

Syllabus

MISSISSIPPI VALLEY STATE UNIVERSITY

Academic Term and Year	Spring 2019
Course Prefix and Number	CJ 389-01/20641
Course Title	Criminal Investigations
Days, Time and Location of Class Meeting	TR 11:00 a.m. to 12:15 p.m., Social Science Bldg.-Room 18
Instructor's Contact Information	
Name:	Rochelle Cobbs, Ph.D.
Office Location:	Social Science Building—Office: "Research"
Office Hours:	M: 1:00 p.m. to 5:00 p.m. T: 9:30 a.m. to 10:30 a.m.; 12:30 p.m. to 2:30 p.m. R: 9:30 a.m. to 10:30 a.m.; 12:30 p.m. to 2:30 p.m.
Office Phone Number:	662.254.3133/3364
E-Mail Address:	recobbs@mvsu.edu
Course Prerequisite:	None
Required textbook(s):	Required Text(s): Hess, K.M., Hess-Orthman, C., & Cho, H.L. (2017). Criminal Investigations. 11th ed. Boston, MA: Cengage ISBN: 13-9781285862613
Catalog Course Description	An extensive examination of the investigation process to include: historical origins of criminal investigation, the investigative method, note taking and reporting, crime scene focus, interviewing, the sources of information, special investigation, investigation in court, and the future of criminal investigation. (3)
Student Learning Outcomes [SLOs]	Upon completion of this course, the student should be able to: <ol style="list-style-type: none"> 1. Identify the duties and responsibilities of the detective/investigator; 2. To recognize the laws governing investigative practices and operations; 3. To apply knowledge of the elements of criminal law in guiding evidence collection and crime scene analysis; and 4. To demonstrate the effective ability to use basic techniques of detective/investigation work in equivocal forensic analysis.
Program Learning Outcomes [PLOs]	Upon completion of the undergraduate program in criminal justice, the student should demonstrate understanding of the: <ol style="list-style-type: none"> 1. Crime issues, trends, and basic legal principles in America; 2. The social, economic and political forces that influence the definition and response to crime in America; and 3. The history, development and operations of the

<p>Course Requirements</p>	<p>criminal justice system.</p> <p>A. Examinations: There will be a minimum of three (3) examinations, each worth 100 points. Each exam will have approximately 50 questions. Each exam will encompass only the materials analyzed during that portion of the course and will consist of multiple-choice, true/false and essay items. If a student finds it unavoidable to be absent from an examination, makeup exams are to be scheduled with the instructor and will only be given to students with excused absences (i.e., death of someone close, hospitalization of oneself or one's child, or a spouse, etc.) Expect such tests to be more challenging than regularly scheduled exams.</p> <p>B. Projects/Quizzes: There will be a total of 5 projects/quizzes administered throughout the semester. Each worth up to 20 point and will comprised of ten (10) to twenty (20) questions (viz., multiple choice, true/false) or investigative projects—Securing and Processing a Crime Scene; Completing an Investigative Report; Completing an Evidence Log, and commentary essays.</p> <p>C. Assignment 1 (Peer Review Project): This assignment is a peer review process among students enrolled in the course. Please refer to the peer review project grading rubric of the course syllabus for more information. The due date for this project is March 28, 2019. This project is worth up to 25 points.</p> <p>Students are to exchange papers and provide feedback to one classmate's project.</p> <p>When giving feedback, use the following Criteria (Please refer to the grading rubric for Peer Review Project):</p> <ul style="list-style-type: none"> • Identify the strengths of the work first. Comment on the linkage of the topic to the course, the method of applying coursework to practice, and the use of research and theory to form the scaffolding for the work. • If indicated in your opinion, identify an area or areas that would benefit from expansion or clarification. When doing this, use the "I" viewpoint. <p>With this peer feedback, the objectivity that comes with "fresh eyes" viewing one's work</p>
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	<p>can add clarity to the next step in completing the work. Remember, all written work is in draft form. It can be revised and strengthened, and this is an important element of the self-reflection process. In addition, the instructor will also provide feedback to learners' paper.</p> <p>D. Assignment 2 (Term/Research Paper): Students are required to type and submit a term/research paper. The paper is to follow the APA style and must be between eight (8) to ten (10) typed double spaced pages. The term paper must consist of a minimum of ten different scholarly citations. The term paper is due on or before April 4, 2019. Please note that plagiarism (the act of incorporating material that comes from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of plagiarism will result in at least a failing grade for the assignment(s) and/or course. (For Assignment 2, student can earn up to 75 points—Please see term paper rubric below).</p> <p>*Note: All papers (including projects) must be typed in Times New Roman 12 font, double-spaced and typed in APA style/format, 6th edition.</p>
Supplementary materials:	Companion Website: http://www.cengagebrain.com
Class attendance policy:	Each student should be aware of Mississippi Valley State University's attendance requirements as reflected in its catalogue and that repetitive non-attendance could result in dropping the student from the course. Consistent and punctual class attendance is required. Tardiness is not acceptable unless bona fide excuses are provided.
Student Responsibilities	<ul style="list-style-type: none"> • It is students' responsibility to attend and be prepared for every class to critically think, contribute, and analyze class topics. Students are to read required articles, chapters, and other readings assigned throughout the semester. Please note that the required reading will provide the basic information and class discussions will enhance, clarify and expand course material. • Students shall construct a mind set to learn within the university research driven environment by communicating through investigating, analytical writing, and critical thinking. This mind set is mandatory to achieve employment in the criminal justice system. • Please feel free to ask questions at any time during class. If you are unsure of something ask questions. If

	<p>no one asks questions, the instructor will continue with the course instructions.</p> <ul style="list-style-type: none"> • In this class, students should participate and have fun learning the course content!
Submission of Work:	<p>The first week begins the first day of the term. Scheduled assignments MUST be completed and successfully submitted when requested by instructor by the due dates and times.</p> <p>NO opportunities will be available for making up class activities or assignments if students do not have a bona fide excuse.</p> <p>All course-writing assignments have to be submitted in APA format (6th edition).</p>
Make-up examination policy:	<p>Make-up examinations maybe scheduled only if a student can demonstrate (with supporting documents) the occurrence of an unavoidable event (sickness, accident, death, etc).</p>
Course Drops/Incompletes:	<p>Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. This is your responsibility. Failure to comply with the procedure <u>WILL</u> result in you receiving a letter grade of "F."</p> <p>Also, if for any reason you decide to withdraw from the university at any time, please withdraw properly. Not officially withdrawing from the university may impact your financial aid and result in you owing the university.</p>
Cheating and plagiarism policy:	<p>Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments.</p> <p>To address the situation of plagiarism, the University has implemented <i>Turnitin</i> to fight plagiarism and improve reading, writing, and research skills. <i>Turnitin</i> is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet.</p> <p>Plagiarism will result in at least a failing grade for the assignment(s) and/or course.</p>
Teaching/Learning Strategies	<p>The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and</p>

	submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.																																				
Evaluation Procedures																																					
<table border="1" data-bbox="190 380 667 684"> <thead> <tr> <th colspan="3">Performance Standards/Grading:</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>450-500</td> <td>90%</td> </tr> <tr> <td>B</td> <td>400 – 449</td> <td>80%</td> </tr> <tr> <td>C</td> <td>350 – 399</td> <td>70%</td> </tr> <tr> <td>D</td> <td>300 – 349</td> <td>60%</td> </tr> <tr> <td>F</td> <td>299 - Below</td> <td>50%</td> </tr> </tbody> </table>	Performance Standards/Grading:			A	450-500	90%	B	400 – 449	80%	C	350 – 399	70%	D	300 – 349	60%	F	299 - Below	50%	<table border="1" data-bbox="735 380 1330 684"> <thead> <tr> <th>Assessments</th> <th>Points</th> <th></th> </tr> </thead> <tbody> <tr> <td>Exams</td> <td>3 @ 100</td> <td>300</td> </tr> <tr> <td>Quizzes/Projects</td> <td>5 @ 20</td> <td>100</td> </tr> <tr> <td>Assignment 1 (Peer Review Project)</td> <td>1 @ 25</td> <td>25</td> </tr> <tr> <td>Assignment 2 (Term/Research Paper)</td> <td>1 @ 75</td> <td>75</td> </tr> <tr> <td>Total</td> <td></td> <td>500</td> </tr> </tbody> </table>	Assessments	Points		Exams	3 @ 100	300	Quizzes/Projects	5 @ 20	100	Assignment 1 (Peer Review Project)	1 @ 25	25	Assignment 2 (Term/Research Paper)	1 @ 75	75	Total		500
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ADA Statement	Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator, located in office #2 of the Earnest A. Boykins, Jr. Academic Skills Parlor. The coordinator can be contacted directly at 662.254.3446 or through the University College office number at 662.254.3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course.																																				

GRADING RUBRIC FOR COMMENTARY ESSAYS

GENERAL GUIDELINES:

Writing

- Paper meets APA standards.
- Paper is organized; each paragraph flows logically into the next paragraph.
- Appropriate terminology is used; writing is clear and concise.
- Proper spelling and grammar is used; sentences are properly constructed.

Content

The two- page essay should have three main parts:

- (1) Summary: the assigned reading by, among other things, asking yourself: What are the main arguments? What is the point of the report is trying to make? What topics are covered? If someone asked what this report is about, what would you say? If someone asked what are the topics in the subject/topic are that this article discussed, what would you say? Are there vague or sweeping generalizations that aren't backed up with evidence? Are arguments very one-sided with no acknowledged of other viewpoints?
- (2) Assessment: After summarizing, it may be helpful to evaluate: What have you learned about the subject? What is (are) the problem(s)? Is there consensus/disagreement: in what areas, what about the consensus/disagreement? What areas are still being researched? Is the information reliable? Is this source biased or objective? What is the goal of this source? Was there enough evidence offered? Explain. Is the coverage comprehensive? Explain. Is the evidence based on a few studies or many? Explain. Does the author uses a good mix of sources of information (primary and secondary)? Explain.
- (3) Reflection: Once you've summarized and assessed, you need to ask how it fits into your research or our class. Was this source helpful in identifying issues? How does it shape your argument? How can you use this source in your research project? Has it changed how you think about your topic? Does the author offer sound reasons for reaching conclusions? How timely is the source? Some information becomes dates when new research is available, but another source can be quite sound 50 or 100 years later

Grading Rubric	Points Possible	Points Earned
Writing/format/title page/length	5	
Summary	5	
Assessment	5	
Reflection	2.5	
Citations from 2 scholarly	2.5	
Total	20	

GRADING RUBRIC FOR PEER REVIEW PROJECT

The purposes of the peer-review process are three-fold which include:

- (1) To encourage students to produce the best possible materials by providing specific and structured proof-readings and review processes before the final term/research paper is submitted to the instructor for grading/assessment;
- (2) To allow peer-to-peer instruction, having each student raise the level of learning of the class by presenting new ideas and applications of concepts to peers; and
- (3) To provide students with additional opportunities to practice analytical and critical-thinking skills in the course as they analyze the structures, evidence, arguments, and plans as presented by their peers.

In the peer review/assessment process, students will earn points in the following participation criteria.

Criteria (25 total points)	Non- performance	Insufficient	Sufficient	Expected
Submitted your finished paper to the assigned peer on the established deadline to allow other learners to comment on your work (7 points)	0 points	1-4 points Incomplete/not finished/or past deadline.	5 points Fully complete and in ahead of deadline	6-7points Materials submitted to peer at least 72 hours before posted deadline to allow additional opportunities for peers to view your structure and organization before submitting their papers
Provide meaningful feedback on submission of a learner's data/research sufficiency (4 points)	0 points	1-2 points Comments are superficial and do not provide true analysis	3 points Comments indicate correct analysis of the data/research	4 points Comments include specific suggestions and additional resources for consideration
Provided meaningful feedback on structure/organization and clarity of points (5 points)	0 points	1-3 points Comments are superficial	3.5 points Comments identify potential problems with the structures and organization of the components/	4-5 points Comments include specific suggestions improving structure and order

			Concepts	
<p>Provided meaningful feedback on the logic, assumptions, and recommendations the learner(s)/peer(s) has drawn</p> <p>(5 points)</p>	<p>0 points</p>	<p>1-3 points</p> <p>Comments provided are not logical or incorrectly state assumptions</p>	<p>3.5 points</p> <p>Comments illustrate useful analysis of logic and assumptions and identify potential problems</p>	<p>4-5 points</p> <p>Comments include specific suggestions for improving or resolving problems with logic or assumptions and help to restate recommendations that are better supported by the evidence</p>
<p>Provided all comments in a positive, encouraging, and constructive manner to at least two other learners</p> <p>(4 points)</p>	<p>0 points</p> <p>Comments might be interpreted as insulting</p>	<p>1-2 points</p> <p>Comments are neutral or non-encouraging</p>	<p>3 points</p> <p>Comments include positive feedback and suggestions</p>	<p>4 points</p> <p>Comments praise specific strengths of the presentation as well as the constructively addressing weaknesses with alternatives that might be considered</p>

Source: (MNSCU, 2012)

GRADING RUBRIC FOR TERM/RESEARCH PAPER –

The following is the criterion the instructor will use to evaluate your term/research paper. The relevance of the content to the subject matter, and how you organize, present ideas, apply the relevant theoretical framework; creatively interject your opinions and your English usage. In addition to evaluating the different elements of the paper, a holistic view on how these features are brought together to form a total work is important.

Category/Criteria (75 total points)	Excellent A/B	Satisfactory	Unsatisfactory D/F
Mechanics (15 points)	12-15 points: Paper has no to a few (0 to two) spelling, grammatical or sentence structure errors.	11 points: Paper has some (3 to 5) spelling, punctuation, grammatical and sentence structure errors, but not enough to detract from the content.	0-10 points: An abundance of spelling, grammatical, punctuation, and sentence structure errors that detracts from the content.
Organization (20 points)	15-20 points: Paper follows the APA 6 th ed. format, progresses in a logical manner, and has appropriate transitions.	13-14 points: Paper has some problems with format, logic and transitions, but not enough to detract from the content.	0-12 points: An abundance of format, logic and transition issues that detracts from the content.
Citations/Sources (10 points)	8-10 points: All sources are properly cited both in-text and in the reference page.	7 points: Only minor issues with citation placement and reference page.	0-6 points: An Abundance of citation errors in-text or in the reference page.
Content. (30 points)	22-30 points: Author addresses all aspects of the assignment, has fully developed ideas, uses description and analysis appropriately, demonstrates critical thinking skills and uses appropriate sources. .	19-21 points: Author needs to make minor improvements to addressing, developing ideas, describing/analyzing, demonstrating critical thinking skills and using appropriate sources.	0-18 points: Author fails to address the assignment, develop ideas completely, describe or analyze appropriately, use critical thinking skills and use appropriate sources.

Source: (Lenning & Quinn, 2011)

If student/learner submits a paper with more than 9% commonalities of published information (according to turnitin.com), then, the student will obtain a total of 0 points for his or her submission/submittal.

Total Points: _____/75

General Comments:

Course Outline: <i>subject to some changes depending on the needs and level of the class</i>	
WEEKS	ASSIGNMENTS
1 1/7-1/13	January 7: Classes Begin Introduction of Course, Students and Professor) Review of syllabus Section 1: Introduction Chapter 1—Criminal Investigation: An Overview Assigned Reading: Chapter 1
2 1/14-1/20	Section 2: Basic Investigative Responsibilities Chapter 2— Documenting the Crime Scene: Note Taking, Photographing and Sketching Assigned Reading: Chapter 2
3 1/21-1/27	Chapter 3—Writing Effective Reports Assigned Reading: Chapter 3 January 21: Martin Luther King Holiday January 22: Classes Resume Project/Quiz 1
4 1/28-2/3	Chapter 4—Searches Assigned Reading: Chapter 4 January 31: Submit Topic for Term/Research Paper & Test 1 (Chapters 1-4) January 28: Last Day to Drop/Add Classes/Registration Closes February 1: Report of Non-Attendance Due
5 2/4-2/10	Part II: Police Operations Chapter 5—Forensics/Physical Evidence Assigned Reading: Chapter 5 February 7: MLK/Black History Convocation
6 2/11-2/17	Chapter 6—Obtaining Information and Intelligence Chapter 7—Identifying and Arresting Suspects Assigned Reading—Chapters 6 and 7 Project/Quiz 2 February 15: Graduation Application Due to Student Records
7 2/18-2/24	Section 3: Investigating Violent Crimes Chapter 8—Death Investigations Assigned Reading: Chapter 8 February 22: 1st Draft of Term/Research Paper (title, 4 text, and reference pages)
8 2/25-3/3	Chapter 9—Assault, Domestic Violence, Stalking, and Elder Abuse Assigned Reading: Chapter 9 Project/Quiz 3 February 28: Graduate Expo
9 3/4-3/10	Chapter 10—Sex Offenses Assigned Reading: Chapter 10 March 4-8: MID-TERM EXAM

10 3/11-3/17	Chapter 11—Crimes Against Children Assigned Reading: Chapter 11 March 11-15: Spring Break
11 3/18-3/24	Chapter 11—Crimes Against Children Chapter 12—Robbery Assigned Reading: Chapters 11 and 12 Project/Quiz 4 March 21: 2nd Draft of Term/Research Paper (title, abstract, 8 to 10 text, and reference pages) Due March 18: Classes Resume March 18-20: Academic Advisement Online Registration begins for Summer I, Summer II & Fall 2019 March 21: Honors Convocation
12 3/25-3/31	Section 4: Investigating Crimes Against Property Chapter 13—Burglary Assigned Reading: Chapter 13 March 28: Assignment 1 (Peer Review Assessment) Due March 28: Last Day to Withdraw from a Class
13 4/1-4/7	Chapter 14—Larceny, Theft, Fraud, and White-Collar Crime Chapter 15—Motor Vehicle Theft Assigned Reading: Chapters 14 and 15 Project/Quiz 5 April 4: Assignment 2 Due (Student are to submit Assignment 2 via turnitin.com and bring a Hardcopy of Assignment 2 to class) April 4: Last Day to Withdraw from the University
14 4/8-4/14	Chapter 16—Arson, Bombs, and Explosives Assigned Reading: Chapter 16 April 11: Research Day
15 4/15-4/21	Section 5: Other Challenges to the Investigator Chapter 17—Computer Crime Chapter 21—Preparing for and Presenting Cases in Court Assigned Reading: Chapters 17 and 21 April 15-18: Founder's Week April 18: Founder's Day Convocation April 19: Good Friday
16 4/22-4/28	Chapter 18—A Dual Threat: Related Crime and Organized Crime Chapter 19—Criminal Activities of Gangs and other Dangerous Groups Chapter 20—Terrorism and Homeland Security Chapter 21—Preparing for and Presenting Cases in Court

	Assigned Reading: Chapters 18, 19, 20, and 21 April 22: Easter Monday/Classes Resume 6:00 p.m.-Monday night April 23-25: Senior Final Exams April 26: Senior Final Grades Due
17 4/29-5/5	April 29-May 3: Final Exams

Disclaimer	This syllabus is not a contract. It is only a guideline. The instructor reserves the right to make changes and additions to this syllabus at her discretion. If changes are necessitated during the term of the course, you will be notified of changes in class.
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