

CALIFORNIA STATE UNIVERSITY SACRAMENTO
CRIMINAL JUSTICE DIVISION

CRIMINAL JUSTICE 140
ADVANCED CRIMINAL INVESTIGATION

CHARLES LUSHBAUGH
Spring 2009

COURSE DESCRIPTION

Principles involved in the investigation of crimes; use of scientific aids in obtaining information from physical objects; concepts in obtaining information from and about people; concept of reconstruction of the crime and profile of the suspect; development of leads; investigative problems in major crimes; special problems in crime investigation.

COURSE GOALS AND LEARNING OBJECTIVES

At the completion of the course it is intended that the student be able to skillfully:

1. Demonstrate working knowledge of minor and major crime scene investigative methods, techniques, and rules.
2. Identify, protect, recover, and perceive leads and clues associated with forensic evidence such as fingerprints, blood and DNA, hair, glass, fiber, and firearms evidence.
3. Recognize the situations and identify the applications for which science and technology may be used to search for, recover, preserve, and analyze leads and clues associated with forensic evidence.
4. Obtain information from human sources as well as electronic information systems.
5. Evaluate and analyze information to perceive leads and clues.
6. Recognize crime types and patterns that are conducive to behavior/profile analysis.
7. Express a truthful perspective to situations in which ethical dilemmas are present, such as those confronted when managing confidential information, protecting informant identity, and investigating actions of other police officers/investigators.
8. Identify, acquire, and express the attributes required to confidently making successful presentations in court such as truthfulness, preparedness, and command of language.
9. Express mastery of above objectives through improvement in writing ability.

METHOD OF INSTRUCTION

The course will be conducted primarily by the lecture format supplemented with various audio-visual materials and group discussion based upon prepared handouts. All lectures are conducted following the Socratic Method, which means that you should be prepared to answer questions that are asked of you in class.

TEXT

CRIMINAL INVESTIGATION, current edition, by Swanson, Chamelin, Territo, and Taylor, McGraw Hill.

EXAMINATIONS

One midterm will be given in approximately the 8th week of instruction. The final will be given in accordance with University scheduling. The final examination will be non-cumulative. Both examinations will consist of 50 questions, with short answer questions calling for the selection of one of the suggested answers as the "best answer" as well as some fill in questions. There will also be five quizzes, of 10 questions each, which will be given approximately every other week. These quizzes will be given randomly and may be given without warning. There will be no make-ups for any missed quizzes. However, an exception will be considered for military commitments, or extended illness.

PAPER

This will be an in-depth research paper based upon both library and Internet sources of information. These sources of information will be scholarly professional journals. The student will be expected to properly cite these sources of information in this paper by using either footnotes or endnotes. This paper will be graded based upon the amount and quality of the research that went into the paper as well as your ability to analyze concepts presented in class and applying these concepts in the development of your paper on criminal investigations.

The paper must be typed, 12 point type, double-spaced and should be ten pages, or more, in length. The paper is due on, April 23rd. The paper may be submitted after this date; however, one point will be deducted for each calendar day the paper is submitted after the due date.

Note: papers must be submitted in a hard copy form, do not e-mail papers and no papers will be accepted after the last day of class prior to the final examination.

The paper should address one of the following topics:

Ponzi schemes and other frauds--discuss the historical development, magnitude of loss, investigative agencies involved and the methods of investigation of these frauds.

Computer crimes—discuss the various crimes that can be committed by and to another computer. What investigative agencies are involved and what methods are used to investigate these cases.

Child pornography—discuss the reasons why this is a crime when pornography itself is not illegal. What investigative agencies are involved and what are the methods used to investigate these crimes.

Grading Rubric for Criminal Justice Research Project

<i>Response to Writing Assignment</i>	Points Possible	Score
➤ Addresses all aspects of the assignment thoughtfully and analytically and identifies a challenging framework.	5	
➤ Addresses the assignment clearly and analytically and identifies a meaningful framework.	4	
➤ Addresses the assignment with some analysis.	3	
➤ Addresses the assignment with minimal analysis.	2	
➤ Fails to address the assignment.	1	

<i>Introduction</i>		
➤ Clearly identifies the purpose of the research; addresses <i>and</i> engages an academic audience using an academic tone.	5	
➤ Clearly identifies the purpose of the research and addresses an academic audience.	4	
➤ Clearly identifies the purpose of the research.	3	
➤ Purpose present in introduction, but is vague and must be identified by the reader.	2	
➤ Fails to identify the purpose of the research.	1	
<i>Thesis Development</i>		
➤ Thesis reflects a focused and challenging examination of research materials, is defensible and developed fully throughout the essay.	5	
➤ Thesis reflects a meaningful examination of research materials, is defensible and developed well throughout the essay.	4	
➤ Thesis reflects the use of collected research to advance a coherent statement that is inconsistently developed.	3	
➤ Thesis reflects an incomplete or inaccurate statement.	2	
➤ Thesis statement cannot be identified.	1	
<i>Organization</i>		
➤ Writing reflects clear organizational plan that is suited to the topic; writing reflects effective use of transitions to develop all parts of the composition with no digressions.	5	
➤ Writing reflects sufficient use of transitions to present ideas within a logical context.	4	
➤ Writing reflects coherent but simplistic sequencing of events and details; may have minor digressions.	3	
➤ Writing reflects a simple listing of events and details; paragraphs are undeveloped; relies on narrative for structure.	2	
➤ Writing reflects no organizational framework for presentation of content.	1	

<i>Research Skills</i>	Points Possible	Score
<ul style="list-style-type: none"> ➤ Writing reflects sophisticated use of technological resource bases; exceptional research techniques used to integrate information from other disciplines; exceptional facility in utilizing primary and secondary sources; no errors in reference documentation. ➤ Writing reflects use of primary and secondary sources; knowledge of technological resource collections; few or no errors in reference documentation. ➤ Writing reflects competent use of some technological resource bases and other research collections and categories; predominant use of secondary sources; some errors in reference documentation. ➤ Writing reflects little use of technological databases; minimal use of primary and secondary resources; misuses and/or errors in reference documentation. ➤ Writing reflects little or no use of research collections; fails to provide reference documentation. 	<p style="text-align: center;">5</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>	
<i>Strength of Analysis</i>		
<ul style="list-style-type: none"> ➤ Writing reflects in-depth, sophisticated analysis of linkages and parts; incorporates information from other courses and disciplines to reach thoughtful, logical, and defensible conclusions. ➤ Writing reflects in-depth analysis of linkages and parts suggested by the context of the assignment. ➤ Writing reflects logical analysis of appropriate linkages and parts but is limited and narrow in context. ➤ Writing reflects limited/weak analysis; errors in perceiving associations; analysis outside the context of the assignment. ➤ Writing reflects no analysis of related linkages and parts. 	<p style="text-align: center;">5</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>	
Compliance with Conventions of Grammar, Punctuation, Syntax, and Spelling		
<ul style="list-style-type: none"> ➤ Writing reflects a superior, consistent control of syntax, sentence variety, word choice, and conventions of Standard English. ➤ Writing reflects a consistent control of syntax, sentence variety, word choice, and conventions of Standard English. ➤ Writing reflects adequate control of syntax, sentence variety, word choice, and conventions of Standard English; errors do not slow the reader, impede understanding, or seriously undermine the authority of the writer. ➤ Writing reflects deficient control of syntax, word choice, and conventions of Standard English; errors impede understanding. ➤ Writing reflects inadequate and inappropriate use of syntax, word choice, and conventions of Standard English. 	<p style="text-align: center;">5</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>	

SEMESTER GRADE

Letter credit will be given based upon two examinations, each examination having a value of fifty points; the paper will have a value of fifty points, and the quizzes which have a value of fifty points for a total of two hundred points.

Note: There are no provisions for extra credit for this course.

GRADING SCALE:

A = 93-100	B+ = 87-89	C+ = 76-79	D+ = 66-69	F = below 60
A- = 90-92	B = 83-86	C = 73-75	D = 63-65	
	B- = 80-82	C- = 70-72*	D- = 60-62	

ATTENDANCE

Attendance will be taken at the start of each lecture for instructional purposes. The student will not be penalized for missing class. However, it is the students' responsibility to get the missed class notes from another student.

OFFICE HOURS

Tuesdays and Thursdays from 1:00 to 3:00 pm, Alpine Hall room 234. Office telephone 278-7040, e-mail address, lushbaugh@csus.edu

TENTATIVE TOPICS AND READING SCHEDULE

Week 1	<u>CHAPTER 9, INJURY AND DEATH INVESTIGATIONS</u> Introduction, the laws of homicide
Week 2	Homicide crime scene
Week 3	The autopsy
Week 4	Estimating time of death
Week 5	Evidence from wounds
Week 6	Suicide
Week 7	Serial murder
Week 8	Mass murder

Midterm Chapter 9

Week 9	<u>CHAPTER 10, Sex-related offenses</u>
Week 10	The victim and physical evidence
Week 11	<u>CHAPTER 11, Crimes against children</u>
Week 12	<u>CHAPTER 12 & 13, Robbery and burglary</u>
Week 13	<u>CHAPTER 14, Larceny/theft</u>
Week 14	<u>CHAPTER 16 & 18, Computer crime and arson</u>
Week 15	<u>CHAPTER 19, drug offenses</u>

FINAL Chapters 10-14, 16, 18 & 19