

Master Course Syllabus

Course Discipline and Number: CRJU 210

Year: 2023-2024

Course Title: Introduction to Criminal Investigation

Credit Hours: 3

I. Course Description: In this course, basic principles of criminal investigation are examined. These principles include security, preservation and recording of crime scenes, crime scene search, collection, preservation and security of physical evidence, preliminary and secondary investigation processes, scientific aids to investigations such as DNA, crime causation, and modus operandi, causes of death and death scene analysis, sources of information, including informants, interviews and interrogations, note taking and report writing, and case preparation. Prerequisites: C or better grade in CRJU 105; RDNG 116 if required by placement assessment; prior completion of, or concurrent enrollment in, ENGL 101. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

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| 1. This course is required for all Criminal Justice AAS students and is a Criminal Justice Elective option for students pursuing the Criminal Justice AS. |
| 2. This course may be taken as an Unrestricted Elective by other students and is valuable for those interested in criminal justice or related careers. Students should consult with their academic advisor to determine applicability to their program requirements. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Describe the basic concepts and applications of criminal investigation techniques. |
| 2. Apply basic criminal investigative techniques and methodologies. |
| 3. Communicate effectively with crime victims, suspects and the courts through learning and applying interviewing and interrogation techniques. |
| 4. Gather, organize, interpret, evaluate, and synthesize information from various sources and individual experiences to reach informed opinions, solve problems related to criminal investigations. |

IV. Tompkins Cortland General Education & SUNY Competency Goals

☒ **Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

Students are given crime scene scenarios and simulations to analyze and solve. Scientific methods, logic and intuition, deductive and inductive reasoning are applied. Individual and group critical thinking assignments and investigative research projects are created. As they analyze criminal investigation scenarios and topics, they review multiple approaches and solutions.

☒ **Social/Global Awareness**

Global perspectives, cultural differences and ethnocentric approaches in our investigative processes such as interviewing and interrogation are examined. Discussion occurs about influences from, and differences among, other cultural approaches. Students learn how choices and actions affect outcomes.

☒ **Information Management**

Students collect and analyze data from preferred research databases and academic journals.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. Basic concepts and theories of criminal investigation, its tools and methodology
2. Crime scene processing, searches at crime scenes, evidence collection and labeling,
3. Interviewing and interrogation techniques
4. Uses of fingerprinting and DNA
5. Modus operandi and profiles of criminals
6. Theoretical concepts and applications of criminology

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Required: Exams and/or quizzes- these may include objective questions but should also include essay responses. Written take home options may be used as an alternative.	30-40%
2. Required: Criminal Investigation Written Analytical Assignment: each student must complete a written analytical assignment that applies sound investigative techniques to a crime scene or scenario, case histories or an investigative and theoretical problem. A minimum of five pages or its equivalent should be required. Page length should be increased as the weight of this evaluative method increases beyond 30% of the total grade. For example, students may be given an actual or fictitious crime scene, scenario or investigative problem to analyze. Multiple assignments are suggested. Oral presentations with written components or group projects with written components that concentrate on the same type of analysis may be used. The assignment must include the use of a minimum of three sources and a bibliography in American Psychological Association (APA) style.	30-40%
3. Required: attendance and participation: periodic class assignments or homework must be given. These should involve critical thinking exercises or analyses of contemporary problems in criminal justice. Individual and group assignments should be utilized. Each instructor will have the discretion of designing these assignments.	10-30%
4. Optional: Presentations - individual and group presentations may be used as desired. These may involve oral and written components and may be graded as individual or group projects. If used, they should constitute 10-30% of the grade.	10-30%

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

1. <i>Criminal Investigation</i> , Swanson, Charles, Chamelin, Neil C., Territo, Leonard and Taylor, Robert W., 11th Edition, © 2013 McGraw-Hill Humanities/Social Sciences/Languages.
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Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Bennett, Wayne and Hess, Karen. 2012. <i>Criminal Investigation</i> , 10th Edition. Belmont, CA: Wadsworth-Thomson Learning.
2. Lyman, Michael. 2011. <i>Criminal Investigation: The Art and the Science</i> , 6E, Prentice Hall.
3. Swanson, Charles, Chamelin, Neil and Territo, Leonard. 2009. <i>Criminal Investigation</i> , 10e. Boston, MA: McGraw- Hill Higher Education.
4. Saferstein, Richard. 2001. <i>Criminalistics: An Introduction to Forensic Science</i> . 7th Edition. Upper Saddle River, NJ: Prentice Hall.
5. Goode, Erich. 2001. <i>Deviant Behavior</i> , 6th Edition. Upper Saddle River, NJ: Prentice Hall.

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IX. Other Learning Resources

Audiovisual:	You Tube videos <i>The Disappearance of Helle Crafts</i> , video <i>Tales from the Morgue: Nashville, Tennessee</i> , video (available through the office of the Criminal Justice Program Chair)
Electronic:	http://crimescene-forensics.com/ http://www.aafs.org/ http://www.nlm.nih.gov/visibleproofs/galleries/media/autopsy/index.html
Other:	None specified

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.

Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.