

Introduction to Criminal Investigation & Forensic Science

CJS 2205

Summer Semester 2016

Room 9308

Wednesday 12-3pm

Survey of legal, technical and ethical aspects of criminal investigation. Common principles and techniques of criminal investigation, including crime scene procedures, collection and preservation of evidence, development of leads and criminalistics (current terminology for forensics). Skills necessary to investigate crimes and obtain legally admissible evidence. Basic science of physical, chemical and biological evidence.

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Text: An Introduction to Crime Scene Investigation, Aric C. Dutele published by Jones and Bartlett Learning 2016 Third Edition.

Educational Outcomes:

- To understand and apply strategies for mediation, conflict resolution and critical incident management for law enforcement and corrections personnel, including hostage negotiation
- To acknowledge diverse opinions, cultural and individual differences in communication interactions
- To demonstrate understanding and use of attentive, effective and respectful listening behaviors in oral communications situations
- To understand circumstances that contribute to and prevent conflict in community and institutional settings
- To organize ideas in a logical and purposeful way, using effective verbal and nonverbal skills to explain those ideas in a variety of oral communication interactions
- To use appropriate problem-solving methods

Course Outcomes:

1. Legal, Technical & Ethical Aspects of Criminal Investigation

- a. Apply the legal, ethical and scientific standards for criminal justice professionals working in criminal investigations
2. Recognition, Collection and Preservation of Admissible Evidence
 - a. Apply the principles and techniques for recognizing, lawfully collecting and preserving crime scene evidence
3. Physical, Biological and Chemical Evidence and the Role of the Crime Lab
 - a. Explain the basic science of DNA, fingerprints, toolmarks, firearms and ballistics, impressions and striations, and other physical, biological and chemical evidence and crime lab capabilities and limitations

Important Dates:

May 18 – First Day of Class

June 22 - Mid-Term

July 6 – Timeline

July 13 – No Class

July 20 - Case Paper Due

July 27 – Class Project Due

August 3 – Final Exam

Course Requirements:

Reading Assignments:

Chapters 1-9 must be read by June 22

Chapters 10-18 must be read by August 3

Because so much of this class will rely on learning by seeing and doing – missing class will be an issue. So do not miss class.

We will be working with the tools necessary for an officer to determine a crime scene and evaluate the evidence left behind. There will be hands on activities so that students will have the time to experience some of this first hand. There may also be guest speakers who are experts in their field to bring their experience to the class as well.

Group

Aside from class material and other resources that I provide each member of the class will be assigned to a group. The purpose of this is to work as a team to present a case to the class. More details will be provided on this at a later time.

Case Study

In addition, each student will need to write a 5-7 page (not counting title page or resource page) paper on a criminal investigation where forensic evidence was the primary way the case was solved. The paper will look at the case in general, discuss the evidence and collection methods, investigative steps taken in the case as well as the outcome and conclusion of the case. A minimum of 3 academic resources will be required – this means NO WIKIPEDIA!!!

Timeline

In a major crime investigation, one method of creating clarity for the investigator and the prosecutor when they review the case is to create a timeline of events. This timeline is merely a listing of the events and the time in which they occurred. This is used to look at such things as opportunity as well as alibi's of suspects.

Using the case study you conducted for the Case Study assignment, you will create a presentation of a timeline of that case's significant events and evidence. This will be a simulated presentation to the prosecutor showing why a warrant should be issued for the suspect's arrest.

This can be either a paper, video presentation or a power point. The presentation needs to contain the timeline of events and your conclusion. Be sure to cover all of the important facts in the presentation.

Tests

There will be a mid-term and final examination. Each of these will cover only the material during that half of the class so the final exam is not inclusive. The exams, however, will include not only material from the book but any materials discussed or provided during the class.

The last part of the grade will come from classroom participation. Hint* - don't miss too many classes or at least get very good notes from someone who did go to class.

Late work will automatically receive a 10% reduction in grade. So have your work in on time!

Grading:

Mid Term	100 points
Paper	100 points
Group Project	100 points
Final	100 points
Participation	50 points
Timeline	50 points

What I Expect From You:

•Academic honesty –I expect your work to be your work and not someone else’s work. Your answers to be your answers. If you use someone else’s work (this is especially true when using the internet – where it is too easy to cut and paste and claim the work to be your own), give that person or entity the credit for that work. If caught cheating or plagiarizing, you will receive a failing grade for that assignment or test.

•Participate in “class” – much of learning occurs when we interact with each other and discuss our thoughts and perceptions on a topic. Do not sit and keep those thoughts to yourself. Offer insights and opinions so we can all gain something from each other.

•Be respectful of others – this is a MUST. We can disagree with an idea or comment but we will not be disagreeable with each other or disrespectful!

•Work well with your group assignment – participate and be a member of the team – don’t let others do your work for you.

What To Expect From Me:

•Timely preparation – I will strive to ensure that my course materials are well-prepared and organized and provided to you when promised.

•Respond quickly – I will see to it that your papers and assignments are graded promptly and accurately. I will be available to answer your questions and concerns and promptly return your e-mail..

•Professional – I will show respect to each one of you and will facilitate discussion. I will remain impartial – to be as fair to each of you as possible.

•Flexibility – Life is not stable. If you find yourself in a situation that requires a modification to a deadline or other accommodation, let me know immediately. In fairness to others (see above), I will not guarantee a change, but I am willing to discuss options.

Summer 2016

On-time Registration ends

Payment due for on-time registration by 7:00pm

May 9

Late Registration

May 10 - 15

Golden Age and Audit registration

May 10 - 13

Classes Begin

May 16

Last day to withdraw with refund and without record

May 23

Last day to withdraw

July 22

Classes end

Aug 7

On-time Registration ends

May 9

Sinclair Policies

Attendance Policy

<http://catalog.sinclair.edu/#/policies/Academic/Attendance-Policy>

Students are expected to be present at all class sessions. It is the students' responsibility to read and understand the class attendance policy or the SinclairOnline course participation policy that will be defined in the syllabus for each course. It is the faculty member's responsibility to define attendance or participation requirements and to monitor and record the students' fulfillment of these requirements. It is a program's prerogative to have specific policies across multiple sections due to the unique requirements of that program. Attendance for traditional classes or participation for SinclairOnline classes may affect final grades, financial aid eligibility and VA benefits.

Important Sinclair Policies

<http://www.sinclair.edu/stservices/edu/policies/index.cfm>

Honor Code

<http://www.sinclair.edu/about/learning/gened/hc/?searchTerm=honor%20code>

"As a member of the Sinclair College community of students, faculty, and staff, I will uphold the values of citizenship, social-responsibility, and personal accountability. I will maintain the highest standards of professional and academic ethics. I will uphold my personal integrity, dignity, and self-respect by being fair and honest at all times and by treating all individuals with respect. By honoring these ideals, I will be building a better future for myself, my college, and my local, regional, and global communities."

The Sinclair Honor Code is designed to be an ideal aspired to by the students, faculty, and staff of our college. It is designed to resemble the honor codes and codes of ethics of many of the professional associations to which some of us may already, or hope to one day, belong.

Students with Disabilities

<http://www.sinclair.edu/support/disability/policies/#Documentation%20Guidelines%20for%20Verification%20of%20a%20Specific%20Learning%20Disability>