THE UNIVERSITY OF NORTH GEORGIA
DEPARTMENT OF CRIMINAL JUSTICE
COURSE SYLLABUS – CRJU 4000: CRIMINAL INVESTIGATIONS
Fall 2015
M: 5:30PM TO 8:10PM

INSTRUCTOR: Dr. Jon Hager
EMAIL ADDRESS: jon.hager@ung.edu (preferred method of contact)
OFFICE: Hansford Hall, 3rd Floor
OFFICE HOURS: M: 10am-4pm
CLASS LOCATION: YOUNG HALL, RM 112
PREREQUISITE: CRJU 1100
CO-REQUISITE: NONE

If you need this document in another format, please email Jon Hager at jon.hager@ung.edu or call 507-271-4417 (EST).

DESIRE2LEARN (D2L):
The syllabus and announcement reminders will be posted on D2L. I will post the PowerPoint slides in the classroom portal after the chapter is completed. Do not rely on the PowerPoints slides as a replacement for attending class. Class attendance will be necessary to pass the class. Attendance will be taken every week and it is not tied directly to the overall grade.

REQUIRED TEXT:

COURSE DESCRIPTION:
This course introduces investigation methodology and includes the theory of investigation as conducted at the scene of a crime, collection and preservation of evidence, the use of informants, techniques of surveillance and presentation of cases in court. Prerequisite: CRJU 1100.

COURSE OBJECTIVES:
After completion of this course, students should be able to:

• Evaluate current laws governing policing investigative practices, procedures, and operations
• Understand the duties and responsibilities of a criminal investigator
• Apply a basic understanding of evidence and issues related to criminal investigations; including those investigations involving violent crime, sex crimes, and property crimes
• Analyse the use of informants, interviewing and interrogation methods, and practices by police criminal investigators

GA POST OBJECTIVES:
SEX OFFENSE INVESTIGATION (5.3):

Given an assignment as a law enforcement officer, students will effectively conduct investigations of sex offenses and collect and preserve evidence, in accordance with recommended best practices, crime lab guidelines and applicable laws and regulations.
BURGLARY INVESTIGATION (5.5):

Given an assignment as a law enforcement officer, students will effectively conduct burglary investigations and collect and preserve evidence, in accordance with recommended best practices, Crime Lab guidelines and applicable laws and regulations.

ROBBERY INVESTIGATION (5.6):

Given an assignment as a law enforcement officer, students will effectively conduct robbery investigations and collect and preserve evidence, in accordance with recommended best practices, Crime Lab guidelines and applicable laws and regulations.

MOTOR VEHICLE THEFT INVESTIGATION (5.12)

Given an assignment as a law enforcement officer, students will effectively investigate motor vehicle thefts and collect and preserve evidence, in accordance with O.C.G.A. Title 16 and Title 40, and guidelines published by the National Insurance Crime Bureau.

ORGANIZED CRIME AND GANGS INVESTIGATION (5.13)

Given an assignment as a law enforcement officer, students will effectively investigate organized crime and gang activity, in accordance with the Georgia Street Gang Terrorism and Prevention Act.

BOMBS, EXPLOSIVES, AND ARSON INVESTIGATION (5.11)

Given an assignment as a law enforcement officer, students will effectively respond to and investigate suspected arson incidents, bomb threats and explosive devices, in accordance with recommended best practices of the Bureau of Alcohol, Tobacco, Firearms and Explosive (ATF) and the Federal Bureau of Investigation (FBI), Crime Lab guidelines, and applicable laws and regulations.

FINGERPRINTING (7.1)

Given an assignment as a law enforcement officer, students will properly handle latent prints and properly roll and document classifiable sets of fingerprints, in accordance with Georgia Bureau of Investigations (GBI), Federal Bureau of Investigations (FBI) and the Automated Fingerprint Identification System (AFIS) guidelines.

METHODS OF INSTRUCTION:

In-class lectures, videos, and applicable photos

EVALUATION METHODS:

Four (4) Examinations:

Each exam will consist of multiple choice and true/false questions. All exams will be completed using a Scantron. I will provide the Scantrons.

The exams are closed book and notes. The only necessary items to bring to the exams are pencils and a sharpener. No other items will be present on the desk during the exams. There are no make-up exams unless there are extenuating circumstances with documentation.
The exams will consist of 50 questions. Each question is worth 1 point. The exams will cover the chapters preceding the exam to include lectures, videos, and any applicable photos. The final exam will not be cumulative and only cover the chapters that follow the previous exam.

The pace of the class will determine the chapters on the exam which may differ from the course syllabus. I will inform you of any changes ahead of time. The date of the exams will not change.

OTHER ACTIVITIES:

INCIDENT REPORT (10PTS):

You will complete a missing person incident report based on a video scenario. The incident report will be assigned at the conclusion of Chapter 3. The assignment will be submitted to a drop box in D2L.

SCENE SKETCHES (20PTS):

You will complete a handwritten and computer aided scene sketch at the completion of Chapter 2. The scene will be provided in class. Both sketches will be turned in during class.

ESSAY (50PTS):

After watching the documentary THE CONFESSIONS (http://video.pbs.org/video/1637166286/d), answer the following questions:

Before being questioned by police, suspects must be told their Miranda rights, which give them the right to remain silent and to speak to an attorney.

1. Why might these men have waived their rights?

2. In what ways might their innocence have affected their perception of the importance of remaining silent or having a lawyer present?

3. How might their story have been different if they had insisted on exercising these rights?

The essay will be a minimum of three pages. The essay will be submitted to an assigned drop box in D2L. The assignment is due before midnight on November 22\textsuperscript{nd}, 2015. Complete the essay in APA format. Do not include an abstract. A minimum of three peer-reviewed references is required. A grading rubric is provided at the end of the syllabus.

GRADING SUMMARY:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>EXAM #1</td>
<td>50</td>
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<tr>
<td>EXAM #2</td>
<td>50</td>
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<tr>
<td>EXAM #3</td>
<td>50</td>
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<tr>
<td>FINAL EXAM</td>
<td>50</td>
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<tr>
<td>INCIDENT REPORT</td>
<td>10</td>
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<tr>
<td>SCENE SKETCHES</td>
<td>20</td>
</tr>
<tr>
<td>CONFESSIONS ESSAY</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>280</td>
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USE OF TECHNOLOGY IN THE CLASSROOM:

I do not mind the use of technology during class. Once the technology becomes a nuisance to me or another student, the technology must be permanently put away. All technology will be put away and off the desks during examinations.

OTHER DISTURBANCES:
You are not permitted to bring anyone with you to class that is not on the roster. There are no exceptions to this policy.

THE INSTRUCTOR WILL MAKE EVERY EFFORT TO FOLLOW THE SYLLABUS AND COURSE CALENDAR AS PRINTED. HOWEVER, REASONS BEYOND THE INSTRUCTOR'S CONTROL MAY OCCUR AND CAUSE SOME DEVIATION FROM THE PRINTED SYLLABUS. THE SYLLABUS MAY BE SUBJECTED TO CHANGE WITHOUT PRIOR NOTICE. STUDENTS WILL BE NOTIFIED IMMEDIATELY OF ANY CHANGES TO THE SCHEDULE AND/OR SYLLABUS.

SUPPLEMENTAL SYLLABUS:

COURSE SCHEDULE

WEEK #1:
August 17th:
Welcome/Review of Syllabus, Chapter 1: Criminal Investigation: An Overview

WEEK #2:
August 24th:
Chapter 2: Documenting the Crime Scene: Note Taking, Photographing, and Sketching

WEEK #3:
August 31st:
Chapter 3: Writing Effective Reports
Chapter 4: Searches

WEEK #4:
September 7th:
Holiday: No class

WEEK #5:
September 14th:
EXAM #1 ON CHAPTERS 1-4
Chapter 5: Forensics/Physical Evidence, Forensic Science on Trial (Fingerprinting, 7.1)

WEEK #6:
September 21st:
Chapter 6: Obtaining Information and Intelligence
The Confessions (video)
Chapter 10: Sex Offenses (Sex Offense Investigation, 5.3)
Rape in the Fields (video)

WEEK #7:

September 28th:

Chapter 13: Burglary (Burglary Investigation, 5.5)
Chapter 12: Robbery (Robbery Investigation, 5.6)

WEEK #8:

October 5th:

EXAM #2 ON CHAPTERS 5, 6, 10, 12, 13

Chapter 15: Motor Vehicle Theft (Motor Vehicle Theft Investigation, 5.12)

WEEK #9:

October 12:

Chapter 19: Criminal Activities of Gangs and other Dangerous Groups (Organized Crime and Gang Investigation, 5.13)
Chapter 16: Arson, Bombs, and Explosives (Bombs, Explosives, and Arson Investigation, 5.11)

WEEK #10:

October 19th:

Chapter 7: Identifying and Arresting Suspects
Chapter 8: Death Investigations

WEEK #11:

October 26th:

Chapter 9: Assault, Domestic Violence, Stalking, Elder Abuse
Chapter 11: Crimes Against Children

WEEK #12:

November 2nd:

Chapter 14: Larceny/Theft, Fraud, and White-Collar Crime

WEEK #13:

November 9th:

EXAM #3 ON CHAPTERS 7, 8, 9, 11, 14, 15, 16, 19
WEEK #14:

November 16th:

Chapter 21: Preparing for and Presenting Cases in Court

WEEK #15:

November 23rd:

Holiday: No Class

WEEK 16TH:

November 30th:

Open slot to allow for room in case of course schedule adjustment

Rubric for Essay

<table>
<thead>
<tr>
<th>Quality of Response</th>
<th>No Response</th>
<th>Poor/Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
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<tbody>
<tr>
<td>Content (worth a maximum of 50% of the total points)</td>
<td>Zero points: Student failed to submit the final paper.</td>
<td>5 points out of 50: The essay illustrates poor understanding of the relevant material by failing to address or incorrectly addressing the relevant content; failing to identify or inaccurately explaining/defining key concepts/ideas; ignoring or incorrectly explaining key points/claims and the reasoning behind them; and/or incorrectly or inappropriately using terminology; and elements of the response are lacking.</td>
<td>10 points out of 50: The essay illustrates rudimentary understanding of the relevant material by mentioning but not full explaining the relevant content; identifying some of the key concepts/ideas though failing to fully or accurately explain many of them; using terminology, though sometimes inaccurately or inappropriately; and/or incorporating</td>
<td>15 points out of 50: The essay illustrates solid understanding of the relevant material by correctly addressing most of the relevant content; identifying and explaining most of the key concepts/ideas; using correct terminology; explaining the reasoning behind most of the key points/claims; and/or where necessary or useful, substantiating some points</td>
<td>25 points: The essay illustrates exemplary understanding of the relevant material by thoroughly and correctly addressing the relevant content; identifying and explaining all of the key concepts/ideas; using correct terminology explaining the reasoning behind key points/claims and substantiating, as necessary/useful, points with several accurate and illuminating...</td>
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<td>Use of Sources (worth a maximum of 20% of the total points)</td>
<td>Zero points: Student failed to include citations and/or references. Or the student failed to submit a final paper.</td>
<td>1 out 20 points: Sources are <em>seldom cited</em> to support statements and/or format of citations are not recognizable as APA 6th Edition format. There are major errors in the formation of the references and citations. And/or there is a major reliance on highly questionable. The Student fails to provide an adequate synthesis of research collected for the paper.</td>
<td>2.5 out 20 points: References to scholarly sources are occasionally given; many statements seem unsubstantiated. Frequent errors in APA 6th Edition format, leaving the reader confused about the source of the information. There are significant errors of the formation in the references and citations. And/or there is a significant use of highly questionable</td>
<td>5 out 20 points: Credible scholarly sources are used effectively to support claims and are, for the most part, clear and fairly represented. APA 6th Edition is used with only a few minor errors. There are minor errors in reference and/or citations. And/or there is some use of questionable sources.</td>
<td>10 points: Credible scholarly sources are used to give compelling evidence to support claims and are clearly and fairly represented. APA 6th Edition format is used accurately and consistently. The student uses above the maximum required references in the development of the assignment.</td>
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<tr>
<td><strong>Grammar (worth maximum of 20% of total points)</strong></td>
<td>Zero points: Student failed to submit the final paper.</td>
<td>1 points out of 20: The paper <strong>does not communicate ideas/points clearly</strong> due to inappropriate use of terminology and vague language; <strong>thoughts and sentences are disjointed or incomprehensible</strong>; organization lacking; and/or <strong>numerous grammatical, spelling/punctuation errors</strong></td>
<td>2.5 points out of 20: The paper is <strong>often unclear</strong> and difficult to follow due to <strong>some inappropriate terminology</strong> and/or vague language; ideas may be fragmented, wandering and/or repetitive; <strong>poor organization</strong>; and/or <strong>some grammatical, spelling, punctuation errors</strong></td>
<td>5 points out of 20: The paper is <strong>mostly clear</strong> as a result of appropriate use of terminology and <strong>minimal vagueness</strong>; no tangents and no repetition; fairly <strong>good organization</strong>; <strong>almost perfect grammar</strong>, spelling, punctuation, and word usage.</td>
<td>10 points: The paper is <strong>clear</strong>, <strong>concise</strong>, and a <strong>pleasure to read</strong> as a result of appropriate and precise use of terminology; total <strong>coherence of thoughts and presentation</strong> and logical organization; and the essay is <strong>error free</strong>.</td>
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<td><strong>Structure of the Paper (worth 10% of total points)</strong></td>
<td>Zero points: Student failed to submit the final paper.</td>
<td>1 points out of 10: Student needs to develop better formatting skills. The paper <strong>omits significant structural elements required for and APA 6&lt;sup&gt;th&lt;/sup&gt; edition paper. Formatting of the paper has major flaws. The paper does not conform to APA 6&lt;sup&gt;th&lt;/sup&gt; edition requirements whatsoever.</strong></td>
<td>2 points out of 10: Appearance of final paper demonstrates the student’s limited ability to format the paper. There are significant errors in formatting and/or the total omission of major components of an APA 6&lt;sup&gt;th&lt;/sup&gt; edition paper. The can include the omission of the cover page, abstract, and page numbers. Additionally the page has major formatting issues with</td>
<td>3 points out of 10: Research paper presents an <strong>above-average use of formatting skills.</strong> The paper has slight errors within the paper. This can include small errors or omissions with the cover page, abstract, page number, and headers. There could be also slight formatting issues with the document spacing or the font. Additionally the paper might</td>
<td>5 points: Student provides a high-caliber, formatted paper. This includes an APA 6&lt;sup&gt;th&lt;/sup&gt; edition cover page, abstract, page number, headers and is double spaced in 12’ Times Roman Font. Additionally the paper conforms to the specific number of required written pages and neither goes over or under the specified length of the paper.</td>
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<td>spacing or paragraph formation. Font size might not conform with size requirements. The student also significantly writes too large or too short of and paper</td>
<td>slightly exceed or undershoot the specific number of required written pages for the assignment.</td>
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