COURSE DESCRIPTION: Critical examination of the ways we gain knowledge about crimes. Comparison of methods used to investigate criminal events with those used to research classes of crime. Advanced examination of investigation procedures, theory and evaluative research. Major issues in the supervision and management of investigations will be considered. The logic and process of various forms of reasoning will be examined in relation to investigation and aggregate data analysis.

STUDENT LEARNING OUTCOMES: By the end of the course the student should be able to
1. Demonstrate an understanding of the operation and purposes of the major components of the criminal justice system (i.e. Police for this class)
   a. describe crime scene processing and the uses of physical evidence, and
   b. demonstrate familiarity with the rationale and uses of crime analysis techniques in support of investigation
   c. discuss critical procedures in investigations of types of crimes,
2. Demonstrate the ability to apply professional standards of writing and research to criminal justice issues
   a. describe various methods of thinking and research and apply them to investigation, and
   b. perform tasks used in criminal investigations.

TEACHING METHODS:
♦ In class, the course will primarily consist of lecture and discussion. The lecture will focus on matters not covered in the text or will expand on the text material. The discussion will be based on assigned readings. Thus, you must read the text.

♦ Discussions will also be held concerning the investigation of events provided by the professor and of brain-teaser exercises. These will help to provide application of knowledge and skills gained in the class, point out specific modes of thinking, or demonstrate various barriers to critical thinking.

♦ Readings should be completed prior to the class day for which they are scheduled. One gains more from lectures and discussions if the reading material has provided an introduction and foundation for the classroom activities.

♦ Some guest presentations and videos about specific investigative techniques will occur. Guest presentations and videos will be covered on examinations.

♦ Homework and in class exercises will provide a degree of practical experience. Four homework projects will be based on assignments handed out in class. These include an observation, an interview,
a crime scene analysis, and a background investigation. Separate assignment sheets are attached for these homework projects. The due dates of each are on this syllabus and on the assignment sheets.

**MAJOR COURSE REQUIREMENTS:**

Each student is expected to:
1. attend class regularly,
2. participate in class discussions,
3. comprehend information contained in assigned texts and class presentations,
4. complete three examinations,
5. complete a crime scene analysis assignment,
6. complete an interview assignment,
7. complete an observation assignment,
8. participate in an in class, group crime analysis exercise, and
9. complete a background investigation assignment.

Specific assignment sheets will be distributed to explain the crime scene analysis, interview, observation and background investigation. These will have specific due dates and late work will be penalized.

Students will be evaluated on their performance on two midterm and one final examinations and completion of a series of homework assignments. The latter will require a mix of thinking, interviewing, observation, investigation, research, library research and online research. The examinations will be multiple choice or other forms of short answer questions. The mid-term and final examinations will involve short answer questions. The grading formula is below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime Scene Analysis</td>
<td>5%</td>
</tr>
<tr>
<td>Interview Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Observation Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Background Investigation Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>In class group exercise</td>
<td>5%</td>
</tr>
<tr>
<td>Three (3) Exams (each 15%)</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grades (letter) will be assigned according to the following: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 and below = F.


Some hand out material will be required reading.

**COURSE POLICIES:**
**Attendance/Tardiness:** Attendance is expected. It will be important for participation in the research project and for that portion of your grade. Remember that usually 50 percent of all test material will come from lecture. Roll will be taken until the class list is finalized. After that, I refuse to be a prison guard for intelligent, competent, adults and will not take roll. If you come in late to class or must leave early, please do so quietly as to not disturb the process of the class.

**Missed Examinations and Late Work:** If you must miss a test due to a family emergency, job duty, or illness that you are aware of before the test, you must notify me and make arrangements for a make-up test. If a true, unexpected emergency occurs, you should contact me as soon as you can after the test is missed. My expectation is that you will take the test at your earliest opportunity to do so. Do not let a lot of time go by as you need to move on to the next assignment and test.

Class assignments that are turned in late will be penalized. Work that is turned in late within three days of the assignment due date will be penalized 5 points. Work that is turned in late 4 days to 7 days late will be penalized 10 points. An additional 10 point penalty will be taken for each week or partial week the assignment is late after the seventh day. The late penalty may not exceed a maximum of 50 points. I will consider exceptions to this policy based on events beyond your control. I reserve the right to make a judgment in each case concerning such events. Remember, work turned in late is better than work not turned in at all.

**Cell Phone/Electronic/Device Usage:** Please, turn off all personal communication devices when you enter the classroom so that our time is not interrupted. It is permissible in my classes to use laptop or other computing devices to take notes. Other uses of such devices during class time is not acceptable behavior.

**Academic Integrity/Plagiarism:** University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Plagiarism is the presentation of the work of another as one's own work. It is a major academic offense and can result in your receiving no credit for the assignment or worse. It is the student's responsibility to know the rules (catalog and student handbook) on plagiarism. Do not use more than three words of another author's work without using quotation marks and a citation. Also, provide citations for all material you used but converted into your own words. This includes any fact or opinion you found in your research within someone else's work. Give credit where it is due. Academic misconduct may result in the assignment of a grade of zero (0) on an assignment or test, failure in the course as a whole, or recommendation for removal from the University based on the seriousness of the action.

**Dropping a Class:** I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 8, 2016 is the last day to drop a class with an automatic grade of “W” this term. May 2, 2016 is the last day to withdraw from the University.

**Statement of Civility:** Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We
expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeal Process.** Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [http://cla.tamucc.edu//students/studentinfo.html](http://cla.tamucc.edu//students/studentinfo.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Disabilities Accommodations:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Reading to Prepare for Class and Tests:** Please, read assigned text chapters before the class session assigned so that lectures and discussions will make more sense. As you read, mark your texts and take notes. That is the best way to study. This is best done before study guides are distributed prior to exams. For the textbook, we will use the Chapter Reviews and Key Terms at the end of each chapter. I will not repeat this information on a review sheet. The review sheets will include other material from the text that I believe to be important for you to know. Tests and reviews will include material from the presentations and discussions. We will not be reading the texts from front to back. We will be moving around in the chapters. So, look for the chapter numbers in the list of readings.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Office Hours and Questions:** If you have questions, do not understand a topic covered or an assignment, or are concerned about your grades, visit me in my office. I have a lot of meetings due to community, University, and research projects, but we can schedule a time to meet. I mean this. I don’t bite or at least I have not done so in
the last 55 years. I will be in my office at times other than posted office hours. It is ok to ask if you can discuss your issue at those times. We may need to make an appointment, but we will get it done.

The brain-teaser exercises are used to demonstrate problems that investigators must confront or will find in dealing with witnesses, crimes, and evidence. They are used to help you learn about how humans behave and think. I do not use them to make anyone feel bad.

Some materials used in the class, slides displayed by guest speakers, or topics discussed may graphically depict or describe violent crimes. You should be aware that some of this may carry with it an emotional or stressful impact. Should this occur to you, please speak with me or seek assistance from the University Counseling service.

The sequence of topics listed below may be changed at any time should circumstances merit. Due to research projects, I may be required to go out of town at times that I cannot schedule at this time. When possible, I will schedule a guest for any days that I must miss. This should not short change your learning experience in any way.

### Course Outline and Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter to Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 25</td>
<td>Introduction Thinking Scientific Method, The Investigator's Qualities</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Crime Scene</td>
<td>4, 6</td>
</tr>
<tr>
<td>8</td>
<td>Physical Evidence</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>CRIME SCENE HOMEWORK DUE!</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Interview and Interrogation</td>
<td>5</td>
</tr>
<tr>
<td>22</td>
<td><strong>EXAMINATION !!!</strong></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Crime Analysis Profiling</td>
<td>7, 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12, 14, 15, 16</td>
</tr>
<tr>
<td>March 7</td>
<td>Sexual Offenses</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td><strong>INTERVIEW HOMEWORK DUE</strong></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Death</td>
<td>9</td>
</tr>
<tr>
<td>28</td>
<td><strong>EXAMINATION!!!</strong></td>
<td></td>
</tr>
<tr>
<td>Apr 4</td>
<td>Child Abuse</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>Arson &amp; Bombs</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td><strong>OBSERVATION HOMEWORK DUE</strong></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Drugs Cyber Crime</td>
<td>20, 17</td>
</tr>
<tr>
<td>25</td>
<td>Environmental Crimes Terrorism</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td></td>
<td><strong>BACKGROUND HOMEWORK DUE</strong></td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td>Being a Witness</td>
<td>22</td>
</tr>
<tr>
<td>9</td>
<td>7:15pm Final Exam !!!</td>
<td></td>
</tr>
</tbody>
</table>
1. Study the simple crime scene drawings and background information (found below) closely.

2. **List and number the assumptions** you would make as an investigator about this crime scene. Assumptions are the *fact based conclusions* that guide your investigation. Be specific and complete in your description. Only a few assumptions are possible. Let me repeat, **assumptions must be facts that you can deduct from other facts**. If any debate or option is possible, it is not a fact and not an assumption. **Read this part one more time. Know what an assumption is.** It will affect your grade if you fail to understand what an assumption is.

3. **List and number the questions you would ask in the investigation of this case.** For each question, specify to whom it would be addressed. This will likely be an extensive list (30 to 50 questions has been common).

4. **List and number all other investigative procedures or steps** you would use to provide you with information leading to a solution of the case. Be inclusive here. What would you do and what would you request be done for you? Typically, high quality lists have included more than 20-30 procedures or steps.

5. **State your hypothesis (one and only one)** about the manner of this individual's death. This is the primary scenario around which you would design your investigation. Your questions and investigative steps should be designed to prove your hypothesis and exclude alternative ones.

6. **Turn in your lists of**
   a. assumptions,
   b. questions,
   c. other investigative steps, and
   d. your hypothesis
   in a form that is readable. **Type or word process your work.**

**BACKGROUND:** The body of a male Caucasian, age 19 was found at 5:07a.m. when the manager opened locked doors to the secure parking lot. The lot is surrounded by 12' high chain-link fence with barbed wire overhang. The gate is locked and chained. Entry to the building is always guarded by an armed security guard. No windows exist on the first 1 1/2 floors. Deceased was found on asphalt parking lot some 39' from the building. Individual had broken right wrist and large laceration on the top-left side of the head. Extensive bleeding had occurred. A large puddle of water had collected from rain overnight. The company deals with highly sensitive materials for the U. S. Department of Defense and the site is secure. Deceased and 23 other employees live on the second floor of the building.
DUE DATE: March 7, 2016

1. Conduct a fifteen (15) to twenty (20) minute interview with a person whose values, views, experiences, and ideas are generally unknown to you. You may be acquainted with this person but you should not have a long-term association.

2. The interview must be about a specific event not about general opinions. This must be something that occurred in the past at a specific time and date.

3. Generate and write down a series of questions you intend to ask. See #8. below.

4. DO NOT TAKE THIS LIST OF QUESTIONS TO THE INTERVIEW. Do not take notes at the interview. You should electronically record the interview if the person permits. Conduct the interview from your memory of the questions.

4. Immediately after the interview, write down your recollections of the questions as you asked them and the answers given. Do not summarize, write down full, complete, direct quotes. Recreate on paper the entire interview including all you said and all the interviewee said. Do this from memory. Record any volunteered answers, questions asked you by the interviewee, and extraneous commentary.

5. After the written record of the interview, write a description of the interviewee's attitudes toward you, the interview and the questions. This should be as specific and detailed as your memory permits.

6. Check your written report of the interview with your original list of questions and with the tape. Add to the written report a description and analysis of

   a. the discrepancies you may observe between your recollections and the original question list, and

   b. the differences between what you remembered and what is on the tape.

7. Turn in by the due date your
   a. written report of the interview (full text of the questions and answers as you remember them),
   b. analysis of attitudes,
   c. analysis of discrepancies (between what you planned and what you did) and differences (between what you remembered and what was taped, and
   d. a list of the questions you originally planned to ask.

8. Suggested subjects include: juvenile shoplifting, underage consumption of alcohol, first traffic accident, first time they voted, their prom night, graduation or other significant event. Stay with a specific event rather than attitudes or beliefs as the subject matter.
9. Interviews may be conducted by a group. Each must ask a set of questions. If this is done, the interview should be at least 45-60 minutes. Do the written exercise separately. Compare your summaries and add to your observations the differences in memory among the group.

**NOTE: BE SURE TO TURN IN EVERYTHING REQUIRED IN ITEM NUMBER Seven!**

If you have questions on this or any other assignment, ask. Do not assume and do not act in confusion.
This is an individual project and should be submitted as a statement of the student's (your) observations. **No written notes are to be taken during the observation.** Conversation beyond polite amenities is to be minimized. Try to remain an observer and refrain from becoming a participant observer. Try to restrict your participation to that which is necessary to be courteous or to make you less conspicuous. You do not want your presence to alter the course of the behavior to be observed.

1. Select a place, meeting, gathering, ceremony, rite, or other human activity about which you have no prior knowledge (or as little as possible). Arrange to go there or to be there for enough time to observe what is happening (at least one hour). **You must observe people in some type of activity. It must be an organized, group activity.** For criminal justice majors, it may not be a criminal court procedure.

2. As soon as possible following the event, make written notes about each of the following:
   a) physical setting, (description of the place, internal and external, full detailed, complete),
   b) people (everything about them),
   c) groups that formed (types, short or long term, unique characteristics),
   d) personal interactions, (How did people interact with each other?)
   e) sex and age roles, (Did some people do things that others did not? Was this related to some observable characteristic?)
   f) processes, (Did the event have a sequence of steps? Repeated actions? A plan of action?)
   g) and **as much else that you observed as possible.**

Then, transfer these notes into a detailed and organized set of observations to turn in as the report. Try to do this soon after the event, because participation in other activities interferes with memory. This report should be typed.

3. After your written observation report text, explain each of these:
   a) why you chose that event,
   b)your initial observations (first things you sensed),
   c) any awareness of **selective perception** during or following the observations (This refers to the focus of your attention and how narrow it may have become.), and
   d) an evaluation of your ability to remain an **objective** observer as opposed to becoming a participant. (Here you need to discuss how involved you became in the event as opposed to simply observing.)

4. **Your report must include items listed in both parts 2 and 3 above.** The report needs to include observations from all of your senses. It should be **detailed.** It is best to review a draft of the report and add additional memories prior to its final typing/printing.

As an exception to the limit of this assignment to something that you have never done, students may volunteer to participate in a Health/safety fair with Dr. Rhoades’ Safe Communities Project if one is available before the due date.
DUE DATE:  April 25, 2016

TASK: Perform a background investigation on Philip W. Rhoades. Assume that he has been nominated for a position of trust and responsibility. Assume that Dr. Rhoades is out of the country and unavailable for interview. You are seeking to learn as much as you can about this individual in support of the selection oral interview and other screening procedures.

1. Do not violate law or your agency's internal policy to complete this assignment.
2. Do not place your employment, student, or legal status in jeopardy to complete this assignment.
3. Do not ask others to violate law or organizational policy.
4. Do Not send for a birth certificate. One is on reserve in the library.
5. Do Not do a computer search of police files. These are on reserve too. Yes, these are old, but nothing new has happened that would change the results.

Within these rules, use the following form to help. It is doubtful that you will be able complete all of the form. You must answer the final set of questions (1 to 5) about how the investigation was completed in complete, detailed form. The quality and quantity of your effort is more important than a completely filled out form. You need to document all effort you made whether or not you were successful in obtaining information on a particular step you took.

You will need more space for some answers than is provided here. Use additional paper, the back of these pages or attach copies of photocopied materials. Link any added pages to the questions the material addresses. Write or type so that the material can be read. The exercise will be graded both on the degree of completeness obtained and the effort demonstrated. The answers to the questions on bottom of the third page are the most important part of the assignment.

For this Assignment, copy the format and paste it into your word processor. Then, fill in what you can. Questions 1 to 5 on the last page are the most important part of the exercise. Grades will be based primarily on your answers to those 5 questions.

PERSONAL HISTORY:

Name:..........................................................................last first full middle name

Alias, nickname(s).......................................................

Current Address........................................................

Phone: home.......................... office.........................e-mail……………………………..

Height........Weight.......
Birth Place.............................................Birth Date..............................................................

Military Service: Which Branch?.............................
   Military Specialization............................Dates: from........to........
   Rank at Discharge....................Awards........................
   Military Training Schools Attended..............................

   Description of Work Performed:

Education:
   High School..............................Location................Graduation Date........

   Colleges Locations Major Degree Grad. Date

List activities, school organizations, awards, honors while at College:

Other Training or Education:

Has he a reading or speaking ability in any foreign language?..............................

LEGAL RECORDS:
   Has he ever been fingerprinted?............If yes, list date, place and reason below.

Driver's license number............................expiration date..............................

Records of Traffic Citations?..............................

Any record of difficulties with the Law? ......................

MEDICAL HISTORY:

List major illnesses, accidental injuries, operations for past five years or any you discover with dates.
   List any physical handicap, chronic disease, or allergy

OTHER RESIDENCES:

EMPLOYMENT HISTORY:

List (or attach a list) all employment in a chronological order. Give name and location of employer, position, and description of duties.
Can he type? Can he use word processing machines? Is he familiar with computer languages?

PROFESSIONAL ACTIVITIES:
List Professional Association Memberships and Positions Held

Attach a List (bibliographically) of publications, presentations, papers, thesis, and dissertation.

COMMUNITY ACTIVITIES: List any community activities, organizations, speeches, etc.

HOBBIES AND OUTSIDE ACTIVITIES:

PERSONALITY AND CHARACTER:
What do you believe that you have learned about his personality?
What do you believe that you have learned about his character?

WHAT ELSE HAVE YOU FOUND OUT? List here anything which does not fit above.

******ALL STUDENTS PROVIDE THE FOLLOWING INFORMATION******
This part is the most important for your grade! USE EXTRA PAPER. ANSWER THESE WELL AND COMPLETELY.

Groups should discuss each question and create an answer that is comprehensive of the group’s effort and opinion.

1. List in chronological order the activities you attempted in order to gain information. List everything even if it was not successful. List all web-sites used. This needs to be an extensive list, a complete list. It must involve more than internet searches. It needs to EXCEED a minimum of 15 research steps.

2. Describe any problems or difficulties you encountered in finding information.

3. How accurate do you believe your information to be? How truthful were the people you spoke to?

4. How useful was this exercise in teaching you about investigation techniques, problems or processes?

5. If this were a real background investigation, and you had legal authority to perform the work, what steps would you have taken which were denied to you due to the limitations of the assignment? Think about this and use your textbook. This needs to be an extensive list.