



CJA 706 - "Managing Criminal Investigation"  
October 4, 2010 – December 12, 2010  
**Course Syllabus**

**Instructor:** Jeffrey J. Ahn

**Email:** jeffrey.ahn@adjunct.chaminade.edu (primary) / [theahn2003@gmail.com](mailto:theahn2003@gmail.com) (secondary, use only when you have problems with CUH e-mail with prior telephonic approval from the faculty). (Please check my e-mail address spelling. Some students claimed they sent their assignments to my CUH e-mail address, but I found out later they misspelled my e-mail address).

**Phone:** 808-230-4691 (Please leave a message if I do not answer your call right away. I will return your call as soon as possible.) I am available from 4 p.m. - 10 p.m. (Hawaii Standard Time, or HST) on most days, but I attempt to reserve Sunday for my family. I provide you with these times to make it easier to communicate with me, and not to limit our contact. I want you to know that, should you need to contact me outside these periods, you should not hesitate to do so.

**Classroom:** Henry Hall 102

**Class Time:** 5:30-9:40 p.m. (Fridays)

**Required textbooks:**

- Gilbert, James N. (2009). Criminal Investigation. Prentice Hall. 8th Ed. ISBN-13: 978-0135005606
- Geberth, Vernon J. (2006). Practical homicide Investigation: Tactics, Procedures, and Forensic Techniques. CRC Press. 4th Ed. ISBN-13: 978-0849333033

**NOTE:** This textbook contains extremely intensive graphics/photos depicting crime scene photos. To enhance learning experiences without taking students to certain types of crime scenes, this book provides students with the best alternatives to meet our course goals. Please use your judgment to ensure this book is controlled by students.

**Required software:** You are required to submit writing assignments following the American Psychology Association (APA) format using various applications, such as Microsoft Word® ; and present your research using presentation software, such as Microsoft PowerPoint® . You are not required to purchase these programs and use other applications; however, I will not grade your works if I cannot open or edit them. I am using Microsoft Office Suites 2003®, iWork '08, and Sun Microsystems OpenOffice.org 3® . When or if you use OpenOffice.org 3, please save your work using “.doc” file extension for documents and “.ppt” file extension for presentations respectively. Please ensure you can access to an adobe reader as well. You will need the adobe

reader (preferably version 8 or later) to review my feedback and other correspondences. You must check your CUH e-mail as frequent as possible, because eCollege will only send e-mails to your CUH e-mail account and I would not want to receive any e-mail outside CUH e-mail services without my prior approval.

**Recommended materials:**

- APA Format - APA format is required for all written assignments. Please refer to the APA Publications Manual, 6th Edition. ISBN-13: 978-1433805615
- Grammar Manual - The Gregg Reference Manual, 10th Edition, is the standard writing manual for this course. ISBN: 0-07-293653-3
- Dictionary: Merriam-Webster Collegiate, 11th Edition, as identified as the standard spelling reference for APA journals and books. ISBN: 0-87779-809-5. Your works should not have any spelling errors. Review and check your works using the aforementioned dictionaries; and do not trust a dictionary in Microsoft Word ® or other applications alone.

**Course Description:** A description and analysis of historical, contemporary and projected future techniques and the procedures utilized in the apprehension of the criminal. Emphasis placed upon the administrative techniques of managing large-scale investigations involving multiple agencies.

**Student Learning Outcomes:**

Upon successful completion of this course, the student will have a demonstrable understanding of:

1. Differentiate general crime scenes from homicide crime scenes
2. Differentiate scene processing requirements for different crimes
3. Know the investigative considerations associated with the investigation of:
  - i. Homicide
  - ii. Sexual Offenses
  - iii. Larceny
  - iv. Robbery
  - v. Computer Crimes
  - vi. Arson
  - vii. Narcotics
  - viii. Special Investigations
4. Identify components for major crime scene management
5. Discuss required components for future criminal investigation

**Grading System:****GRADING SCALE**

Score	Grade
91-100	A
81-90	B
71-80	C
61-70	D
60 and Below	F

Letter grades are given as your final grade for this course. The grades are interpreted as follows:

- A - Outstanding scholarship and an unusual degree of intellectual initiative.
- B - Superior work done in a consistent and intellectual manner.
- C - Average grade indicating a competent grasp of subject matter.
- D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
- F - Failure to grasp the minimum subject matter; no credit given.
- W - Withdrawal before published deadline.
- I\* - Did not complete a small portion of the work or final examination due to circumstances beyond the student's control. This grade will not be given except under circumstances of extreme hardship.

**Point Breakdown**

Graded Areas	Possible Maximum Points
Attendance and Participation (10 points per meeting)	100
Article Review (10 points per article)	50
Midterm Examination	100
Investigative Plan (IP) – Presentation	100
Peer review of IP	50
Proposed Plan for Crime Scene Investigative Team - Presentation	100
Final Examination	100
<b>Aggregation</b>	<b>600</b>

Grades are calculated from the student's attendance and participation (10 %), Writing Assignments [Article Review, IP, Peer Review of IP, and Plan] (50%), Midterm Examination (20%), and Final Examination (20%).

WEEKLY EVENTS

**NOTE:** Each week starts on Mondays and ends of Sundays, except for Week 1. Your writing assignments must be turned in no later than 23:55 p.m., Sundays, HST. No late assignments will be accepted unless a prior approval from your instructor.

Week	Events/Activities
1	<ul style="list-style-type: none"> <li>➤ Required Readings:               <ul style="list-style-type: none"> <li>○ Criminal Investigation - Chapters 1, 2, and 3</li> <li>○ Practical Homicide Investigation – Chapter 1</li> </ul> </li> <li>➤ Participating in Discussion</li> </ul>
2	<ul style="list-style-type: none"> <li>➤ Required Readings:               <ul style="list-style-type: none"> <li>○ Criminal Investigation - Chapters 4, 5, and 6</li> <li>○ Practical Homicide Investigation – Chapter 4</li> </ul> </li> <li>➤ Participating in Discussion:</li> <li>➤ Article Review Submission - You will submit this assignment to “<u>DropBox</u>” in <u>eCollege</u>.</li> </ul>
3	<ul style="list-style-type: none"> <li>➤ Required Readings:               <ul style="list-style-type: none"> <li>○ Criminal Investigation – Chapters 8 and 17</li> <li>○ Practical Homicide Investigation – Chapter 5</li> </ul> </li> <li>➤ Participating in Discussion</li> <li>➤ Article Review Submission - You will submit this assignment to “<u>DropBox</u>” in <u>eCollege</u>.</li> </ul>
4	<ul style="list-style-type: none"> <li>➤ Required Readings:               <ul style="list-style-type: none"> <li>○ Criminal Investigation – Chapters 9, 10, 13</li> </ul> </li> <li>➤ Participating in Discussion</li> <li>➤ Article Review Submission - You will submit the assignment to “<u>DropBox</u>” in <u>eCollege</u>.</li> <li>➤ Review Midterm Examination</li> </ul>
5	<ul style="list-style-type: none"> <li>➤ Required Readings: Practical Homicide Investigation – Chapters 8, 9, 10, 12, 13, 14</li> <li>➤ Participating in Discussion</li> <li>➤ <b>Midterm Examination (in-class and time-limited without any assistance)</b></li> </ul>
6	<ul style="list-style-type: none"> <li>➤ Required Readings:               <ul style="list-style-type: none"> <li>○ Criminal Investigation – Chapter 16</li> <li>○ Practical Homicide Investigation – Chapter 12</li> </ul> </li> <li>➤ Participating in Discussion:</li> <li>➤ Article Review Submission - You will submit this assignment to “<u>DropBox</u>” in <u>eCollege</u></li> </ul>
7	<ul style="list-style-type: none"> <li>➤ Required Readings:               <ul style="list-style-type: none"> <li>○ Criminal Investigation – Chapters 14 and 15</li> <li>○ Practical Homicide Investigation – Chapter 23</li> </ul> </li> <li>➤ Participating in Discussion:</li> <li>➤ Article Review Submission - You will submit the assignment to “<u>DropBox</u>” in <u>eCollege</u>.</li> </ul>

8	<ul style="list-style-type: none"> <li>➤ Required Readings:               <ul style="list-style-type: none"> <li>○ Criminal Investigation – Chapters 17 and 18</li> <li>○ Practical Homicide Investigation – Chapter 20</li> </ul> </li> <li>➤ Participating in Discussion</li> <li>➤ Investigative Plan Presentation</li> <li>➤ Investigative Plan (IP) Submission - You will submit this assignment to “DropBox” in eCollege. (see “Details on IP” in this syllabus)</li> </ul>
9	<ul style="list-style-type: none"> <li>➤ Required Readings:               <ul style="list-style-type: none"> <li>○ Criminal Investigation - Chapters 19</li> <li>○ Practical Homicide Investigation – Chapters 11, 19 and 24</li> </ul> </li> <li>➤ Participating in Discussion</li> <li>➤ Peer Review of Investigative Plan (IP) - You will submit this assignment to “DropBox” in eCollege. (see “Details on IP” in this syllabus)</li> <li>➤ Review Final Examination</li> </ul>
10	<ul style="list-style-type: none"> <li>➤ Presentation of Investigative Team Proposed Plan</li> <li>➤ <b>Final Examination (in-class and time-limited without any assistance)</b></li> <li>➤ Q&amp;A</li> <li>➤ Completion of End of Course Critique</li> </ul>
	<p><u>Between 13-19 Dec, your final grade will be posted via CUH Web Portal</u></p>

**CAUTION: The instructor reserves the right to change the schedule of the syllabus when deemed necessary.**

**Details on Attendance and Participation:**

In-class discussion and peer feedback are important parts of this course; therefore, attendance is very important. The goal is to provide a supportive, open environment where you can test and sharpen your analytical and research skills. Evaluation of student participation will be based on the following criteria:

- Demonstrate knowledge for course materials and effectively apply relevant theories and concepts.
- Integrate and build upon the ideas of other class members
- Summarize and present your article review
- Late for class and leave early: 2 point deduction
- Absence: 10 points deduction

**Details on Article Review (10 points each):**

A total of five (5)(See Weekly Events) article reviews from scholarly academic journals will be required. You are required to turn in one article review on Sundays every week (23:55 p.m., HST). These reviews must be directly related to areas of crime scene investigation. The article review must be based on articles appearing in scholarly peer reviewed academic journals. Publications such as Time, Newsweek, People Magazine, etc. do not qualify. I have attached a list of possible scholarly peer review journals that qualify. See p. 14 of this syllabus for a format. One place to look in gathering materials is CUH's EBSCO; the following databases may prove to be most fruitful.

- Academic Search Premier
- FORENSICnetBase (via CUH Web Portal)
- Psychology and Behavioral Sciences Collection
- ERIC
- Social Sciences Abstracts

The review must contain the following elements: They must be typed and double-spaced with 1 inch margins and in Time New Roman 12 point type. The length will depend on the article you choose (minimum 500 words). You must use these heading for each sections of your article review. Not doing so will significantly reduce your score.

- ✓ The accurate bibliographic reference to the article.
- ✓ The main technology issue, idea, thesis, lesson-learned, research hypothesis, or research question stated by the author(s).
- ✓ The definition of any terms the author uses, if any.
- ✓ The research method used or the important facts the author(s) uses to support the idea, thesis, hypothesis, or research question.
- ✓ Conclusion(s) the author(s) reach.
- ✓ Your analysis of the article, including any examples of lesson-learned bias or faulty reasoning on the part of the author(s). In this section you should concentrate on applying the ideas and concepts we have discussed in class or from the reading which provide a framework for analyzing ethical issues. You are **not** required to have a cover page for this assignment; however, please follow a format included at the end of this syllabus.

The following criteria will be used in grading the article reviews:

Score	Explanation
0	Missing, turned in late and score reduced or article from unacceptable journal
2	Turned in but unintelligible or erroneous
4	Covered some of required elements, but serious omissions
6	Covered all of the elements in a minimal fashion
8	Covered all of the elements in depth but provided little or no independent analysis
10	Covered all of the elements and showed ability to provide an independent analysis

**Details on Investigative Plan (IP):** Title 18 United States Codes Section 912 prohibits anyone from identifying himself or herself as a federal agent and its punishment is severe if you violate this code. But, for the purpose of your course work, you are an investigator and your instructor will assign you to multiple figures from Practical Homicide Investigation as a case. You are required to review the assigned figures and prepare a list of Investigative Plan (IP) to solve a crime(s). Your instructor may or may not provide any detailed information for your figures as treated as real crime scene investigation. You may have to contact your instructor to obtain more information on an investigation you are assigned. You are required to demonstrate your understanding of terms and methods identified in both required textbooks. This assignment will evaluate your critical thinking process in crime scene investigation as well as train you to exercise both deductive and inductive reasonings using academic references. In this assignment, you must explain your reasoning why you are suggest certain actions in your IP. You cannot use your intuition as your base for your IP. Depending on an assigned case, you are going to submit about 10 to 15 pages IP for grade and both quality and quantity will be measured. Format for this assignment is below.

***Requirement/Format for this assignment (Example):***

- ✓ Times New Roman
- ✓ 12 pitch
- ✓ Single space
- ✓ 1" at four sides
- ✓ Page number must be appeared on every page as you see in the syllabus.
- ✓ No cover page
- ✓ No abstract
- ✓ Must be presented in ".doc" format.
- ✓ Reference format must be adhered to the APA Publication Manual, 6th Edition.

Student: Doe, John

Type of Investigation: Homicide

IP #	Type of Action	Justification
22	DNA test on weapon	<p>Direct Evidence, which was found near crime scene covered with blood. DNA profiling will identify the owner of the blood to ascertain further leads in the investigation (see p. 26, Gilbert's textbook). Furthermore, DNA profiling is identified as a valuable tool to identify an owner of contaminated blood in blood donor center (Glock, B., Reisacher, R., Schock, M., Rogado, J., Feinbock, C., Eschner, G., Eder, E., and Mayr, W., 2002)</p> <p>Reference: Glock, B., Reisacher, R., Schock, M., Rogado, J., Feinbock, C., Eschner, G., Eder, E., and Mayr, W. (2002) DNA profiling: a valuable tool for quality control of sample logistics including occurrences of suspected sample confusion in a blood donation centre. <i>Vox Sanguinis</i>. 82 pp. 137-140</p>

**Details on Peer Review of Your Fellow Investigative Plan (IP):**

Your instructor will provide you with one of your peer's IP without the peer's name (you may have more than two IPs depending on a number of students in this class). You will review the IP as a supervisor to ensure the IP is completed with proper justification. You are required to review and make comments for each and every IP item. Productive and positive disagreement are some benefits from learning. Format for this assignment is below. Your comments must be in **blue and bold face**.

***Requirement/Format for this assignment (Example): You are going to post your comments directly on your peer's paper.***

Type of Investigation: Homicide

IP #	Type of Action	Justification
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22	DNA test on weapon	<p>Direct Evidence, which was found near crime scene covered with blood. DNA profiling will identify the owner of the blood to ascertain further leads in the investigation (see p. 26, Gilbert's textbook). Furthermore, DNA profiling is identified as a valuable tool to identify an owner of contaminated blood in blood donor center (Glock, B., Reisacher, R., Schock, M., Rogado, J., Feinbock, C., Eschner, G., Eder, E., and Mayr, W. pp. 137-140)</p> <p>Reference: Glock, B., Reisacher, R., Schock, M., Rogado, J., Feinbock, C., Eschner, G., Eder, E., and Mayr, W. (2002) DNA profiling: a valuable tool for quality control of sample logistics including occurrences of suspected sample confusion in a blood donation centre. <i>Vox Sanguinis</i>. 82 pp. 137-140</p> <p><b>[Comment] Excellent necessity for this investigation. Promptness and thoroughness are required. Concurred with the DNA profiling based upon successful previous results (Sjerps &amp; Kloosterman, 2003)</b></p> <p><b>Reference: Sjerps, M., &amp; Kloosterman, D. (2003). Statistical aspects of interpreting DNA profiling in legal cases. <i>Statistica Neerlandica</i>. 57(3). 368-389.</b></p>
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In addition, at the end of your review, because you are reviewing your peer's IP, please prepare a written statement that you are going to present it to your local media.

**Details on Investigative Team Proposal Plan:** Your police chief, who is responsible for a city with a population of 45,000 and 10,000 transients annually, just informed you that his/her crime scene investigation team does not have any specific guidance and directives. The purpose of this assignment is your creativity in developing a fictional organization and allows you to explore all aspects of crime scene investigation team management, particularly other aspects involving major investigation management. As a newly appointed crime scene manager, you are tasked to prepare a proposed plan for your chief containing the following:

- ✓ Describe the overall mission of your team
- ✓ How you organize the team
- ✓ Define qualification of team members
- ✓ Document specific duties and responsibilities for your team and each team members
- ✓ Describe the operational capabilities of your team

***Requirement/Format for this assignment (Example):***

- ✓ Times New Roman
- ✓ 12 pitch
- ✓ Single space
- ✓ 1" at four sides

- ✓ Page number must be appeared on every page as you see in the syllabus.
- ✓ No cover page
- ✓ No abstract
- ✓ Must be presented in “.doc” format.
- ✓ Reference format must be adhered to the APA Publication Manual, 6th Edition.

**Details on Midterm and Final Exams:** These exams are cumulative and will include only materials covered in this course. Items on the exam may come from the text, supplemental reading materials, discussions, or other means used throughout the period. Exams may consist of questions in multiple choice, short answer, true/false, and essay formats.

**NOTE:** Missed examinations cannot be made up and course work will not be accepted unless turned in on the prescribed day or the absence is for a documented emergency, documented medical reasons, documented mandatory service to the University, documented mandatory military obligations, or other acceptable reason as deemed by the instructor. The instructor must approve any make-up examination. Delay in contacting the instructor after a missed examination is reason to deny a make-up.

<sup>1</sup>The following are some examples of acceptable scholarly academic journals for article reviews and for your writing assignments.

Justice System Journals

American Journal of Police  
British Journal of Criminology  
Crime and Delinquency  
Crime and Justice  
Criminal Justice and Behavior  
Criminal Justice Review  
International Review of Criminal Policy  
Journal of Criminal Justice  
Journal of Criminal Law (UA)  
Journal of Criminal Law and Criminology  
Journal of Forensic Sciences  
Journal of Quantitative Criminology  
Journal of Research in Crime and Delinquency  
Judicature  
Justice System Journal (UA)  
Justice Quarterly  
Juvenile and Family Court Journal (UA)  
Law and Contemporary Problems  
Law and Human Behavior  
Law and Policy  
Law and Social Inquiry: Journal of the American Bar Foundation  
Law and Society Review  
Violence and Victims  
Wharton's Criminal Procedure (UA)

Administration, Management, and Organizational Theory Journals

Academy of Management Journal  
Administrative Science Quarterly  
Harvard Business Review  
Industrial Relations  
Journal of Human Resources  
Journal of Organizational Behavior  
Journal of Organizational Behavior Management  
Long Range Planning  
Management Science  
Organizational Behavior and Human Decision Process (UA)  
Organizational Behavior and Human Performance (UA)  
Organizational Dynamics  
Public Administration and Development (UA)

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<sup>1</sup> Thanks to Dr. Nani Lee, Associate Professor of Behavioral Sciences, Director of Community & External Relations, CUH, for sharing a majority of academic resource listing with us.

Public Administration Review  
Strategic Management Journal 21

Technology Journals

Association of Computing Machinery  
Institute of Electrical and Electronics Engineers  
International Journal of Digital Evidence  
International Journal of Technology Management  
Journal of Information Technology for Teacher Education  
Journal of Technology Education  
Lecture Notes in Computer Science

\*NOTE: Make friends with Sullivan Library librarians, who can assist you in finding academic journals for your research. Academic journals for technology are extremely broad; and sometime searches can and will make you feel disoriented and frustrated, this is where our librarians can help you. You need to focus on specific area(s) and stay focused.

The following are not acceptable as scholarly academic journals for purposes of article reviews.

Newspapers  
News Magazines (Newsweek, Time, People)  
Trade Magazines  
FBI Law Enforcement Bulletin  
Corrections Today  
Police Chief  
Prisons Today  
On the Line  
Law and Order  
American Jails

ACADEMIC POLICIES AND PROCEDURES (CUH Student Handbook)

Note: The Policies and Procedures listed here in the syllabus are in addition to those listed in the CUH Student Handbook and is specific to this course and this faculty. Students are responsible to adhere to all Policies and Procedures outlined in the CUH Student Handbook.

ACADEMIC HONESTY: Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

ACCUSATION OF PLAGIARISM OR OTHER FORMS OF ACADEMIC DISHONESTY:

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

LATE ASSIGNMENTS: **Without prior approval from your instructor, no late assignments will be accepted, thus loss of all credit will occur.**

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith - Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education - In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit - Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace - The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change - In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton  
Each of these characteristics is integrated, to varying degrees, in this course.

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Your Last Name, Your First Name

#x Article Review

NOTE:

- Times New Roman in 12-point size
- Check for Grammar, Spelling, and Punctuations
- 1" top, bottom, left, and right
- No justification alignment
- Double spacing