SAINT LEO UNIVERSITY
SCHOOL OF EDUCATION & SOCIAL SERVICES
CRM 323 Criminal Investigations
Fall 2016

Instructor: Professor Debra Mims
Course Number: CRM 323 (3 Credits)
Prerequisites: CRM 123 and CRM 220
Classroom Location: Kirk Hall Room 318
Class Hours: 2:00 – 3:20
Office Location: Kirk Hall room 320
Office Hours: By Appointment Tue and Thurs. 9 - 1
Office Telephone: 352-588-7022
E-mail: debra.mims@saintleo.edu

I. REQUIRED TEXT:


II. COURSE DESCRIPTION: This course covers the fundamental components of investigating criminal offenses for the purpose of apprehending suspects and preparing cases for adjudication. Special attention is paid to the scientific aspects of gathering and analyzing evidence and the overall management of major cases is stressed. The course objective will be to provide the student with an in-depth examination of the science and art of criminal investigations. Class presentations and crime scene simulations will focus on the use of physical evidence, investigative techniques, due process considerations and the role of the physical, biological and social sciences in case development.

III. SAINT LEO CORE VALUE: *Integrity.* The commitment of Saint Leo University to excellence demands that its members live its mission and deliver on its promise. The faculty, staff, and students pledge to be honest, just, and consistent in word and deed.

Core Value Focus: Integrity:

The work that you apply to this course should reflect and include the Core Value of Integrity. You are expected to prominently integrate this core value directly into your assignments. The Module 3 Reaction Paper should include a discussion on the Core Value of Integrity and how it applies to your subject matter.

IV. PROGRAM OBJECTIVE #3: Examine criminal law, due process, rules of criminal procedure, policy, and their relationship to the United States Constitution. #5: Demonstrate the practical application of investigative techniques, operational procedures, and skills relevant to the field of criminal justice.

Revised: 03-02-16
V. COURSE LEARNING OUTCOMES:
As a result of this course, students will

1. Demonstrate an understanding of the role of the Saint Leo University core value of *Integrity* in criminal investigations.
2. Define legal concepts and terms used in criminal investigations and their relationships to the law enforcement policy.
3. Explain the field of criminalistics and the milestones of forensics as related to a criminal investigation.
4. Relate the importance of processing a crime scene to identify potential evidence.
5. Develop a working knowledge of the crime laboratory process in support of a criminal investigation.
6. Describe types of crimes that are investigated.

Criminal justice information gathering and analysis: The student must demonstrate the ability to use the library, to network, and to conduct computer-based research to gather sufficient information to successfully research, define and discuss the roles of the various components of criminal investigations. Students must also research and define legal concepts and terms used in criminal investigations and their relationships to the law enforcement policy and describe types of crimes that are investigated. Students must explain the field of criminalistics and the milestones of forensics as related to a criminal investigation and relate the importance of processing a crime scene to identify potential evidence.

Discussions, Reaction Papers and a Position Paper: The student must demonstrate the ability to integrate and present a coherent application of the various components of criminal investigations and initiatives, excellence in service, and policy making initiatives at all levels of law enforcement. This outcome connects with the Core Value of Integrity.

Core Curriculum: The student must demonstrate a mastery of the essential content of the Criminal Justice core curriculum by providing an overview of the various components of criminal investigations and by developing a working knowledge of the crime laboratory process in support of a criminal investigation.

Theoretical Integration and Application: The student must demonstrate the ability to integrate theoretical knowledge with concrete information and to apply the strategies that result to the evaluation and presentation of criminal investigations related programs and initiatives at all levels of law enforcement. The student will demonstrate the ability to integrate theory and apply it to the current world situation through papers, discussions, and examinations.

VI. METHOD OF ASSESSMENT:

The following grading criteria will be used to measure each student’s performance on the class project. Your course instructor will rate you on each of these criteria:
The final course grade will be determined by the combined scores of the above list and will be awarded as follows:

- **A** 94-100% Exceptional
- **A-** 90-93% Superior
- **B+** 87-89% Excellent
- **B** 84-86% Very Good
- **B-** 80-83% Good
- **C+** 77-79% Above Average
- **C** 74-76% Average
- **C-** 70-73% Below Average
- **D+** 67-69% Marginal
- **D** 60-66% Poor
- **F** < 60% Failure

**Graded Assignments:**

**Active Learning Discussions-80 points**

Course Learning Outcomes # 2, #3 and #4

Students are required to participate in active learning discussions. In the Active Learning threaded discussion areas for each module, using materials assigned in each module, respond to the stated question, including any relevance to and implications in the field of criminal investigations. These discussions are intended to create thought-provoking, lively, and respectful discussions. Remarks can include your opinion(s), but must be based on experience, research, and/or prior learning. Use this exercise to foster a rich dialogue with your colleagues about issues that are important to the field of criminal investigations and the crime laboratory process in support of a criminal investigation.

Initial postings are due **no later than Thursday 11:59 PM EST/EDT** of each module.

Responses must contain adequate information to answer the question, following the same grading criteria as noted for all written assignments in this course. The responses must include information found in the assigned chapters and be supported by defendable facts.

Since this exercise is to foster a dialogue, students are also required to post responses to at least two classmates’ initial postings. Responses are due **no later than Sunday at 11:59 PM EST/EDT** of each module or points will be deducted from your grade.

---

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Learning Discussions</td>
<td>8 @ 10 points each</td>
<td>80</td>
<td>16%</td>
</tr>
<tr>
<td>Position Paper</td>
<td>1 @ 100 points each</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>1 @ 100 points</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1 @ 100 points</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Reaction Papers</td>
<td>7 @ 10 points each</td>
<td>70</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>450</td>
<td>100%</td>
</tr>
</tbody>
</table>
**Reaction Papers-100 points**

Course Learning Outcomes # 1, #2, #3, and #4

Reaction papers are a critical component of the conversation that will take place in this course. There will be a total of seven different reaction papers throughout the course. Each of the reaction papers will be approximately two-pages in length. The text will be double-spaced and formatted using the APA formatting style.

Students should select one of the textbook review questions found at the end of the chapters from the required readings selected for Modules 1, 2, 3, 4, 5, 7 and 8. Students should clearly identify their topic and present their personal viewpoint or perspective; however, students must also present a factual basis for that viewpoint (as opposed to an opinion paper). **The Module 3 Reaction Paper should include a discussion on the Core Value of Integrity and how it applies to your subject matter.**

All references supporting the factual basis must be properly cited to the original sources in accordance with APA guidelines. All papers must be the work of the individual student - this is not a group assignment. Papers will be submitted to the Dropbox and posted to their respective Discussion Boards no later than Sunday 11:59 PM EST/EDT of the modules in which they are assigned. (These Dropbox baskets are linked to Turnitin.) Additionally, there will be a discussion on the reaction papers in the subsequent module. Students will post a response to at least one classmate’s paper by the Thursday of the following module following the same guidelines and expectations used for the active learning discussion questions. Below is the schedule for the reaction papers.

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Paper to be Submitted to Dropbox/Posted to Discussion Board (worth up to 16 points each):</th>
<th>Responses to Classmate’s Paper to be Posted (worth up to 4 points each):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Paper 1</td>
<td>No later than Sunday 11:59 PM EST/EDT of Module 1</td>
<td>No later than Thursday 11:59 PM EST/EDT of Module 2</td>
</tr>
<tr>
<td>Reaction Paper 2</td>
<td>No later than Sunday 11:59 PM EST/EDT of Module 2</td>
<td>No later than Thursday 11:59 PM EST/EDT of Module 3</td>
</tr>
<tr>
<td>Reaction Paper 3</td>
<td>No later than Sunday 11:59 PM EST/EDT of Module 3</td>
<td>No later than Thursday 11:59 PM EST/EDT of Module 4</td>
</tr>
<tr>
<td>Reaction Paper 4</td>
<td>No later than Sunday 11:59 PM EST/EDT of Module 5</td>
<td>No later than Thursday 11:59 PM EST/EDT of Module 5</td>
</tr>
<tr>
<td>Reaction Paper 5</td>
<td>No later than Sunday 11:59 PM EST/EDT of Module 5</td>
<td>No later than Thursday 11:59 PM EST/EDT of Module 6</td>
</tr>
<tr>
<td>Reaction Paper 7</td>
<td>No later than Sunday 11:59 PM EST/EDT of Module 7</td>
<td>No later than Thursday 11:59 PM EST/EDT of Module 7</td>
</tr>
<tr>
<td>Reaction Paper 8</td>
<td>No later than Sunday 11:59 PM EST/EDT of Module 8</td>
<td>Not required</td>
</tr>
</tbody>
</table>
Course Discussion and Participation Standard for Active Learning Discussions and Reaction Papers:

The following is a level evaluation for you to use to assess your participation. Please take the time throughout the course to check and see where your participation level falls. It is recommended you review this early in the course to see what is expected of you, and then again near Module 4 so you can judge for yourself just how well you have been doing. Please feel free to use it as often as you feel necessary. This information is provided for your use, so you know what is expected of you and how I will be grading you.

Level 4
- Provides concrete examples from the readings to support postings
- Integrates prior readings in postings
- Integrates personal observations and knowledge in an accurate and highly insightful way
- Presents new observations
- Constructively responds to classmates’ postings
- Participates in all module discussions
- Posts are organized and information is presented in a logical sequence
- Word choice and sentence structure are suitable

Level 3
- Refers to examples from the readings to support postings
- Integrates personal observations and knowledge in an accurate way
- Presents new observations
- Constructively responds to classmates’ postings
- Participates in all module discussions
- Posts are organized, and information is presented in a logical sequence
- Word choice and sentence structure are suitable

Level 2
- Alludes to the readings to support postings
- Integrates personal observations and knowledge in a cursory manner
- Does not present new observations
- Constructively responds to classmates’ postings
- Posts are somewhat disorganized and information is not presented in a logical sequence
- Word choice and sentence structure are not suitable

Level 1
- Does not refer to the readings to support postings
- Does not integrate personal observations or knowledge
- Does not present new observations
- Responds in a cursory manner to classmates’ postings
- Posts are disorganized and information is not presented in a logical sequence
- Word choice and sentence structure are not suitable

Critique of Active Learning Discussions and other Assignments:
Assignments maybe critiqued by your professor on the message board. The critique may include areas of deficiencies needing improvement as well as positive attributes. The comments can be
seen by other students in order to promote further student learning. No grade will be posted on any assignments where other students can see. Grades will only be posted in the Gradebook.

**Midterm Exam-100 points**

Course Learning Outcomes # 1, #2, #3, and #4

The midterm exam will be a comprehensive examination. The midterm exam will consist of one hundred (100) objective type questions (multiple-choice and true/false). The questions will be taken from a combination of reading assignments of Chapters 1 through 10, and from class discussions. The exam will be completed during Module 4.

**Final Exam-100 points**

Course Learning Outcomes #1, #2, #3, and #4

The final exam will consist of one hundred (100) objective type questions. These questions will be based upon a combination of reading assignments of Chapters 11 thru 21, and from class discussions. The exam will be completed during Module 8.

**Position Paper-100 points**

Course Learning Outcomes # 1, #2, #3, and #4

Each student will be required to submit a position paper as to his/her opinion concerning the Exclusionary Rule. The student should take one of the following positions in the paper presented: the Exclusionary Rule should be rigid and all evidence illegally obtained should be suppressed; there should be exceptions to the rule; or the rule should be abolished and other sanctions applied for unlawful police conduct. Regardless of the position taken, the paper must include both sides of the issue and the student’s reasoning for the position he/she has taken. The position taken must be supported by scholarly research. The paper will be prepared in a manner acceptable for college-level work. The completed paper should be between five and seven pages, excluding the title page, abstract and references. The paper is required to address the core value of Integrity. All papers must be prepared in the APA formatting style using the APA Manual, 6th edition. No more than 20 % of the written assignment in this course may be attributed to properly referenced sources. This is an opportunity to express your opinion on this much debated subject using other sources to support the student’s position. The student must cite the sources used. The completed paper should be no longer than five (5) typed pages double-spaced. The paper must address the core value of Integrity. The paper will be due no later than Sunday 11:59 PM EST/EDT of Module 6.

**Grading Rubric CRM 323**

**Position Paper**

Each student will be required to submit a “POSITION PAPER” as to his/her opinion concerning “The Exclusionary Rule”. Scholarly sources must be presented to support the student’s position. All sources must be properly cited with APA formatted reference page. The paper will be prepared in a manner acceptable for college-level work; i.e., include a title page, abstract and
reference page, neatly typed, double-spaced with proper citations as required with APA formatting. The completed paper should be between five and seven pages, excluding references. The paper is required to address the core value of Integrity.

**NOTE:** All papers must be in APA format. Deadline for paper submission is Module 6.

**NOTE:** Any paper with plagiarized material will be forwarded to the Academic Standards committee for official sanctions. No paper shall contain more than 10% quotes. This is an opportunity to express your opinion on this much debated subject.

**Rating:**
- **Exceptional** corresponds to an A- to A (90-100). Performance is outstanding; significantly above the usual expectations.
- **Proficient** corresponds to a grade of B- to B+ (80-89%). Skills and standards are at the level of expectation.
- **Basic** corresponds to a C to C+ (70-79%). Skills and standards are acceptable but improvements are needed to meet expectations well.
- **Novice** corresponds to a D to C- (50-69%). Performance is weak; the skills or standards are not sufficiently demonstrated at this time.
- **0** This criterion is missing or not in evidence.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper extensively covers the Exclusionary Rule and presents scholarly arguments on both sides of the topic</td>
<td>0-20 1-5 6-10 11-15 16-20</td>
</tr>
<tr>
<td>The paper makes a connection between the topic and the core value of Integrity, with appropriate analysis</td>
<td>0-20 1-5 6-10 11-15 16-20</td>
</tr>
<tr>
<td>Clearly identifies and logically analyzes selected position</td>
<td>0-20 1-5 6-10 11-15 16-20</td>
</tr>
<tr>
<td>Grammar, spelling, and syntax are appropriate to the college level</td>
<td>0-20 1-5 6-10 11-15 16-20</td>
</tr>
<tr>
<td>Typed in a double-spaced APA format with citations, references and acceptable scholarly references.</td>
<td>0-20 1-5 6-10 11-15 16-20</td>
</tr>
<tr>
<td><strong>Maximum Possible Score – 100%</strong></td>
<td><strong>Ratings</strong></td>
</tr>
</tbody>
</table>

**VII. SCHEDULE**

**Course Content**

**Module 1**  
*The Evolution, Legal Aspect and Investigators*

**Outcomes:** After completing this module the student will be able to:

- Outline the historical development of the subject of criminal investigation. Identify the process for conducting a preliminary and follow-up investigation.
- Describe and explain the field of criminalistics and the milestones of forensics and how it relates in a criminal investigation.
- Examine the legal concepts of arrest, due process, probable cause, the Bill of Rights, the Silver Platter Doctrine, search and seizure, Fruits of the Poisonous Tree Doctrine, stop and frisk, and law enforcement agency policies.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due No Later Than:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review syllabus and textbook Table of Contents</td>
<td>Thursday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Post introduction to classmates</td>
<td></td>
</tr>
<tr>
<td>Read Chapters 1, 2 and 3</td>
<td></td>
</tr>
<tr>
<td>View the Internet Activities sections found at</td>
<td></td>
</tr>
<tr>
<td>the end of each assigned chapters</td>
<td></td>
</tr>
<tr>
<td>View Audio Visual Presentation (AVP)</td>
<td></td>
</tr>
<tr>
<td>Post initial response to active learning discussion question</td>
<td>Thursday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Post responses to at least two classmates</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Submit and post Reaction Paper 1</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Begin considering Research Paper topic</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td></td>
<td>of Module 3</td>
</tr>
</tbody>
</table>

Methods of Assessment: Standard Written Assignment/Discussion and Reaction Paper:
Students will read the assigned chapters from the textbook, view the Internet activities section found at the end of the chapter and view the Audio Visual Presentation. The written assignment will be a Reaction Paper that will examine one of the textbook review questions found at the end of the chapters from the required readings selected for this Module that explains the field of criminalistics and the milestones of forensics as related to a criminal investigation. (Learning outcome #3).

The students will also post a response to the discussion board topic and provide feedback to at least two fellow classmates. The students will provide their initial discussion post and feedback to their fellow classmates via the designated discussion board.

Module 2 Reporting
Module 2 Physical Evidence, Interviewing and Interrogation and Field Notes and Reporting Outcomes:
After completing this module the student will be able to:

- Outline the importance and significance of developing facts and evidence to support findings that will produce a logical and defendable conclusion to prove or disprove the elements of a crime.
- Examine physical evidence, how is it identified and developed, and summarize the techniques and methods of collective physical evidence.
- Relate the importance of processing of a crime scene to identify potential evidence including, documentary, dentistry and odontology, bloodstains, firearms, glass and paint and tire and footprints and fiber evidence.
### Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due No Later Than:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapters 4, 5 and 6</td>
<td></td>
</tr>
<tr>
<td>View the Internet Activities sections found at the end of each assigned chapters</td>
<td></td>
</tr>
<tr>
<td>View Audio Visual Presentation (AVP)</td>
<td></td>
</tr>
<tr>
<td>Post initial response to active learning discussion question</td>
<td>Thursday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Post responses to at least two classmates</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Submit and post Reaction Paper 2</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Post a response to one of your fellow classmates’ Reaction Paper 1</td>
<td>Thursday 11:59 EST/EDT</td>
</tr>
<tr>
<td>Begin considering Research Paper topic</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
</tbody>
</table>

### Methods of Assessment: Standard Written Assignment/Discussion and Reaction Paper:

Students will read the assigned chapters from the textbook, view the Internet activities section found at the end of the chapter and view the Audio Visual Presentation. The written assignment will be a Reaction Paper that will examine one of the textbook review questions found at the end of the chapters from the required readings selected for this Module utilizing legal concepts and terms used in criminal investigations and displaying an understanding of their relationships to law enforcement policy. (Learning outcome #2).

The students will also post a response to the discussion board topic and provide feedback to at least two fellow classmates. The students will provide their initial discussion post and feedback to their fellow classmates via the designated discussion board. The students will read their fellow classmates’ Reaction Papers and provide feedback to one of their fellow classmates’ Reaction Papers on the designated discussion board.

### Module 3 Follow-up Investigations The Crime Laboratory, and Injury and Death Investigations

#### Outcomes:

- After completing this module the student will be able to:
  - Examine the importance and significance of the initial and follow-up phases of an investigation to develop facts and evidence to support findings that will produce a logical and defendable conclusion to prove or disprove the elements of a crime.
  - Develop a working knowledge of the crime laboratory process in support of the investigation and related challenges and the importance of the investigators responsibilities as the case officer responsible for the successful investigation of the crime.
Describe the types of homicides and differences between weapons used to murder human beings.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due No Later Than:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapters 7, 8 and 9</td>
<td></td>
</tr>
<tr>
<td>View the Internet Activities sections found at</td>
<td></td>
</tr>
<tr>
<td>the end of each assigned chapters</td>
<td></td>
</tr>
<tr>
<td>View Audio Visual Presentation (AVP)</td>
<td></td>
</tr>
<tr>
<td>Post initial response to active learning discussion question</td>
<td>Thursday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Post responses to at least two classmates</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Submit and post Reaction Paper 3</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Post a response to one of your fellow classmates’ Reaction Paper 2</td>
<td>Thursday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Submit Research Paper topic for approval</td>
<td>Sunday 11:59 PM EST/EDT of Module 3</td>
</tr>
</tbody>
</table>

Methods of Assessment: Standard Written Assignment/Discussion and Reaction Paper:
Students will read the assigned chapters from the textbook, view the Internet activities section found at the end of the chapter and view the Audio Visual Presentation. The written assignment will be a Reaction Paper that will examine one of the textbook review questions found at the end of the chapters from the required readings selected for this Module, that demonstrates an understanding of the role of the Saint Leo University core value of Integrity in criminal investigations, and tests their working knowledge of the crime laboratory process. (Learning outcome #1 and #5)

The students will also post a response to the discussion board topic and provide feedback to at least two fellow classmates. The students will provide their initial discussion post and feedback to their fellow classmates via the designated discussion board. The students will read their fellow classmates’ Reaction Papers and provide feedback to one of their fellow classmates’ Reaction Papers on the designated discussion board.

Module 4 Sex-related Crimes, Crimes again Children, and Human Trafficking
Outcomes: After completing this module the student will be able to:

- List and describe the types of sex-related crimes committed by both males and females today.
- How would an investigator build a criminal case to prove a pattern of sex-related crimes?
- Analyze and list the various types of robbery crimes and explain the investigative process of collecting evidence required to prosecute a person for the crime of Robbery.
Methods of Assessment: Standard Written Assignment/Discussion, Reaction Paper and Midterm Exam: Students will read the assigned chapters from the textbook, view the Internet activities section found at the end of the chapter and view the Audio Visual Presentation. The written assignment will be a Reaction Paper that will examine one of the textbook review questions found at the end of the chapters from the required readings selected for this Module that investigates the importance of processing a crime scene to identify potential evidence (Learning outcome #4).

The students will also post a response to the discussion board topic and provide feedback to at least two fellow classmates. The students will provide their initial discussion post and feedback to their fellow classmates via the designated discussion board. The students will read their fellow classmates’ Reaction Papers and provide feedback to one of their fellow classmates’ Reaction Papers on the designated discussion board.

Students will complete the midterm exam. (Learning outcome #2, #3 and #6).

Module 5 Outcomes: Robbery, Burglary, and Larceny/Theft and White-Collar Crime

After completing this module the student will be able to:

- Explain and illustrate the differences between a crime of burglary and larceny and then compare and contrast to an economic crime.
- Describe and outline why economic crimes are not victimless crimes.
- Examine some examples of organized theft schemes and how investigators approach those types of investigations.
### Assignments | Due No Later Than:
--- | ---
Read Chapters 13, 14 and 15 |  
View the Internet Activities sections found at the end of each assigned chapters |  
View Audio Visual Presentation (AVP) |  
Post initial response to active learning discussion question | Thursday 11:59 PM EST/EDT  
Post responses to at least two classmates | Sunday 11:59 PM EST/EDT  
Submit and post Reaction Paper 5 | Sunday 11:59 PM EST/EDT  
Post a response to one of your fellow classmates’ Reaction Paper 4 | Thursday 11:59 PM EST/EDT

### Methods of Assessment: Standard Written Assignment/Discussion and Reaction Paper:
Students will read the assigned chapters from the textbook, view the Internet activities section found at the end of the chapter and view the Audio Visual Presentation. The written assignment will be a Reaction Paper that will examine one of the textbook review questions found at the end of the chapters from the required readings selected for this Module differentiating the types of crime discussed (Learning outcome #6).

The students will also post a response to the discussion board topic and provide feedback to at least two fellow classmates. The students will provide their initial discussion post and feedback to their fellow classmates via the designated discussion board. The students will read their fellow classmates’ Reaction Papers and provide feedback to one of their fellow classmates’ Reaction Papers on the designated discussion board.

### Module 6 Vehicle Theft, Cybercrime, and Agricultural, Wildlife, and Environmental Crimes

### Outcomes:
After completing this module the student will be able to:

- Compare and contrast the function of law enforcement to investigate and bring to justice suspects who engage organized schemes to defraud and the various resources available to the investigator.
- Examine the economic gain for engaging in agricultural, environmental, arson and explosives to commit crimes.
- Explain the proactive investigative processes available to law enforcement to work by covert means to infiltrate and apprehend suspects who have designed complicated crimes.
- Define some examples of internet-based organized theft schemes and how investigators approach those types of investigations.
Methods of Assessment: Standard Written Assignment/Discussion and Position Paper:
Students will read the assigned chapters from the textbook, view the Internet activities section found at the end of the chapter and view the Audio Visual Presentation. The written assignment will be a Position Paper that will examine their position on the Exclusionary Rule (Learning outcome #2)

The students will also post a response to the discussion board topic and provide feedback to at least two fellow classmates. The students will provide their initial discussion post and feedback to their fellow classmates via the designated discussion board. The student will submit and post their Position Paper.

Module 7  
Arson and Explosive Investigations and Drug Abuse
Outcomes:  
After completing this module the student will be able to:

- Explain the differences of scheduled drugs as outlined in the Controlled Substances Act.
- Demonstrate the investigative strategies undertaken by law enforcement to investigate and prepare for prosecution investigations charging suspects with drug crimes.
- Examine the goals of Terrorism and then relate the current incidents of Terrorism with the long-range goals of the United States.
Methods of Assessment: Standard Written Assignment/Discussion and Reaction Paper:
Students will read the assigned chapters from the textbook, view the Internet activities section found at the end of the chapter and view the Audio Visual Presentation. The written assignment will be a Reaction Paper that will examine one of the textbook review questions found at the end of the chapters from the required readings selected for this Module that applies legal concepts used in criminal investigations (Learning outcome #2)

The students will also post a response to the discussion board topic and provide feedback to at least two fellow classmates. The students will provide their initial discussion post and feedback to their fellow classmates via the designated discussion board. The students will read their fellow classmates’ Reaction Papers and provide feedback to one of their fellow classmates’ Reaction Papers on the designated discussion board.

Module 8 Outcomes:
Terrorism, The trial Process and The Investigator as a Witness
After completing this module the student will be able to:

- Demonstrate by outlining the appropriate temperament of the investigator and their approach to the crime scene investigation process.
- Construct an investigative plan on how the investigation of a crime should be conducted and the follow-up process.
- Analyze the relevant evidence, prepare yourself as the investigator by reviewing the facts and present those findings to the prosecutor in support of filing criminal charges and the subsequent trial.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due No Later Than:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapters 21 and 22</td>
<td></td>
</tr>
<tr>
<td>View the Internet Activities sections</td>
<td></td>
</tr>
<tr>
<td>View the Internet Activities sections</td>
<td></td>
</tr>
<tr>
<td>View Audio Visual Presentation (AVP)</td>
<td></td>
</tr>
<tr>
<td>Post initial response to active learning</td>
<td>Thursday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Post responses to at least two classmates</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Submit and post Reaction Paper 7</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>Post a response to one of your fellow</td>
<td>Thursday 11:59 PM EST/EDT</td>
</tr>
<tr>
<td>classmates' Reaction Paper 6</td>
<td></td>
</tr>
<tr>
<td>Complete the Final Exam</td>
<td>Sunday 11:59 PM EST/EDT</td>
</tr>
</tbody>
</table>

Methods of Assessment: Standard Written Assignment/Discussion, Reaction Paper and Final Exam: Students will read the assigned chapters from the textbook, view the Internet activities section found at the end of the chapter and view the Audio Visual Presentation. The written assignment will be a Reaction Paper that will examine one of the textbook review questions found at the end of the chapters from the required readings selected for this Module.
that constructs an investigative plan focusing on the importance of processing a crime scene to identify potential evidence (Learning outcome #4).

The students will also post a response to the discussion board topic and provide feedback to at least two fellow classmates. The students will provide their initial discussion post and feedback to their fellow classmates via the designated discussion board. The students will read their fellow classmates’ Reaction Papers and provide feedback to one of their fellow classmates’ Reaction Papers on the designated discussion board.

Students will complete the final exam. (Learning outcome #1, #2, #5 and #6).

VIII. ADA COMPLIANCE: Students requiring accessibility accommodations are encouraged to contact the Office of Accessibility Services.

University Campus location (Florida): Kirk Hall 121
Telephone: 352-588-8464
E-mail: adaoffice@saintleo.edu

IX. ACADEMIC HONOR CODE:
The Academic Honor Code is published in its entirety in the Saint Leo University Catalog. The first paragraph is quoted below:

Saint Leo University holds all students to the highest standards of honesty and personal integrity in every phase of their academic life. All students have a responsibility to uphold the Academic Honor Code by refraining from any form of academic misconduct, presenting only work that is genuinely their own, and reporting any observed instance of academic dishonesty to a faculty member.

X. ATTENDANCE POLICY:

An educational program centered on classroom instruction is predicated on the concept of class attendance at scheduled class sessions. All students are expected to be prepared for and bring their assigned textbooks and attend class. Should a student be required to miss a class, it is the student’s responsibility to notify the instructor promptly. The instructor is required to keep attendance records in compliance with various federal regulations. Student absences can have a deleterious effect on the student’s grade or the continuing eligibility for financial assistance.

Students will use the sign in sheet for each class session. Signing another person's name to the sign in sheet is a violation of the University Core Values and if this occurs the student(s) involved should expect to drop one full letter grade in the course.

It is suggested you take the time to prepare in advance or as we say be proactive. Please do not procrastinate. If you are more than 15 minutes late to class, you will receive a 1 point grade deduction the first 3 times, after 3 times you will receive a 2 point deduction and after 5 times you will receive a 5 point deduction for every time you are late to class…..unless you have prior approval from the Professor.
XI. LATE WORK / MAKE UP POLICY:

Make up work is permitted at the discretion of the instructor. Make up work must be held within a week of the Professor determining the absence is justifiable—with documentation for absence. **NO makeup without documentation for absence** and then…at instructor discretion.

**NO Extra Credit…so make sure you do your assignments when indicated and correctly.**

XII. STUDENT MISCONDUCT/CLASSROOM DISRUPTION:

Saint Leo University students are expected to conduct themselves at all times in accord with good taste and observe the regulations of the University and the laws of the city, state, and national government. All University community members—faculty, staff, employees, students—have the right and obligation to report violations of civil or University regulations to the appropriate University Vice President or Associate Vice President of Academic Affairs. Should a University community member encounter a disruptive student, the student shall be asked politely, but firmly, to leave the classroom (or wherever the locus of disruption). A University community member has the authority to do this if the student is acting in a disruptive manner. If the student refuses, the appropriate office shall be notified.

**IN-CLASS BEHAVIOR:** No class disruptions! Each student must act with courtesy and respect with each other and the Professor. **Please take off I-Pods, ear-buds and take bathroom breaks before class.**

- Students **are not permitted** to use their Laptops, tablets, cell phones or any other electronic device in classes. **No laptops open during class and all cell phones turned off and put away!! You will be asked to leave the classroom if any of these items appear.**
- If students repeatedly cause disruptions, I will address it with them outside the class. If disruptions persist students are referred to authorities with possible drop from courses.
- Carrying on a conversation with a classmate, texting, listening to an I-Pod, making disrespectful comments are all disruptive and disrespectful behaviors that contradict the Saint Leo University core value of respect and diminish the quality of instruction available to all students.
- Students who repeatedly engage in such or other disrespectful behaviors despite having been asked to stop may be asked to leave the classroom, will lose their participation points for the course and may be referred to administration for disciplinary action.

XIII. SAINT LEO UNIVERSITY’S COMMITMENT TO ACADEMIC EXCELLENCE STATEMENT:

Academic excellence is an achievement of balance and growth in mind, body, and spirit that develops a more effective and creative culture for students, faculty, and staff. It promotes integrity, honesty, personal responsibility, fairness, and collaboration at all levels of the university. At the level of students, excellence means achieving mastery of the specific
intellectual content, critical thinking, and practical skills that develop reflective, globally conscious, and informed citizens ready to meet the challenges of a complex world.

XIV. LIBRARY RESOURCES:

Cannon Memorial Library Resources

Library Information
Below is the library information for classes on the University Campus. Each region has its own library information and can be accessed at
The regions are: University Campus, Virginia, Central, Florida, COL, and DL. Please contact Elana Karshmer if you have any questions at elana.karshmer@saintleo.edu

Cannon Memorial Library Resources

Accessible in learning studio, mySaintleo, library homepage

Library Instruction
To arrange library/research instruction for your classes, please contact:

Elana Karshmer  elana.karshmer@saintleo.edu  University Campus
Viki Stoupenos  viki.stoupenos@saintleo.edu  FL, GA, SC Centers
Steve Weaver  steven.weaver@saintleo.edu  CA, MS, TX, VA Centers
Sandy Hawes  sandy.hawes@saintleo.edu  COL
Michelle Joy  DL

Writing Help
The Cannon Memorial Library now offers instruction in writing and research to all center students at all levels, across the curriculum. Ángel L. Jiménez, M.A., and John David Harding, M.F.A., offer instruction on all aspects and stages of the writing process. Please make an appointment: Angel Jimenez, Appointment Form or John David Harding, Appointment Form

Ángel Jiménez  angel.jimenez@saintleo.edu  1-352-588-8269
John David Harding  john.harding@saintleo.edu  1-352-588-7576

Cannon Memorial Library
Librarians are available during reference hours to answer questions concerning research strategies, database searching, locating specific materials, and interlibrary loan (ILL).
Reference Hours

Monday – Thursday 9 a.m. – 9 p.m.
Friday 9 a.m. – 5 p.m.
Saturday 9 a.m. – 6 p.m.
Sunday 10 a.m. – 6 p.m.

The library provides an 800 number and an email address for general reference services: 1-800-359-5945 or reference.desk@saintleo.edu. The library’s mailing address and local telephone numbers are:

MC2128, 33701 State Road 52, Saint Leo, FL 33574
352-588-8477 (Reference Desk)
352-588-8476 (Circulation Desk)
352-588-8258 (Main)
352-588-8259 (Fax)

Online Catalog “World Share” (All Books and Media)

Click on the Library Catalog link on the Cannon Memorial Library website. To borrow books in person from the library, present your SLU ID at the Circulation Desk. Online and off-campus students may have materials delivered to them by completing and electronically submitting article or book request forms from the Interlibrary Loan page.

Online Library Resources (Articles and E-books)

Saint Leo provides its own array of online article databases and e-book resources. Use the Databases and E-books links on the Cannon Memorial Library website to search the latest subscription databases and e-book/e-reference collections.

Subject Research Guides

Click on How do I use the Subject Research Guide? for an introduction to relevant online and print resources the library has to offer in your given subject area – this is a great place to start your research.

Central Region - Georgia

Liaison Librarian

For help locating books, database searches, reference assistance, or to arrange library instruction for a class, Georgia Region students and faculty may contact:

Viki Stoupenos, Central Region – Georgia Librarian
viki.stoupenos@saintleo.edu 1-912-352-8331 ext. 3025
Library Tutorial

A library tutorial, which takes students through accessing Saint Leo library materials, is available on the library Main Help Page, Subject Research & LibGuides. A short quiz is included which takes approximately 20 minutes to complete.

Supplemental Area Library Resources

Local Georgia Region public and area academic libraries are listed for each center: Libraries Near Your Center

Library Card Reimbursement

To ensure that every student has academic book borrowing privileges, Saint Leo annually reimburses off-campus students up to $150 to obtain a library card at one area college or university library. Students should submit their receipt and a completed reimbursement form at their Saint Leo Center office. The reimbursement form is available online at http://slulibrary.saintleo.edu/ld.php?content_id=9107052