



Online Course Syllabus

Course Name and Number: CJ 220 – Criminal Investigation, Summer Evening 2013

Course dates: 7/5/2013 – 9/6/2013

Instructor Name: Jeffrey Ahn, MS, PhD(ABD)

Instructor Contact Information

Office Phone: [808-230-4691 \(cell\)](tel:808-230-4691) (Please leave a message if I do not answer your call right away. I will call you back). I am available from 4 p.m.-9 p.m. Hawaii Standard Time (HST) on most days, but I attempt to reserve Sunday for my family. On Saturdays, I tend to be online in the morning only. If these times are not convenient for you, please let me know. I will be happy to accommodate your schedule, if possible. 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. If or when you call my phone, please leave a message; however, I check our classroom almost every day.

For emergencies, when you are not able to gain access to messages on the eCollege, please send a message to my CUH e-mail address. In the event a third party needs to contact me, please direct them to my contact information listed under "facilitator information." No third party should use your login credentials to gain access to the classroom.

E-mail Address: Please use an e-mail function within eCollege first. [jeffrey.ahn@adjunct.chaminade.edu \(secondary\)](mailto:jeffrey.ahn@adjunct.chaminade.edu) / [theahn2003@gmail.com \(emergency\)](mailto:theahn2003@gmail.com), use them only when you have problems with eCollege e-mail with prior telephonic approval from the instructor. (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, especially my first name). Whenever you communicate with me via phone or e-mail outside eCollege, please provide your name and class you are taking first.

Course Information

Course Description: Crime scene investigation. Collection and preservation of evidence, admissibility of evidence, interrogations, and confessions will be discussed. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of integrating concepts of forensic science, and prosecutorial law in criminal investigation instruction. The table below depicts your required activities in this course.

Graded Areas	Possible Maximum Points
Attendance and Participation	100
Eight (8) Weekly Quizzes (on class meetings, Weeks 2 through 9)	160
One (1) Research Presentation Plan Paper (on July 19)	20
Eight (8) Annotated Bibliographs (Weeks 2 through 9)	160
One (1) Research Presentation (on September 6)	100

One (1) Final Examination (on September 6)	100
Aggregation	540

Student Learning Outcomes: Upon completion of the course, the student will have been exposed to an overview and breath of criminal investigation procedures that are utilized by law enforcement professionals. In addition, the student will demonstrate student learning in:

- of the background and history of the investigation in the United States.
- of the essential and desired traits for effective criminal case investigators.
- of various scientific and non-scientific methods used in criminal investigation.
- of the importance and impact of proper planning of criminal case investigation.
- of interview and interrogation processes and strategies.
- of the importance and practice of effective investigative report writing.
- of the role the investigator plays in the criminal justice system.

Prerequisites and Co-requisites: None.

Course Topics:

Week	Class Meeting	Events/Activities
1	July 5	Introduction / Chapters 1, 2, and 17
2	July 12	Chapters 3, 6 & 18
3	July 19	Chapters 5 & 7
4	July 26	Chapter 9
5	August 2	Chapters 4 & 8
6	August 9	Chapters 10 & 11
7	August 16	Chapter 12
8	August 23	Chapter 13
9	August 30	Chapter 14
10	September 6	Final Exam / Presentation
		Post final grade immediately

Specific Course Requirements: None.

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbook:

Becker, R. F., & Dutelle, A. W. (2012). Criminal Investigation (4th ed.). Burlington, MA: Jones and Bartlett. ISBN: 978-1-4496-5054-4

NOTE: Check to ensure you have the correct textbook.

Highly recommended materials:

1. APA Publications Manual, 6th Edition. ISBN: 978-1-4338-0561-5 (APA format is required for all written assignments. Ensure you obtain a **sixth** print.)
2. Grammar Manual - The Gregg Reference Manual, 10th Edition, is the standard writing manual for this course. ISBN: 0-07-293653-3
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 assignments 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.

Supplementary Materials: None.

Course Website address: <http://chaminade.college.com>

Hardware Requirements: eCollege is accessible from most PCs and Macintosh computers with a reliable internet connection.

Software Requirements: 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 assignments if I cannot open or view them.** You will need a version of the Adobe Reader ® to review my feedback and other comments.

Assessment and Grading

Grading Procedure: Letter grades are given as your final grade for this course. Grades are calculated from the student’s attendance, class participation, weekly article reviews, presentations, case study, and research papers. 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 (see your counselor or academic calendar for details).
- 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 (see CUH Student Handbook for details). You must submit a written request with supporting documents for my review and approval.

Grading Scale:

Score	Grade
91-100% of possible total points	A
81-90% of possible total points	B
71-80% of possible total points	C

61-70% of possible total points	D
51-60% of possible total points	F

Assignments and Participation Requirements

Attendance/Participation (10 points per meeting): Unless you are called to exigent circumstances, you are required to attend every meeting (see schedule on page 2). Each meeting will start at 5:30 p.m. promptly, you will lose points if you show up late or leave early (NOTE: 1 hour late or leave early – 2.5 point reduction; 2 hours late or leave early – 5 points reduction; 3 hours late or leave early – 7.5 points reduction; and “No show” – 10 points reduction).

Eight (8) quizzes (20 points each): These quizzes are not cumulative and will include only materials covered weekly in the specified chapters. **Topics for these quizzes are posted in this syllabus.** Items on the exam will come from your textbook. Quizzes may be in multiple choices, true/false, and/or essay format.

- **NOTE: Missed quizzes/examination cannot be made up** unless 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 quiz/examination is reason to deny a make-up.

Research Presentation Plan Paper (20 points): By the end of Week 3 (**July 19, 2013**), you are required to submit one page (about 350 words or more, single spaced) research presentation plan explaining your reason(s) for selecting a specific topic. Your research topic must be related to this course. In this paper, you are also required to explain how and what you are going to use to support your research. Your presentation will not be accepted and subsequently graded if you are failed to submit this research plan by the specific due date. After I review and approve your chosen research topic from your research presentation plan paper, begin searching and selecting scholarly writings related to your approved research topic. You will not be allowed to change research topic after Week 5 (No exceptions).

Eight (8) Academic Article Reviews (20 points each): You are required to submit these assignments weekly starting Weeks 2 through 9. After you select academic articles, choose one article per week, prepare an article review in the format that is provided, and submit it to me in person when you attend a class meeting. Your weekly article review should reflect scholarly writing and be completed following current APA standards (6th Edition, 6th Printing) with the following components: *(a) researcher’s thesis and scope of study or research, (b) researcher’s methodology and purpose, (c) researcher’s conclusion or findings, and (d) your evaluation on the research and its relationships to other works or future works* (you must have a minimum of 150 words. Word count will not include anything but words from these required components). You should select academic articles to assist you in the research presentation.

Research Presentation (100 points): By the end of Week 10 (**September 6, 2013**), your presentation must be between 10 and 15 slides in length, excluding your title and reference slides. Your first slide in the presentation is the title slide and must contain a title of your research, your name (First Last Name), and your school. The final slide is the reference slide and must be an APA formatted references list of the resources you used. In your presentation,

note section of each slide MUST contain 150-200 words (this is your script). Be sure to include citations for quotations and paraphrases with references in APA format and style. Cover and reference slides will not be included in the required length. You must use and list, at a minimum, five (5) academic writings, such as academic peer-reviewed journals. You are required to present your research to your peers during Week 10 class meeting.

The following criteria will be used in grading your research presentation:

Criteria	100%	75%	50%	0%
Length – (Please stay within the required length. Penalty will be assessed for both under or over the required length).				
Contents (60% max)				
Purpose	12	8	6	0
Content	12	8	6	0
Organization	12	8	6	0
Feel	12	8	6	0
Tone	12	8	6	0
Mechanics (25% max)				
Sentence structure (too many animation)	5	3.8	2.5	0
Word choice	5	3.8	2.5	0
Use of APA	10	7.5	5	0
Grammar, Spelling, etc. (font size and type consistency)	5	3.8	2.5	0
Research (15% max)				
Use of References	7.5	5.6	3.8	0
Quality of References	7.5	5.6	3.8	0
Use of Directed Quotation (Not allowed)				
Scored -				

One (1) final examination (100 points each): This is cumulative and will include only materials covered in the specified sections. Items on the exam may come from the text, supplemental reading materials, classroom lectures and discussions, or other means used throughout the period. Exams may consist of questions in a multiple choice, short answer, and/or essay formats. Review Assessment and Grading section above for details. Your final should be completed on **Week 10, September 6, 2013**.

- **NOTE: Missed quizzes/examination cannot be made up** unless 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 quiz/examination is reason to deny a make-up.

Feedback: Each week, scores, or comments on assignment and quiz by within **7** days of when they were submitted in person.

Course Ground Rules

ACADEMIC HONESTY: Students are responsible for promoting academic honesty at this university by not participating in or facilitating others' participation in any act of academic dishonesty, and by reporting incidences of academic dishonesty (such as theft of tests, records, and other confidential materials, altering grades, and/or plagiarism) to their instructors. Questions of academic dishonesty are reviewed first by the instructor, followed by the Director, who supervises the faculty teaching the courses.

PLAGIARISM: Chaminade University policies regarding academic honesty are explicit. The standards as clearly stated in the Academic Catalog will be strictly enforced. There is no excuse for using another's work and turning it in as your own, and absolutely no value in irreparably damaging your reputation and your class grade.

LATE ASSIGNMENTS: Assignments/Quizzes must be posted and completed by Sundays, due dates (MST) using eCollege. Otherwise loss of all credit will occur. Any late submission will not be accepted unless you provide me with supporting documents for my review and approval.

PUNCTUALITY/CONSISTENCY: A key to succeed in an asynchronous learning environment is to keep up with your required tasks and submit your work in a timely manner. Visit your class in eCollege as frequently as possible to learn how to navigate in eCollege; keep abreast of course announcement; address technical problems immediately, just to list a few as tips.

Guidelines for Communications (observe course netiquette at all times)

E-mail:

- Use the Chaminade e-mail account provided.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your e-mails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Discussion Posting (not applicable to this course; however, you should review and use them in your activities):

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the "Reply" button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of others thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Library

Visit your library at (www.chaminade.edu/library), at a minimum for your article review and research resources. ***The following are not acceptable as scholarly academic journals***

for purposes of article reviews and research paper and you will receive no points for your work if you use them in the assignments:

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

Wikipedia.com (your paper will be scored zero if it contains anything from any pedia.com).

Students With Disabilities

It is the student's responsibility to self identify with the Director of Personal Counseling in order to receive accommodations. Only those students with appropriate documentation will receive services. Contact the Director of Personal Counseling at (808) 739-4603 or e-mail: jyasuhar@chaminade.edu.

Technical Support

For technical questions: contact the Chaminade eCollege helpdesk at: helpdesk@chaminade.ecollege.com, or call toll free at: (866) 647-0654.

eCollege Account Support

Call 808-739-8327 or e-mail jnakason@chaminade.edu.

HINTS FOR TAKING ONLINE COURSE

- Visit your classroom in eCollege as frequently as possible to see if there is anything new or last minute changes.
- Avoid turning in weekly required works last minute.
- Using Outlook® or an appointment reminder from you mobile phone or PC/Mac, if you have, to track your activities.
- Visit your gradebook in eCollege so that you know where you are and what you need to do to improve or maintain your grade.
- Check your work before you submit them. You will save many points from avoidable mistakes, particularly APA format
- Ask me questions before, not after.

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.
