

**SUL ROSS STATE UNIVESRITY-RIO GRANDE COLLEGE
DEL RIO * EAGLE PASS * UVALDE
DEPARTMENT OF NATURAL & BEHAVIORAL SCIENCES
CRIMINAL JUSTICE PROGAM
COURSE SYLLABUS
SUMMER II, 2022**

COURSE TITLE: CRIM 3310 Crime Scene Investigation (CRN 41071)

COURSE PERIOD: Online Teleconference Self-Paced Digital Web Course
July 6, 2022 (Wednesday) thru August 8, 2022 (Monday)

INSTRUCTOR: Dr. Sergio Gonzalez

EMAIL: All correspondence should be made using Sul Ross State
University email to sjg17iz@sulross.edu

BIOGRAPHY: January 1, 1999-Present: Court-At-Law Judge, Val Verde County.

August 2017 – Present: Adjunct Professor at Sul Ross State
University Rio Grande College

November 2, 1990-1998: General Practice of Law with Law
Offices of Gonzalez, Gonzalez & Gonzalez, 313 Pecan Street, Del
Rio, Texas. Criminal Felony & Misdemeanor, Juvenile, Divorce
& Child Custody, Protective Orders, Child Protective Services,
Probate, Guardianships & Civil Matters.

May 4, 1986: Juris Doctorate Degree, O.W. Coburn School of
Law, Oral Roberts University, Tulsa, Oklahoma.

August 14, 1981: Bachelor of Arts Degree, St. Mary’s University,
San Antonio, Texas.

May 2, 1976: Del Rio High School Graduate, Del Rio, Texas.

CONTINUING LEGAL EDUCATION STUDY HOURS:
January 1, 1999-Present: 699.00 Total CLE; 105.75 Total Ethics,
State Bar of Texas.

JUDICIAL JURISDICTION:
Misdemeanor Criminal; Protective Orders Juvenile Misdemeanor
& Felonies; Contested & Uncontested Probate; Guardianships;
Adult Protective Services DWI DRUG Specialty Court Divorces &
Child Custody Civil Matters.

COURSE DESCRIPTION: An overview of the crime solving process with an emphasis on methodology, technology, and evidence; a comprehensive course on investigative techniques and application of crime scene investigation related approaches and techniques.

COURSE MATERIALS:

This course will require MindTap for Criminal Investigation, 12th Edition by Orthmann/Hess/Cho/Cho (2023 Cengage). It is important to note that MindTap is required. Do not be scammed by purchasing a used textbook without MindTap.

Textbook purchase is not required. Digital eBook within Cengage MindTap that is integrated into Blackboard.

1. MindTap Access Only (eBook is included):.

Student Edition ISBN Access Code: 978-0-357-51167-1

Loose-leaf Edition ISBN Access Code: 978-0-357-51170

To Access MindTap, visit the Cengage.com & set up your Cengage account & purchase access to this digital course integrated within Blackboard..

ACADEMIC SUCCESS:

Students enrolling in online Web Courses at Rio Grande College must be aware that such courses are self-paced and require considerable vested time in order to meet course requirements.

COMPUTER LABS:

Rio Grande College computer labs are open Monday – Thursday 8:00AM - 9:00PM and Friday 8:00AM – 5:00PM. **RGC Computer labs are not open weekends.** However, students may avail themselves to the SWTJC computer labs with a valid ID. Online web students should have available a high-speed internet connection on a regular basis for off-campus course work, exams, assignments and research.

DISHONESTY:

Academic cheating and plagiarism is not acceptable behavior. It violates university policy and human ethics. If a violation occurs the penalty will result in the grade of “F” for the semester.

**CHAPTER ASSIGNMENTS
ACTIVITIES & EXAMS:**

Each chapter (1-21) assignments include, reading, activities, video case & quiz, & chapter exam. This structure will develop your critical thinking and your success mandates maximum participation in this self-paced course of study.

- There will be a Video Case assessment, You Decide assessment and a chapter reading exam each week.
- Chapter reading assignments, research and writing endeavors are of the utmost importance in student assessment and evaluation.
- Exams will consist of multi-formatted questions taken from weekly reading assignments.
- It is recommended that all exams be taken in the computer laboratory on the Rio Grande College campus. However, this is not required. Exams may be taken at any location using a high-speed internet connection (No cell phones).
- Assignments may be attempted a total of 2 times. Exams may not be copied, saved or returned to later. Exams must be completed in one setting.

Students are advised NOT to use a cell phone for tests; it may be detrimentally affected by service disruptions. Please note that no exams will be reset due to student omissions and/or mistakes.

The professor assumes no responsibility for student omissions or technology problems.

<u>GRADING SCALE:</u>	1400–1755= A
	1000-1399= B
	700 - 999= C
	400- 699= D
	0 - 399= F

NOTE: Each chapter (1-21) accumulates a minimum of up to (45) activity points. Lab & quizzes includes (8) labs each (100 points), & (8) quizzes each between (2-4 points) within Chapter 4.

SEMESTER GRADES: Final semester grades are reported to the Office of Admissions & Records at the conclusion of each semester and grades are posted on Banner for student review.

CENGAGE MINDTAP DIGITAL COURSE:

- Though course is self-paced, a successful grade **REQUIRES YOUR ENGAGEMENT.**
- Go to Cengage.com, and purchase access to this digital course within Blackboard. The first week or so Cengage provides free courtesy access to this course within Blackboard. Textbook purchase is NOT required.
- Read each paragraph within Chapters 1-21. Click each highlighted word for its legal definition and LEGAL meaning. Student will be tested on legal definitions.
- Student MUST view each Video Case in its entirety. Student will be tested on Video, commentaries, & readings.
- Each Lab assignment MUST be completed in its entirety. Do not skim through the Lab, at various points in the Lab you will be prompted to document your observations. You will NOT be

able to proceed to the subsequent steps within the Labs until you have verified that you have answered the specific questions identified for that specific step. At various points in the lab

-Each chapter has a chapter final exam.

Section 01: Introduction (Chapter 1)

Chapter 1: Crime Scene Investigation goals, overview, & learning objectives include:

- Summarize the primary goals of the criminal investigation.
- Describe the basic functions performed by investigators.
- Understand the intellectual, psychological, and physical characteristics possessed by an effective investigator.
- Describe the key aspects of the initial investigation.
- Explain how investigators decide whether or not to pursue a criminal investigation and what information they consider in this process.
- Identify the various individuals and entities with whom successful investigators interrelate.
- Describe some of the ways investigators can protect against civil lawsuits.

Section 02: Investigative Responsibilities (Chapters 2-7)

Chapter 2: Documenting the Crime Scene: Note Taking, Photographing, and Sketching goals, overview, & learning objectives include:

- Explain why notes are important in an investigation.
 - Identify the characteristics of effective notes.
 - Summarize the purposes served by crime scene photography.
 - Describe the minimum photographic equipment an investigator should have available and be skilled in using.
 - Understand what should be photographed at a crime scene and in what sequence.
 - Identify the various types of photography used in criminal investigations and the circumstances in which they are applied.
 - Explain the specific criteria photographs must meet to be admissible in court.
 - List the steps involved in making a rough sketch.
 - Describe the requirements for a sketch or a scale drawing to be admissible in court.
- Chapter 02 Video Case: Basic Investigative Responsibilities.

Chapter 3: Writing Effective Reports goals, overview & learning objectives include:

- Explain why reports are important to an investigation.
- List the ways in which reports are used.
- Identify the various individuals who comprise your audience and may read your reports.
- List the common problems that occur in many police reports.
- Explain the difference between *content* and *form* in the context of report writing.
- Identify the characteristics of effective investigative reports.

- Differentiate between a fact, an inference, and an opinion.
- Understand the benefits of well-written reports.

-Chapter 03 Video Case: Writing Effective Reports goals, overview & learning objectives includes:

- Explain why reports are important to an investigation.
- List the ways in which reports are used.
- Identify the various individuals who comprise your audience and may read your reports.
- List the common problems that occur in many police reports.
- Explain the difference between *content* and *form* in the context of report writing.
- Identify the characteristics of effective investigative reports.
- Differentiate between a fact, an inference, and an opinion.

Chapter 4: Searches goals, overview & learning objectives include:

- Identify the constitutional amendment and the two key terms contained therein that restrict investigative searches and seizures.
- Illustrate the progression of the common levels of proof required during various stages of the criminal investigative process.
- Explain the conditions that justify a legal search.
- Summarize the warrantless search precedents established by the *Randolph*, *Terry*, *Chimel*, *Riley*, *Carroll*, *Chambers*, *Quarles*, *King*, *Hester*, *Weeks*, and *Mapp* decisions.
- Understand what the exclusionary rule is, how it affects investigators, and which cases made it applicable at the federal and state levels.
- Diagram the different types of exterior search patterns commonly used at crime scenes.
- Explain how interior crime scene searches are typically conducted.
- Compare how a search of an arrested suspect differs from a search of a suspect who has not been arrested.

Chapter 5: Forensics/Physical goals, overview & learning objectives includes:

- Explain the requisite steps involved in processing physical evidence correctly, from its discovery to final disposition.
- Identify the common errors in collecting evidence.
- Understand the criteria required to ensure admissibility of evidence in court.
- List the types of evidence most commonly found in criminal investigations.
- Compare and contrast the determinations that can and cannot be made from fingerprint, DNA, blood, and hair evidence.
- Describe special collection and processing considerations for the following types of evidence: shoe and tire prints and impressions, tools and tool marks, firearms and ammunition, glass, soils and minerals, safe insulation, ropes, strings, tapes, drugs, documents, laundry and dry-cleaning marks, paint, and skeletal remains.

Chapter 6: Obtaining Information & Intelligence, overview & learning objectives include:

- Identify the sources of information that are available to investigators.
- Explain what the goal of interviewing and interrogation is.
- Explain the different types of questions used during interviews and interrogations and how much reliance should be placed on each type.
- Compare and contrast the approaches used to appeal to reluctant interviewees.
- Describe how to conduct interviews when multiple people are at the scene.
- State what the *Miranda* warning is and when it must be given.
- Describe the various techniques used in an interrogation.
- Explain what significance a confession has in an investigation.
- Describe what a polygraph is, its role in investigation, and the acceptability of its results in court.
- Differentiate between information and intelligence.

Chapter 7: Chapter 7: Identifying & Arresting Suspects, overview & learning objectives include:

- Explain what field identification is, when it is used, and the rights a suspect has during such an event.
- Identify the various sources commonly accessed for help in developing a suspect.
- Describe the basic techniques used to identify a suspect, including what each requires, when they are used, and what rights a suspect has during each.
- Explain when surveillance is used, what its objectives are, and the basic types of surveillance commonly deployed in criminal investigation.
- List the objectives of undercover assignments and the precautions officers working undercover should take.
- Summarize the objectives of raids, what to consider before conducting a raid, and precautions to take when conducting a raid.
- List the circumstances under which police officers are authorized to make an arrest.
- Identify the elements that constitute an arrest having been made.
- Explain how much force is justified when making an arrest.

Chapter 8: Death Investigations, overview & learning objectives include:

- Identify the basic requirement used to determine if a death warrants a homicide investigation.
- Compare and contrast murder and manslaughter, including the different classifications of each and the different elements that must be proven.
- Explain the various classifications of homicides.
- Describe the five manners of death.
- Differentiate between excusable homicide and justifiable homicide and provide an example of each.
- Explain the significance of premeditation in a death investigation.

- List the signs commonly looked for during the preliminary investigation of a homicide to determine that death has occurred.
- Explain how these specific factors are used to estimate the Time of Death (TOD): body temperature, rigor mortis, postmortem lividity, eye appearance, and stomach contents.
- Describe the purpose of the medical examination or autopsy.
- Explain the effect water has on a dead body.
- List the various resources used to identify an unknown homicide victim.
- List the indicators investigators use to determine whether the following causes of unnatural death most likely indicate that the death was accidental, a suicide, or a homicide: gunshot wounds; stabbing and cutting wounds; blows from blunt objects; asphyxia; poisoning; burning; explosions, electrocution, and lightning; drugs; and vehicles.
- Explain why determining a motive is important in homicide investigations.
- Identify the similarities that exist between school and workplace mass murders.

Chapter 9 Assault, Domestic Violence, Stalking, and Elder Abuse, overview & learning objectives include:

- Define assault.
- Explain how simple assault differs from aggravated assault.
- Identify the elements of simple assault, aggravated (felonious) assault, and attempted assault.
- List the factors investigators must address to prove the elements of both simple and aggravated assault.
- Define the categories of assault that are identified as separate crimes to aid in data collection.

Chapter 10: Sex Offenses, overview & learning objectives include:

- Identify the key distinction between human trafficking and human smuggling.
- Differentiate between the two typical classifications of rape.
- List the elements of sexual assault.
- List what modus operandi factors are important in investigating a sexual assault.
- Identify the type of evidence often obtained in sex offense investigations.
- Identify what evidence to seek in date rape investigations.
- Explain what blind reporting is and what its advantages are in sexual assault investigations.
- Identify the three federal statutes that form the basis for sex offender registries.

Chapter 11: Crimes Against Children, overview & learning objectives include:

- Define the four common types of maltreatment.
- Identify the most common form of child maltreatment.
- List the possible effects of child abuse and neglect.
- Identify the three components typically included in child abuse/neglect laws.
- Explain when a child should be taken into protective custody.

- List the factors investigators should consider when interviewing child victims.
- Identify the sources that generally report most cases of child neglect or abuse.
- Identify the various physical and behavioral indicators common in neglect and abuse cases.
- Name the 1984 federal act that prohibits child pornography.
- Identify the most common type of child abduction.
- Describe the AMBER Alert program.

Chapter 12: Robbery, overview & learning objectives include:

- Define robbery.
- Explain how robberies are classified.
- Describe what a home invasion is.
- Define carjacking.
- Identify with what types of robbery the FBI and state officials become involved.
- List the elements of the crime of robbery.
- Identify what factors to consider in responding to a robbery-in-progress call.
- Explain what special challenges are posed by a robbery investigation.
- Explain how to prove each element of robbery.
- List what modus operandi information to obtain in a robbery case.
- Identify the types of physical evidence that can link a suspect with a robbery.

Chapter 13: Burglary, overview & learning objectives include:

- Define burglary.
- Explain the basic differences between burglary and robbery.
- Identify the two basic classifications of burglary.
- List the three elements generally present in laws defining burglary.
- Identify what additional elements can be included in burglary.
- Explain how the severity of a burglary is determined.
- List the elements of the crime of possession of burglary tools.
- List the common burglary tools.
- Describe how to proceed to a burglary scene and what to do on arrival.
- Identify the most frequent means of entry to commit burglary.
- Describe the various methods used to break into safes.
- List the types of physical evidence often found at a burglary scene.
- Identify the modus operandi factors to consider when investigating a burglary.
- List the sources investigators should check when searching for stolen property.
- Identify the elements of the offense of receiving stolen goods.

Chapter 14: Larceny/Theft, Fraud, and White-Collar Crime, overview & learning objectives include:

- Explain how larceny differs from burglary and robbery.
- Explain the two major categories of larceny.
- Identify the elements of larceny/theft.

- List the common types of larceny.
- Identify the elements of the crime of larceny by shoplifting.
- Explain how ORC differs from shoplifting.
- Explain how fraud differs from larceny/theft.
- List the common means of committing fraud.
- Identify the elements of the crime of larceny by debit or credit card.
- List the offenses that are often included in the crime category of white-collar or economic crime.
- Explain the FBI's two-pronged approach to investigating money laundering.

Chapter 15: Motor Vehicle Theft, overview & learning objectives include:

- Explain what a VIN is and why it is important.
- List the major categories of motor vehicle theft.
- Identify the elements of the crime of unauthorized use of a motor vehicle.
- Name the act that made interstate transportation of a stolen motor vehicle a federal crime.
- Explain what embezzlement of a motor vehicle is.
- List ways to improve effectiveness in recognizing stolen vehicles.

Chapter 16: Arson, Bombs, and Explosives, overview & learning objectives include:

- Define the various classifications of fires.
- Explain the presumption that is made when investigating fires.
- Explain how the Model Arson Law classifies arson.
- Identify the criminal elements commonly included in arson statutes.
- Explain how the fire department and police department cooperate in handling arson cases.
- Explain what the fire triangle is and why it is important in arson investigations.
- Describe the various indicators of arson.
- Identify the factors to consider when determining a fire's point of origin.
- Explain the different types of warrants that may be involved in a fire investigation and when they are issued.
- Identify the key factors to consider when investigating suspected arson of a vehicle.
- Identify what investigators should pay special attention to when working explosion and bombing cases.

Chapter 17: Computer Crime and Digital Evidence, overview & learning objectives include:

- Define the three basic ways computer crime can be categorized.
- List the steps taken in following a common protocol for processing a crime scene involving electronic evidence.
- Explain the basic on/off tenet for first responders at a computer crime scene.
- Summarize the benefits of getting a search warrant in a computer crime investigation.
- Identify the various forms electronic evidence and other computer crime evidence may take.

- Describe how electronic evidence should be stored.
- Determine how cybercriminals may be categorized, including their differing motivations.
- Understand ways in which computer crimes can be prevented.

Chapter 18: A Dual Threat: Drug Related Crime and Organizes Crime, overview & learning objectives include:

- Name the act that made it illegal to sell or use certain narcotics and dangerous drugs and the year it was passed.
- Explain when it is illegal to use or sell narcotics or dangerous drugs.
- List the classes of drugs that are regulated by the CSA and provide at least two examples of each group.
- Understand what drugs are most commonly observed on the street, in the possession of users, and seized in drug raids, and what the most frequent drug arrest is.
- Summarize the major legal evidence to seek in prosecuting drug use and possession.
- Identify the major legal evidence in prosecuting drug sale and distribution.
- Discuss the circumstances under which an on-sight arrest can be made for a drug buy.
- Describe the precautions to take in undercover drug buys, including how to avoid a charge of entrapment.
- Identify the agency responsible for providing unified leadership in combating illegal drug activities and what its primary emphasis is.
- Recognize the distinctive characteristics of organized crime.
- List the three activities that can be prosecuted under Title 18 of the U.S. Code, Section 1962, as they relate to organized crime.
- Understand the crimes organized crime is typically involved in.
- Explain what the investigator's primary role is in dealing with the organized crime problem.

Chapter 19: Criminal Gangs and Other Dangerous Groups, overview & learning objectives include:

- List the types of gangs identified by the National Gang Intelligence Center.
- Identify the types of crimes gangs typically engage in.
- Outline the first step in dealing with a gang problem.
- Understand the criteria or characteristics used to identify gang members.
- Describe the types of records to keep on gangs.
- Explain the special challenges that may be involved in investigating illegal activities of gangs.
- Summarize what strategies have been used to combat a gang problem.
- Explain what two defense strategies are commonly used by gang members' lawyers in court.
- Recognize the primary motivation for bias or hate crimes and who is most frequently targeted.
- Define what a ritualistic crime is and identify what to investigate.
- List the indicators of ritualistic crimes.
- Identify what special challenges are involved in investigating ritualistic crimes.

Chapter 20: Terrorism, Extremism, and Homeland Security, overview & learning objectives include:

- Identify what most definitions of terrorism have in common.
- Understand the motivations for terrorist attacks.
- List the groups commonly identified as Islamic terrorist organizations.
- Recognize the domestic terrorist groups that exist in the United States.
- Name the federal office that was established as a result of the 9/11 terrorist attacks on the United States.
- Identify the two lead agencies in combating terrorism and how they are involved.
- Explain how the USA PATRIOT Act and USA FREEDOM Act enhance counterterrorism efforts by the United States.

Chapter 21: Preparing for and Presenting Cases in Court, overview & learning objectives include:

- Identify the most important rule to eradicate fear of testifying in court.
 - List the items to include in the final report.
 - Explain the relative importance of the prosecutor in the court system.
 - Understand the reasons why some cases are not prosecuted.
 - Outline the necessary steps to take to prepare a case for court.
 - Summarize what to concentrate on when reviewing a case.
 - Discuss what occurs during the pretrial conference.
 - Diagram the usual sequence of a criminal trial.
 - Explain what the “win” is for an investigator who testifies in court.
 - Describe the kinds of statements that are inadmissible in court.
 - List the guidelines for effective testimony.
- Determine when to use notes while testifying.
- Recognize what nonverbal elements can influence courtroom testimony positively and negatively.
 - Know the defense attorney tactics to anticipate during cross-examination.
 - Identify the ways to avoid objections to your testimony.

FINAL EXAM: No Final exam b/c each chapter above had its own chapter exam.

STUDENT LEARNING OUTCOMES (SLO): The graduating student will

(SLO 1) Content Knowledge: Students will demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.

(SLO 2) Research Skills: Students will demonstrate competency in the application of basic

research methods to include: research design, statistical analysis, and uses of empirical findings and interpretations.

(SLO 3) Critical Thinking Skills: Student will demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. *[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]* The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ADA (Americans with Disabilities Act)

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick, Student Services 830-279-3003 or kbiddick@sulross.edu.