

**Fundamentals of Criminal Investigations
Spring 2009**

**CrJ 004 Sec 2, MW, 7:30 – 9:45am
CrJ 004 Sec 6, MWF, 10 – 10:50 am**

Instructor: Jim Martinez
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Office Hours: Monday 12:00 – 1:30 pm; Friday 7:30 – 9:00 am

NOTE: Pre-Criminal Justice majors must pass this course (along with CrJ 001 and CrJ 002) with a “C” grade or better to advance to Criminal Justice major. A “C” grade is a .73% or better for your overall final grade – refer to the section on GRADING in this syllabus

Course Description:

This is an introductory course in criminal investigations. Information covered in this course includes the fundamentals involved in the investigation of crimes; interrogation and interviewing techniques; crime scene management; surveillance techniques; and use of scientific aids.

Course Goals:

The student will become familiar with those techniques involved in the investigation of crimes; interviewing of victims and witnesses and the interrogation of suspects; organization and procedure involved in the investigation of crimes; crime scene searches; surveillances; use of scientific aids; and other relevant sources of information.

Assigned Texts:

- 1) **Charles Swanson, Neil Chamelin, Leonard Territo, and Robert Taylor. *Criminal Investigations*, 10th Edition, McGraw-Hill, 2009.**
- 2) **(NOTE:** Each student will be expected to read one of the following three books involving a criminal investigation. A term paper will be written analyzing and comparing what has been learned from this course to that particular investigation. The three approved books are:
 - ***Trace Evidence*, by Bruce Henderson (1998)**, the story of serial killer Roger Kibbe;
 - ***Green River, Running Red*, by Ann Rule (2004)**, the story of serial killer Gary Ridgeway.
 - ***Fire Lover, a true story*, by Joseph Wambaugh (2002)**, the story of a serial arsonist.

➤ The book you choose will most likely have to be purchased unless you can obtain one from the CSUS library or a public library. Most paperback books can still be purchased for a reasonable price. Used books can be purchased through *Amazon.com*. **For further information, refer to the term paper requirement on page two.**

Learning Objectives:

1. Demonstrate knowledge of critical ethical issues relating to criminal investigation.
2. Identify the three conceptual stages in a criminal investigation (determining a crime committed, identifying responsible party, proving guilt) and identify associated activities for each stage.

3. Demonstrate knowledge of appropriate actions for first responders at crime scenes.
4. Identify the three distinct functions for crime scene investigation (coordination; crime scene processing and general area investigation) and specify the appropriate methods for performing these tasks.
5. Describe the three functional roles of evidence (corpus delicti, linking and tracing) and categorize evidence by primary function given appropriate background information.
6. Identify relevant tests and examinations for linking and associating physical evidence.
7. Identify criteria for prioritizing cases for investigation and alternative strategies to full follow-up investigation.
8. Identify the problems associated with witness memory and to select interviewing techniques and strategies for minimizing these problems.
9. Identify key information sources and data systems available to investigators, strategies for their use and the legal or administrative privacy restrictions imposed upon their use.
10. Define the investigator's role during the trial process and the explain relationship between investigative process and knowledge of law relating to both corpus delicti and rules of criminal procedure.
11. Describe appropriate investigative techniques related to covert investigation, including informant management, undercover operations, electronic surveillance and visual surveillance.

Methods of Instruction:

This course will be presented in a combination of lecture and classroom discussion format supplemented by videos, audiotapes and/or guest speakers in related fields of study.

Examinations:

There will be two mid-terms and one final examination. Each examination will consist of short essay questions and approximately 50 to 75 multiple choice, true or false and/or fill-in type questions. The tests will be comprised of questions from the textbook, lecture material, videos, guest speakers and/or supplemental reading material. Students must have a **Scantron 4521** for each exam.

NOTE: There are a very few number of students who choose to cheat on their examinations instead of doing their own work. Unfortunately, in the past few years I have caught students cheating on exams. Therefore, it is necessary for me to state that any students caught cheating – either during an exam or subsequent to an exam I discover that they cheated – will get an automatic “F” for the exam, they will not be allowed to re-take the exam, and at my discretion, may fail the course. Refer to the section titled Cheating and Plagiarism on the last page of this syllabus

Mid-term exams:

- **Monday, March 2, 2009 – 1st mid-term (all sections of CrJ 004) – Chapters 1 - 3**
- **Monday, April 13, 2009 – 2nd mid-term (all sections of CrJ 004) – Chapters 4 - 6**

Final exams:

- **CrJ 004, sec 2 – Monday, May 18, 2009 – 8:00 to 10:00 am – Chapters 7 - 9**
- **CrJ 004, sec 6 – Monday, May 18, 2009 – 10:15am – 12:15 pm – Chapters 7 – 9**

Attendance and Participation:

Attendance will be taken on a daily basis. More than 3 absences will result in a lower grade. . Since I cannot validate your reason(s) for being absent, you need not tell me you had a cold, your car broke down, etc. Just be advised that if you miss too many classes and do not participate it will affect your grade.

Students are required to **attend** class and **participate** in class – either by asking pertinent questions, sharing comments, and/or participating in classroom discussions (*Attendance only without participation will not guarantee that the student will obtain full credit – if you come to class but do not participate in discussions on a regular basis you will not receive full credit for participation*).

- **Participation** will include comments and/or questions relating to daily class discussions and **group discussion assignments**.
 - **Group discussion assignments** will require students to gather into small groups where they are given a topic to analysis and discuss. Each group will select a facilitator and a scribe and each participant within the group will be required to participate in the topic discussion. Each group will then present their findings and conclusions to the remainder of the class. **Again, each student is required to participate. Sitting quietly in a group and hoping to get by on what others say will adversely affect the “participation” portion of your grade.**
 - A **group project** will require class members to divide into small groups and work together to investigate a specific crime. Each group will be responsible for presenting their conclusion to the remainder of the class.
- **TARDIES:** It is your responsibility to get to class on time. If you habitually get to class late it not only deprives you of course information, it often times disrupts the class. Therefore, 4 late arrivals will be considered an absence from one day of class.
 - **ELECTRONIC DEVICES:** All cell phones are to be turned off before the start of class and no hands free devices allowed. No Ipods and other MP3 players are allowed. I allow laptops for lecture purposes. However, a small percentage of students have abused this privilege and take the opportunity to use their computers for other purposes (e.g. communicating with friends, playing games, searching the internet, etc.) It becomes very obvious to me when students are doing this. If you are caught using your laptop for other than classroom purposes, you will be denied the privilege of using a laptop in class.

Writing Assignment:

There is a term paper requirement for this course. Each student will read one of the three approved books related to criminal investigations. The student will evaluate the investigative processes discussed in the book they chose and will then **compare them to investigative techniques covered in the course textbook.**

Read the book you have selected (*Trace Evidence; Green River, Running Red; or Fire Lover*) in its entirety. You will need to read Chapter Nine (Injury and Death

Investigations) and/or Chapter Eighteen (Arson and Explosives) in your textbook before you write your term paper (The chapter(s) will depend on which book you have selected).

From the investigative techniques you learn in class (e.g. *the Investigative Process, Crime Scene Control, Physical Evidence, Interviews and Interrogation, etc.*) apply these techniques to the investigations conducted in the book you chose as if you were the investigator. Write your paper as if YOU are the investigator or write your paper about how a “present day” investigator would investigate the crimes.

I do not expect you to write about each and every crime scene in your book. However, **select several crime scene scenarios** from your selected book. **Describe what the investigator(s) did (at that time)** and then **explain how the crime scene investigation would be conducted today** utilizing the Forensic Technology and Investigative methods described in your textbook.

- **(Start your term paper assignment early) YOUR PAPER IS DUE :**

Wednesday, April 8, 2009 - LATE PAPERS WILL RESULT IN A FULL GRADE REDUCTION (e.g. a 89% paper [B+] will receive a 79% [C+] grade). ***All papers will be graded and returned on the day of the final examination.***

I prefer that the paper be in **APA writing style format**, 5 to 7 pages typed, double spaced and no more than **number 12 font**. The APA format is found in **Form & Style, eleventh edition** in the bookstore and examples can be found on the Internet. **If you choose to use another writing style (MLA, Chicago), your term paper must be consistent with a university level report, including citations page. *Poorly written papers will be graded appropriately.***

Note: Do your own work. If you plan on “studying” with another student, do not paraphrase each other’s work. Please refer to the **Grading Rubric** I have included at the end of this syllabus and also to the **Sac State web page on “plagiarism”** which gives examples of what **is** and **is not** acceptable in a paper assignment.

Grading:

1ST mid-term exam	25%	
2nd mid-term exam	25%	
Attendance and Participation	05%	(2.5% Attendance + 2.5% Participation)
Final examination	25%	
Term paper	20%	

- ✓ **Each student is responsible for completing all of the above requirements. Failure to complete any one of these (i.e. *not turning in the term paper*) will result in a grade lower than the sum total of the remaining requirements.**

Your course grade is your responsibility - THERE WILL BE NO EXTRA CREDIT ALLOWED OR ACCEPTED.

Any adjustments (*e.g. rounding off to the next highest number or next grade higher*) to test scores, term papers, etc. will be made by your instructor during the semester and before the results are handed back to the student. At the conclusion of your final exam all of the appropriate scores will be tallied and your final score is your grade – **NO FUTURE ADJUSTMENTS WILL BE MADE OF THE FINAL SCORE** – *i.e. rounding off to the next highest number, etc.*

(Students with questions may call me at any of the above listed telephone numbers)

Grading scale:

A = 93 – 100	B = 83 – 86.99	C = 73 – 76.99	D = 63 – 66.99
A- = 90 – 92.99	B- = 80 – 82.99	C- = 70 – 72.99	D- = 60 – 62.99
B+ = 87 – 89.99	C+ = 77 – 79.99	D+ = 67 – 69.99	Fail = below 60

The following calendar of dates is to aid the student in scheduling their reading assignments. There will be content appropriate videos (Investigative Techniques, Crime Lab functions, etc.) throughout the semester and an occasional guest speaker (Coroner’s Deputy, Narcotic Investigator, Police/Sheriff Recruiters, etc.) scheduled according to their availability. The student should endeavor to keep up with the chapter reading assignments as indicated on the following semester calendar.

January 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Spring 09 First Day of Class Orientation Sec 2 & 6	27	28 Chapter One The evolution of Criminal Investigations Sec 2 & 6	29	30 Chapter One The evolution of Criminal Investigations Sec 6	31

February 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Chapter One The evolution of Criminal Investigations Sec 2 & 6	3	4 Chapter One The evolution of Criminal Investigations Sec 2 & 6	5	6 Chapter Two Legal Aspects of Investigation Sec 6	7
8	9 Chapter Two Legal Aspects of Investigation Sec 2 & 6	10	11 Chapter Two Legal Aspects of Investigation Sec 2 & 6	12	13 Chapter Two Legal Aspects of Investigation Sec 6	14
15	16 Chapter Three Investigation Process and Crime Scene Sec 2 & 6	17	18 Chapter Three Investigation Process and Crime Scene Sec 2 & 6	19	20 Chapter Three Investigation Process and Crime Scene Sec 6	21
22	23 Chapter Three Investigation Process and Crime Scene Sec 2 & 6	24	25 Chapter Three Investigation Process and Crime Scene Sec 2 & 6 <u>EXAM</u> <u>REVIEW Sec 2</u>	26	27 Chapter Three Investigation Process and Crime Scene <u>EXAM</u> <u>REVIEW Sec</u> 6	28

March 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 <u>1st Mid-term</u> <u>Exam</u> Chapters 1, 2, & 3 <u>Sec 2 & 6</u>	3	4 Chapter Four Physical Evidence Sec 2 & 6	5	6 Chapter Four Physical Evidence Sec 6	7
8	9 Chapter Four Physical Evidence Sec 2 & 6	10	11 Chapter Four Physical Evidence Sec 2 & 6	12	13 Chapter Five Interview & Interrogation Sec 6	14
15	16 Chapter Five Interview & Interrogation Sec 2 & 6	17	18 Chapter Five Interview & Interrogation Sec 2 & 6	19	20 Chapter Five Interview & Interrogation Sec 6	21

22	23 Chapter Six Field Notes & Reporting Sec 2 & 6	24	25 Chapter Six Field Notes & Reporting Sec 2 & 6	26	27 Chapter Six Field Notes & Reporting Sec 6	28
29	30 Spring Recess	27 Spring Recess	31 Spring Recess			

April 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 Spring Recess	3 Spring Recess	4
5	6 Chapter Six Field Notes & Reporting Sec 2 & 6	7	8 <u>Term Paper</u> <u>due</u> Sec 2 & 6 Chapter Six Sec 2 & 6	9	10 <u>EXAM</u> <u>REVIEW</u> <u>Ch 4, 5, & 6</u> <u>Sec 6</u>	11
12	13 <u>2nd Mid-term</u> <u>Exam</u> Chapters 4, 5, & 6 Sec 2 & 6	14	15 Chapter Seven Follow-up Invest Sec 2 & 6	16	17 Chapter Seven Follow-up Invest Sec 6	18
19	20 Chapter Seven Follow-up Invest Sec 2 & 6	21	22 Chapter Seven Follow-up Invest Sec 2 & 6	23	24 Chapter Eight Crime Lab Sec 2 & 6	25
26	27 Chapter Eight Crime Lab Sec 2 & 6	28	29 Chapter Eight Crime Lab Sec 2 & 6	30		

May 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Chapter Eight Crime Lab Sec 6	2
3	4 Chapter Nine Homicide Investigation Sec 2 & 6	5	6 Chapter Nine Homicide Investigation Sec 2 & 6	7	8 Chapter Nine Homicide Investigation Sec 2 & 6	9
10	11 Chapter Nine Homicide Investigation Sec 2 & 6	12	13 Chapter Nine Sec 2 & 6 Final Exam Review Sec 2	14	15 Final Exam Review Ch 7, 8 & 9 Sec 6	16
17	18 Final Exam Sec 2 8 – 10 am Sec 6 10:15 – 12:15	19	20	21	22	23
24	25	26	27	28	29	30
31						

**Essay Grading Rubric
For CrJ 004
Instructor: Jim Martinez
Prepared by Dr. William Vizzard**

1) Structure (25%)

- a) Excellent: (24-25 points) **20% of overall grade =** (4.8 – 5.0)
 - i) Opening paragraph defines purpose of essay clearly and succinctly, allows the reader to predict what follows and establishes a clear theme for essay.
 - ii) Paragraphs begin and end with transitions and focus on a single concept or idea.
 - iii) Body of essay develops on the opening theme in a coherent and logical progression of ideas that facilitates the reader's understanding and maintains the reader's interest.
 - iv) Arguments and conclusions are internally consistent and always supported with evidence or logic.

- v) Writer makes frequent and effective use of examples to support his/her underlying argument.
 - vi) Closing paragraph sums up writer's points and links back to opening.
 - vii) Overall the essay reflects conscious use of structure and organization which facilitates the reader's understanding.
- b) Acceptable: (18-19 points) **20% of overall grade = (3.6 – 3.8)**
- i) Opening paragraph addresses a purpose.
 - ii) Writer makes paragraph breaks in appropriate places.
 - iii) Body of essay stays on general topic introduced in essay.
 - iv) Writer makes some use of logic and evidence.
 - v) Writer makes some use of examples to support his/her argument.
 - vi) The essay reflects some overall structure and organization.
- c) Unacceptable: (15 points or less) **20% of overall grade = (3.0 or less)**
- i) Opening paragraph does not relate to any clear theme, nor does it relate to the remainder of essay.
 - ii) Writer fails to break writing into paragraphs at appropriate places
 - iii) Body of essay wanders among topics without apparent purpose.
 - iv) Writer makes assertions without evidence, logic or examples or uses evidence, logic or examples that clearly fail to support assertions.
 - v) The essay lacks structure and reflects no planning or organization. It shifts from one topic to another at random

2) Language Usage (25%)

- a) Excellent: (24-25 points) **20% of overall grade = (4.8 – 5.0)**
- i) Writing contains no grammar, punctuation, or spelling errors.
 - ii) Writer makes extensive use of active voice.
 - iii) Writer consistently uses appropriate tense.
 - iv) Writer uses varied sentence structures.
 - v) Worker appropriately uses a rich vocabulary and varied vocabulary.
- b) Acceptable (18-19 points) **20% of overall grade = (3.6 – 3.8)**
- i) Writing contains some minor grammatical, punctuation or spelling errors.
 - ii) Writer primarily uses active voice, but occasionally lapses into passive voice where active voice would better serve his/her objectives.
 - iii) Writer sometimes uses present tense to describe past events or other errors in tense.
 - iv) Writer repeatedly uses simple sentence structure.
 - v) Writer repeatedly uses the same words or phrases; vocabulary shows no richness or variety.
- c) Unacceptable (15 or less points) **20% of overall grade = (3.0 or less)**
- i) Writing contains numerous grammatical, punctuation or spelling errors.
 - ii) Writer never uses active voice.

- iii) Writer demonstrates no awareness of tense, mixes tense in sentences.
- iv) Writing contains sentence fragments.
- v) Writing contains slang or obscene terms without quotation marks or other significant misuse of words.

3) Content and analysis (50%)

- a) Excellent (48-50 points) 20% of overall grade = (9.6 – 10.0)
 - i) The essay directly addresses the question or assignment.
 - ii) Writer demonstrates extensive and sophisticated understanding of the material covered in the essay.
 - iii) The writer demonstrates innovative and original analysis of the issue.
- b) Acceptable (37-39 points) 20% of overall grade = (7.4 – 7.8)
 - i) The essay primarily addresses the question or assignment, but misses some aspects of the question.
 - ii) Writer demonstrates moderate knowledge of facts but only limited insight into causes, relationships or other complex analysis.
 - iii) The essay describes more than it analyzes.
- c) Unacceptable (30 points or less) 20% of overall grade = (6.0 or less)
 - i) The essay is not responsive to the question or assignment.
 - ii) The facts or conclusions are erroneous.

CHEATING AND PLAGIARISM:

Students caught CHEATING will receive a failing grade on their test, a possible failing grade for the course, and possible referral to the University administrator responsible for handling student discipline

PLAGIARISM - definition: *“Plagiarism is stealing somebody’s work or idea – the process of copying another person’s idea or written work and claiming it as original. Plagiarism is a piece of written work or an idea that somebody has copied and claimed as his or her own.”*

Your writing assignment is intended for you, the student, to learn something about a contemporary issue of importance that relates to the topic of Corrections in America. Research your topic, gather several sources of information (the more diverse the opinion the more information you will obtain), and organize your thoughts and ideas in a scholarly paper. That is the goal of your term/research paper.

Cutting and pasting from any document with long quotations does not challenge the student and is a poor example of a university level project. Paraphrasing an entire paper is likewise unacceptable and will be graded accordingly. Simply taking another person’s paper and/or ideas and claiming it as your own is plagiarism and will result in a **failing grade** for the paper.

Please refer to the CSUS policy on cheating and plagiarism at:

<http://library.csus.edu/content2.asp?pageID=353>