style="list-style-type: none"> Read Brandl's Criminal Investigation, Chapters 3-4 Read article "Trespass and Deception" by Laurent Sacharoff found in Deets Library 	<ul style="list-style-type: none"> Unit 2 Discussion Unit 2 Quiz Unit 2 Final Paper Preparation
3	<ul style="list-style-type: none"> Read Brandl's Criminal Investigation, Chapter 5-7 Watch YouTube video regarding "Eyewitness testimony accuracy experience." 	<ul style="list-style-type: none"> Unit 3 Discussion Unit 3 Essay
4	<ul style="list-style-type: none"> Read Brandl's Criminal Investigation, Chapter 8-9 Read article "Flaw and order, the science and mythology of criminal profiling..." by Laurence Miller found in Deets Library. Review the White Bear Lake Police Department Crime Blog Read article "Law-enforcement officials' views of sex offender registration and community notification" by Tewksbury and Ehrhardt found in Deets Library 	<ul style="list-style-type: none"> Unit 4 Discussion Unit 4 Quiz Unit 4 Final Paper Preparation
5	<ul style="list-style-type: none"> Read Brandl's Criminal Investigation, Chapters 10-15 	<ul style="list-style-type: none"> Unit 5 Discussion Unit 5 Essay Unit 5 Quiz
6	<ul style="list-style-type: none"> Read Brandl's Criminal Investigation, Chapter 16 Read article "Law Enforcement Organizations: Possibilities and Challenges for the Future" by Jay Fortenbery found in Deets Library. Read article "To Catch a Bomb-Maker" by Clay Dillow found in Deets Library 	<ul style="list-style-type: none"> Unit 6 Discussion Unit 6 Final Paper Unit 6 Final Test

XIV. College Resources

- [Advising](#)
- [Self-Service](#)
- [Withdraw Form](#)
- [Blackboard Learn](#)

[SCPS Bookstore](#)

[Deets Library](#)

[Online Writing Center](#): View this brief [video tutorial](#) that explains how to enroll in Blackboard

IT Support: Marilyn.clements@sckans.edu or 888-684-5335 x.121

XV. ADA Compliance Statement

Students in this course who have a disability preventing them from fully demonstrating their academic abilities should contact Steve Kramer, Disability Services Coordinator. This will begin the disability verification process and allow discussion of accommodations. He can be reached at (620) 229-6307 or (toll free) at 1-800-846-1543, or by email at steve.kramer@sckans.edu. The web page for Disability Services can be found here: <http://www.sckans.edu/student-services/1st-class/sc-access/>.

XVI. Senior Capstone and Graduate Projects:

The majority of the programs offered by Southwestern College Professional Studies conclude with a Senior Capstone or Graduate Project. During the Capstone or Project course students will be required to retrieve papers, assignments and projects that they created during their entire program of study. For this reason it is imperative that students design a method of storing program course work for use during their final class at Southwestern College Professional Studies.