COURSE DESCRIPTION:
Pre/Co-requisite: CCJ 3024. This course is an introduction to Criminal Investigation. Topics will include investigative theory, collection and preservation of evidence, sources of information, interview and interrogation, uses of forensic sciences and case and trial preparation.

EDUCATIONAL GOAL:
The primary goal of this course is to provide the student with basic level knowledge of criminal investigative methods in the United States. An understanding of the role of patrol officers, detective, crime scene technicians, prosecutors, and the media is important for all criminal justice students.

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

- describe the general process of criminal investigation
- illustrate how law enforcement documents and processes crime scenes
- identify the responsibilities and functions of patrol officers and investigators/detectives in conducting investigations
- describe the common motivations of violent and non-violent criminals
- outline how law affects policing behaviors/ discretion related to investigations
- describe the role of task forces
- define and describe contemporary investigative technology

METHODOLOGY:
The instructional methods to be used in this course include, discussion, PowerPoint presentations, and video media lecture.

ACADEMIC REQUIREMENTS AND EVALUATION PROCEDURES:

EXAMS:
There will be five exams given during the course, beginning in Week Two. The exams will be timed at 45 minutes and will be open from 6:00 am until 11 pm Friday. All exams will be a combination of objective (i.e., true/false, multiple choice) questions. There will be no make-up exams. A missed exam will result in a grade of "0." Each exam counts for 15% of the course grade.

TERM PAPER:
There will be a separate document describing the two writing assignments.

QUIZZES:
There will be no quizzes this semester.

CLASS PARTICIPATION:
Students are expected to actively participate in classroom discussions. If you are not “in class,” you cannot participate. Attendance on a regular and consistent basis online is expected. Your initial DQ response is due by 11 pm Thursday of each week. A minimum of two interaction posts with other students in your assigned groups are due no later than Saturday by 11 pm.

Students are also required to research, write and submit discussion board responses each week. Discussion Board Questions: the course is designed for maximum student participation and engagement. It is critical to the success of these courses that students contribute to the Discussion Boards in a timely manner. Therefore, no late postings will be accepted considered for grade.

Please note that both quantity and quality are important considerations when it comes to participation. For example, a message which says simply, "I agree," does not
constitute participation, because it does not add anything of substance to the discussion.

In order to earn full participation points, you must add something of substance to the discussion. This would consist of new ideas, your perspectives, pointed follow-up questions, etc. You will find it is much easier to keep up with an Online class when you are logging in and participating regularly.

CONSTRUCTIVE (positive) PARTICIPATION is strongly encouraged. A constructive, positive, participant volunteers timely and relevant discussion topics, exhibits independent thought and creative expression, asks pertinent questions and demonstrates knowledge of the material and application of the learning objectives. Reasoned and informed disagreement with the instructor or other students is also encouraged and not penalized.

NEGATIVE PARTICIPATION is strongly discouraged. A negative participant is non-receptive to the opinions of others and/or uses pejorative, disparaging or similarly inappropriate remarks about other students.

Discussion question responses should be at least 200-300 words. Please do not start a new thread for the weekly discussion questions in the Main forum. DQ responses should include reference to your readings for the week – not mere opinion. Observation rarely has academic value. Observations and views informed by fact do.

Unlike your formal written assignments, I do not require that your discussion question responses adhere to specific formatting requirements. However, please make sure to proofread carefully. Grammar and spelling errors may impact the grading.

I expect your discussion question responses to reflect critical thought. Whenever possible, please try to relate the course content to real-world applications from your work experience.

I suggest you try to relate "real world" experiences as much as possible to our activities and discussions. I will look for comments that explore the content of the readings and module and show collaboration with fellow students. Your comments should add significantly to the discussion by building on others' comments, suggesting alternative solutions, pointing out problems, and even at times, constructively disagreeing. Make sure you substantiate any comments you make with "good reasons." As you know, just saying: "I agree" is not enough to add to a discussion except on rare occasion when those two words sum it up well.

Our discussion goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always reread your responses carefully before you post them to make certain that in the message you have worded it in a way that will not be seen as a personal attack! Be positive in your approach to others and diplomatic with your words. I will do my best to do the same.

Respect, as demonstrated in what we say (words) and how we say it (tone), is critical to successful online learning.

Participation counts for 25% of the course grade.
ACADEMIC HONESTY:
You are referred to the Rights and Regulations section of the Student Handbook. Specifically, the Expectations for Academic Conduct and Classroom Behavior subsections. Please note that these policies will be strictly adhered to and enforced should the situation arise. All papers are checked using plagiarism detection software.

SPECIAL FACILITIES AND/OR ARRANGEMENTS:
Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the start of the semester. Adaptations of methods, materials, or testing may be made as required to provide for equitable participation.

COMMUNICATIONS:
All UWF students have access to a free UWF email address and are strongly encouraged to provide that (or an alternate) valid and functional e-mail address to the instructor by the end of the first week of class. Occasionally, changes to the syllabus, class meetings, assignments, etc. will be distributed electronically. It is the student’s responsibility to make he/she gets this information (that means checking email regularly and/or getting information from a classmate).

GRADING SCALE:
In order to obtain a grade of "C" or better, the student must satisfactorily complete all stated objectives with a minimum of 73% out of a possible 100% on all assignments.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% or greater</td>
<td>A- 90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89.9%</td>
<td>B 83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>C+ 78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77.0%</td>
<td>C- 70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69.9%</td>
<td>D 63-67.9%</td>
</tr>
<tr>
<td>F</td>
<td>62.9% or less</td>
<td></td>
</tr>
</tbody>
</table>

GRADE COMPONENTS:
Exams 5 @ 15%
Participation 1 @ 10%
Bibliography **Due July 3** 1 @ 5%
Case Study **Due July 31** 1 @ 10%

REQUIRED TEXTBOOK:
Criminal Investigation, 8th ed.  
Authors: Wayne W. Bennett and Karen Hess  
Published by Thomson-Wadsworth  
ISBN: 0-495-09340-8
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK1&amp;2</td>
<td>Criminal Investigation: An Overview - Chapter 1; Documenting the Crime Scene: Chapter 2, Writing Effective Reports: Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK3&amp;4</td>
<td>Searches: Ch 4; Forensics/Physical Evidence: Ch 5; Obtaining Information: Ch 6</td>
<td>Exam 1 chapters 1-6 Friday 6:00 am- 11:00 pm May 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK5&amp;6</td>
<td>Identifying and Arresting Suspects: Ch 7; Death Investigations: Ch 8; Assault, DV, Stalking, Elder Abuse: Ch 9</td>
<td>Exam 2 chapters 7-9 Friday 6:00 am- 11:00 pm June 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK7&amp;8</td>
<td>Sex Offenses: Chapter 10; Crimes against Children and Youth: Chapter 11; Robbery: Chapter 12</td>
<td>Exam 3 chapters 10-12 Friday 6:00 am- 11:00 pm July 2 Annotated Bibliography Due July 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK9&amp;10</td>
<td>Burglary: Chapter 13; Larceny/Theft, Fraud, and White-Collar: Chapter 14; MVT: Ch. 15</td>
<td>Exam 4 chapters 13-15 Friday 6:00 am- 11:00 pm July 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK11&amp;12</td>
<td>Computer Crime Ch. 17; A Dual Threat: Drug-Related Crime and Organized Crime-Chapter 18; Criminal Activities of Gangs and Other Dangerous Groups: Ch. 19</td>
<td>Case Study Due July 31 Exam 5 chapters 17-19 Friday 6:00 am- 11:00 pm August 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>We will not cover chapters 16, 20, and 21.</strong></td>
<td></td>
</tr>
</tbody>
</table>