

Term Information

Effective Term Spring 2022
Previous Value Spring 2021

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Distance learning approval.

What is the rationale for the proposed change(s)?

Increased demand for online sections.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No significant programmatic implications.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4189.03
Course Title	Criminal Investigation
Transcript Abbreviation	Criminal Investig
Course Description	Theory and practice of criminal investigation and prosecution in the U.S. Criminal Justice System with attention to: (1) the roles of the law enforcement officer, prosecutor, and court personnel; (2) familiarization with various investigative techniques; (3) the collection and preservation of physical evidence; and (4) constitutional limitations and ethical considerations.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Enrollment in Criminology major or minor, or permission of instructor.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0401
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understand the roles and responsibilities of the criminal investigator, prosecutor, and various court personnel in the criminal justice system.
- Demonstrate an understanding of the use of various investigative techniques such as criminal profiling; physical and electronic surveillance; and interviewing and interrogation.
- Participate in the collection and preservation of physical evidence.
- Demonstrate their ability to testify in a trial-like setting.
- Demonstrate an understanding of constitutional and ethical considerations related to criminal investigation.

Content Topic List

- Legal and ethical considerations
- Criminal definitions
- Roles of law enforcement and court personnel
- Crime scene investigation
- Collection and preservation of physical evidence
- Eyewitness testimony
- Investigative tools (criminal profiling, interview and interrogation, physical and electronic surveillance, direct and circumstantial evidence)
- Media management
- Charging documents
- Warrants
- Victim assistance
- Trial process

Sought Concurrence

No

Attachments

- Wagner_Spring 16.docx: Face-to-face syllabus
(Syllabus. Owner: Downey, Douglas B)
- 4189.03-DLSyllabus.docx
(Syllabus. Owner: Downey, Douglas B)
- Sociology 4189.03_DL_ASC_CoverSheet.docx
(Other Supporting Documentation. Owner: Downey, Douglas B)

Comments

- Note, Jeremie Smith reviewed the course and recommended some peer-to-peer interaction. The syllabus has been modified to include a peer-to-peer discussion requirement. *(by Downey, Douglas B on 09/10/2021 10:38 AM)*
- The cover sheet was not reviewed and signed off by Jeremie Smith. Please only submit everything when he is finished with the review and potential changes to the syllabus have been made after his review.
<https://ascas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen, Bernadette Chantal on 09/03/2021 03:41 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	08/13/2021 09:41 AM	Submitted for Approval
Approved	Downey, Douglas B	08/13/2021 09:42 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/03/2021 03:41 PM	College Approval
Submitted	Downey, Douglas B	09/10/2021 10:38 AM	Submitted for Approval
Approved	Downey, Douglas B	09/10/2021 10:38 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/17/2021 03:52 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/17/2021 03:52 PM	ASCCAO Approval

COURSE CHANGE REQUEST
4189.03 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/17/2021



SYLLABUS

SOC 4189.03

Criminal Investigation
Autumn 2020 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: To be determined

Email address: (preferred contact method)

Phone number:

Office hours:

Course description

The course presents criminal investigative techniques with an emphasis on understanding how criminal investigations are conducted. The course will also emphasize the legal environment in which criminal investigations are conducted.

Specific objectives include:

1. To provide a foundation in the investigative process and techniques used in criminal investigations, covering areas such as documenting the crime scene, searches, forensics/physical evidence handling, identifying and arresting suspects (Part I of the course, Chapters 1 – 7).
2. To familiarize the student with the legal environment in which criminal investigations are conducted, covering areas such as searches, interrogations, and the right to counsel.
3. To examine criminal investigation of specific crimes, including violent crimes and property crimes (Part II of the course, Chapters 8-10 and 12-13 plus supplemental material).

GENERAL COURSE OBJECTIVE:

To think critically about the issues presented in the course, which will require preparation and analysis of weekly discussion questions.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

Criminal Investigation, 11th Edition, Cengage Learning

- Authors: Hess, Orthmann, and Cho 2

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

Weekly Tasks and Grading:

Each week you will have tasks to complete, two of which are graded. The good news is that you can complete these tasks at your own pace and at the times of your choosing without having to attend an in-person class. Your weekly tasks include 1) reading material from the required text; 2) listening to recorded lectures with power points that are posted on Carmen; 3) responding in Carmen to discussion questions related to the readings and lectures (10 weekly points); and 4) completing a weekly online quiz (10 weekly points). You will have a week to complete these tasks.

Your answers to discussion questions and the weekly quiz are due each **Sunday by 11:59 pm**.

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly Discussion Questions and peer responses (15)	150 pts (37.5% of final grade)
Weekly Quizzes (15)	150 pts (37.5% of final grade)
Exams (2)	100 pts (25% of final grade)
Total	400 pts (100%)

See course schedule below for due dates.

Descriptions of major course assignments

Discussion Questions

Description: This is an online class, so classroom discussion is virtual. Each week I will post a discussion question that you must answer. Please make your answers concise and incorporate material from the readings and videos, not opinion. You will be evaluated on both completion and quality. Completion means addressing the question asked. Quality will be assessed according to the content of your answer and your use

of course readings/lectures to answer the question. This is your opportunity to engage in critical thinking and analysis. Try to write somewhat formally, without using phrases like “My thing is…” or “Here’s where I’m coming from…” You will be able to answer the discussion questions after reading the assigned material and watching the power point lecture video. Note that occasionally the discussion question will ask for your opinion, but I still expect it to be informed by course readings and lectures.

In addition, beginning in week 2 you will be expected (each week) to provide a response to one of your peer’s posts. This 2-3 sentence response should engage *and* advance the discussion. While you may disagree with your peer’s conclusions, your posts should be respectful, professional, and focus on the ideas at stake. Personal attacks are inappropriate.

Academic integrity and collaboration: You are expected to do your own work. You don’t work on your assignments with others, except where explicitly authorized and permitted. You don’t copy & paste answers into your assignments.

Weekly Quizzes

Description: Each weekly quiz will be due by 11:59 pm on Sunday and will consist of 5 questions. You will have 8 minutes to complete each quiz. The quizzes and discussion questions (see below) are your opportunity to show that you are learning the material on a weekly basis and not treading water until the exams.

Academic integrity and collaboration: You are expected to do your own work. You don’t work on your assignments with others, except where explicitly authorized and permitted. You don’t copy & paste answers into your assignments. You must complete the weekly quizzes, and midterm and final exams yourself, without any external help or communication. This is not an “open book, open notes” course.

Exams

Description: There will be a midterm and a final exam in the course, each of which will cover material from the lectures and assigned readings. The midterm exam will cover Part I of the course (Chapters 1 – 7) while the non-cumulative second exam will cover Part II of the course (Chapters 8-10, and 12-13, plus supplemental material). The exams will include multiple choice and true-false questions. You will notice that your weekly work comprised of quizzes and discussions will count more toward your final grade than your exams. This grading scheme is deliberate. I am not a big believer in heavily weighting two exams more than the work you’re doing throughout the semester. This means, however, that you need to keep up with weekly work and not save your best stuff for the exams.

Academic integrity and collaboration: You are expected to do your own work. You don’t work on your assignments with others, except where explicitly authorized and permitted. You don’t copy & paste answers into your assignments. You must complete the weekly quizzes, and midterm and final exams yourself, without any external help or communication. This is not an “open book, open notes” course.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

391-420 points (93-100%) A
 378-390 points (90-92.9%) A-
 365-377 points (87-89.9%) B+
 349-364 points (83-86.9%) B
 336-348 points (80-82.9%) B-
 323-335 points (77-79.9%) C+
 307-322 points (73-76.9%) C
 294-306 points (70-72.9%) C-
 281-293 points (67-69.9%) D+
 252-280 points (60-66.9%) D
 251 points and below (59.9% and below) E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter

where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/24-8/29	<p style="text-align: center;"><u>Foundations of Investigations</u></p> <p style="text-align: center;">Assignments:</p> <p style="text-align: center;">Reading: Chapter 1, pp. 8-13, and 15-35 Videos: Introduction to the Course; Power Point Lecture on Chapter 1, Part 1 Complete: Participant Introductions; Quiz 1; Discussion Post 1</p>
2	8/30-9/5	<p style="text-align: center;"><u>Foundations of Investigations (cont.) and The Crime Scene</u></p> <p style="text-align: center;">Assignments:</p> <p style="text-align: center;">Reading: Chapter 2, pp. 46-48; pp. 56 (mug shots) -58 (admissibility of photographs) Video: Power Point Lecture, Chapter 1, Part 2 and Chapter 2 Complete: Quiz 2; Discussion Post 2</p>
3	9/6-9/12	<p style="text-align: center;"><u>Evidence</u></p> <p style="text-align: center;">Assignments:</p> <p style="text-align: center;">Reading: Chapter 5, Evidence, pp. 134-136 pp. 138 (crime scene integrity) through 143 (packaging and preserving evidence); pp. 148-149, pp. 173-175. Video: Power Point Lecture Complete: Quiz 3; Discussion Post 3</p>
4	9/13-9/19	<p style="text-align: center;"><u>Search and Seizure</u></p> <p style="text-align: center;">Assignments:</p> <p style="text-align: center;">Reading: Chapter 4. Video: Power Point Lecture Complete: Quiz 4; Discussion Post 4</p>
5	9/20-9/26	<p style="text-align: center;"><u>Interview and Interrogation</u></p> <p style="text-align: center;">Assignments:</p> <p style="text-align: center;">Reading: Chapter 6 Video: Power Point Lecture Complete: Quiz 5; Discussion Post 5</p>
6	9/27-10/3	<p style="text-align: center;"><u>Identifying and Arresting Subjects, Part 1</u></p> <p style="text-align: center;">Assignments:</p> <p style="text-align: center;">Reading: Chapter 6, pp. 193-215 (Victims); Chapter 7, pp. 228 (Field Identification) – 231; pp. 235 (locating suspects) – 262. Video: Power Point Lecture, Part 1 Complete: Quiz 6; Discussion Post 6</p>
7	10/4-10/10	<p style="text-align: center;"><u>Identifying and Arresting Subjects, Part 2</u></p> <p style="text-align: center;">Assignments:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Chapter 7 continued Video: Power Point Lecture, Part 2 Complete: Quiz 7; Discussion Post 7
8	10/11-10/17	<p style="text-align: center;"><u>Death Investigations, Part 1</u></p> <p style="text-align: center;">Assignments:</p> <p style="text-align: center;">First Exam</p> Reading: Chapter 8 Video: Power Point Lecture, Part 1 Complete: Quiz 8; Discussion Post 8
9	10/18-10/24	<p style="text-align: center;"><u>Death Investigations, Part 2</u></p> <p style="text-align: center;">Assignments:</p> Reading: Chapter 8, continued Video: Power Point Lecture, Part 2 Complete: Quiz 9; Discussion Post 9
10	10/25-10/31	<p style="text-align: center;"><u>Assault and Domestic Violence, Part 1</u></p> <p style="text-align: center;">Assignments:</p> Reading: Chapter 9, pp. 314-335; pp. 350-367 Video: Power Point Lecture, Part 1 Complete: Quiz 10; Discussion Post 10
11	11/1-11/7	<p style="text-align: center;"><u>Assault and Domestic Violence, Part 2</u></p> <p style="text-align: center;">Assignments:</p> Readings from Chapter 9, continued Video: Power Point Lecture Part 2 Complete: Quiz 11; Discussion Post 11
12	11/8-11/14	<p style="text-align: center;"><u>Sex Offenses</u></p> <p style="text-align: center;">Assignments:</p> Reading, Chapter 10 Video: Power Point Lecture Complete: Quiz 12; Discussion Post 12
13	11/15-11/21	<p style="text-align: center;"><u>Robbery</u></p> <p style="text-align: center;">Assignments:</p> Reading: Chapter 12 Video: Power Point Lecture Complete: Quiz 13; Discussion Post 13
14	11/22-11/28	<p style="text-align: center;"><u>Burglary</u></p> <p style="text-align: center;">Assignments:</p> Reading: Chapter 13 Video: Power Point Lecture

Week	Dates	Topics, Readings, Assignments, Deadlines
		Complete: Quiz 14; Discussion Post 14
14	11/29-12/5	<p style="text-align: center;"><u>Use of Force Investigations</u></p> <p style="text-align: center;">Assignments:</p> <p style="text-align: center;">Reading: On Carmen Video: Power Point Lecture Complete: Quiz 15; Discussion Post 15</p>

FINAL EXAM – AVAILABLE WEDNESDAY, DEC. 8 AT 12:01 A.M. AND MUST BE COMPLETED BY 11:59 P.M.

Sociology 4189.03 Criminal Investigations

Department of Sociology
238 Townshend Hall
The Ohio State University
1885 Neil Avenue Mall
Columbus OH 43210-1222
Telephone: (614) 292-6681



Scott W. Wagner, Lecturer

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CLASS MEETING DAYS: Tues and Thurs
355 to 515pm. Jennings Hall 060

DESCRIPTION OF THE COURSE

This course explores the theory and practice of criminal investigation and prosecution in the U.S. Criminal Justice System with particular attention given to: (1) the roles of the law enforcement officer, prosecutor, and court personnel; (2) familiarization with various

investigative techniques; (3) the collection and preservation of physical evidence; and (4) constitutional and ethical considerations related to criminal investigations.

CLASSROOM RULES:

1. **PERSONAL LAPTOP COMPUTERS WILL NOT BE USED/ALLOWED IN CLASS**
2. **NO TEXTING OR USE OF CELLPHONES IN CLASS. TURN YOUR CELLPHONES OFF WHILE IN CLASS**
3. **NO TOBACCO PRODUCTS ARE PERMITTED IN CLASS**
4. **COMMUNICATION WITH INSTRUCTOR-DO NOT USE PERSONAL EMAIL FOR CORRESPONDENCE WITH ME WILL BE CONDUCTED THROUGH THE OSU EMAIL SYSTEM AND NOT THROUGH PERSONAL EMAIL ACCOUNTS.**
5. **WHEN YOU SEND ME AN EMAIL, PLEASE TELL ME WHICH COURSE YOU ARE IN. I TEACH MULTIPLE CLASSES AT OSU.**

STUDENT LEARNING OUTCOMES

1. Students will gain an understanding of the roles and responsibilities of involved in criminal investigation.
2. Students will gain an understanding the role of the street patrol officer in the process of criminal investigations.
3. Students will gain an understanding of various forms of specialized investigations, including background investigations, juvenile investigations, traffic accident investigations, narcotics investigations, crime scene search and homicide investigations.
4. Students will demonstrate an understanding of the skills needed to produce a competent investigative narrative.
5. Students will develop an understanding of what skills are needed to become employed or appointed as an investigator.
6. Students will gain an understanding of the collection and preservation of physical evidence.
7. Students will gain an understanding of the components of a complete investigative report file.
8. Students will gain an understanding of constitutional and ethical considerations related to criminal investigation.

Grade Scale: As a seminar class, the grade scale is Pass/Fail. For the purpose of this class passing is based upon a **70%** minimum score for each assignment.

ALL ASSIGNMENTS ARE EXPECTED TO BE COMPLETED BY THE STATED DUE DATE. FAILURE TO COMPLETE ASSIGNMENTS MAY RESULT IN AN INCOMPLETE OR FAILING SCORE FOR THE COURSE

COURSE MATERIALS REQUIRED

Textbook (Mandatory for Successful Completion of the Course): Introduction to Investigations, Dempsey. Wadsworth/Cengage. 2nd Edition.

ASSIGNMENTS

General Assignments are listed here on the syllabus. However, other assignments will be posted on the CARMEN system. All chapter tests and quizzes will be done by the student on CARMEN. Other assignments will be posted there as they develop through the Semester. You are responsible to check your student email and CARMEN to keep current on assignments.

UNLESS OTHERWISE STATED, ALL ASSIGNMENTS ARE DUE NO LATER THAN MONDAY APRIL 25, 2016 AT 1159 PM.

ASSIGNMENTS MAY BE SUBJECT TO CHANGE. CHECK CARMEN ASSIGNMENTS SECTION FOR UPDATES. DO NOT WAIT UNTIL THE LAST MINUTE TO TRY AND COMPLETE ALL YOUR ASSIGNMENTS OR THERE MAY BE UNANTICIPATED CONSEQUENCES THAT COULD EFFECT YOUR GRADE.

GRADING:

Grades will be based upon:

1. Chapter Quizzes:

THERE WILL BE A CHAPTER QUIZ OVER EACH ASSIGNED CHAPTER AND QUIZZES OVER MATERIAL PRESENTED DURING IN-CLASS LECTURES. .

2. FIELD TRIPS, GUESTS PRESENTATIONS, HANDS ON PROJECTS: 200 Points EACH. ATTENDANCE TAKEN.

3. FINAL PRESENTATION-SERVES AS THE FINAL EXAM

USING INFORMATION FROM CURRENT NEWS MEDIA STORIES AT A LOCAL, STATE OR NATIONAL LEVEL, YOU WILL SELECT A CURRENT CRIME EVENT **(ONE THAT OCCURRED AFTER THE FIRST DAY OF CLASS)** THAT INVOLVED A DOCUMENTED INVESTIGATION TO SOLVE. THIS SHOULD BE A CRIME THAT INTERESTS YOU AND THAT THE CLASS WOULD FIND INTERESTING.

FROM THE STORY YOU SELECT, YOU WILL IDENTIFY, USING A **POWERPOINT**, **PRESENT TO THE CLASS** THE INVESTIGATIVE ELEMENTS THAT WENT INTO SOLVING THE CRIME AND/OR OBTAINING A CONVICTION.

THE PRESENTATIONS MUST BE LONGER THAN 2 MINUTES BUT NO LONGER THAN THREE MINUTES. YOU WILL BE CUT OFF AT THREE MINUTES.

THIS IS A **300** POINT EXERCISE. SUPERLATIVE WORK WILL BE REWARDED BY EXTRA CREDIT. I URGE YOU TO ASK ME IF YOU HAVE ANY QUESTIONS WELL BEFORE YOU PRESENT TO SEE IF YOU ARE ON TRACK.

WE WILL BE USING THE LAST SEVERAL DAYS OF CLASS TO DO THE PRESENTATION.

UNITS OF INSTRUCTION: NOTE, SUBJECT TO CHANGE. QUIZZES AND

TESTS WILL BE OPENED THROUGHOUT THE SEMESTER FOR YOU TO COMPLETE. FIELD TRIPS OR PRESENTATIONS TO BE ANNOUNCED. CLASSROOM MATERIAL MAY NOT MATCH UP WITH THE INSTRUCTIONAL UNITS.

UNIT 1-**THE HISTORY OF INVESTIGATIONS**
READING CHAPTER 1

UNIT 2: **THE INVESTIGATION PROCESS**
READING CHAPTER 2

UNIT 3. **THE CRIME SCENE**
READING: CHAPTER 3

UNIT 4: **CASE MANAGEMENT AND REPORT WRITING**
READING: CHAPTER 4

UNIT 5: **LAW, EVIDENCE AND INVESTIGATING**
READING: CHAPTER 5

UNIT 6: **CRIMINALISTICS AND TECHNOLOGY**
READING: CHAPTER 6

UNIT 7: **INTERVIEWS AND INTERROGATION (IN CLASS PROJECTS)**
READING: CHAPTER 7

UNIT 8: SOURCES AND INFORMATION

READING: CHAPTER 8

UNIT 9: SURVEILLANCE AND UNDERCOVER OPERATIONS

READING: CHAPTER 9

UNIT 10: INVESTIGATION OF VIOLENT AND PROPERTY
CRIMES

READING: CHAPTER 10 AND 11

UNIT 11: THE INVESTIGATION OF CONTROLLED SUBSTANCES AND DRUG
OFFENSES

READING: CHAPTER 12

UNIT 12: THE INVESTIGATION OF COMPUTER CRIME

READING: CHAPTER 14

UNIT 13: PRIVATE SECTOR INVESTIGATIONS

READING: CHAPTER 15

Additional Ohio State University Information

Academic Misconduct:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

Disability Services:

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

General Education Goals and Expected Learning Outcomes

Writing and Communication

Goals:

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes: Level One (1110)

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

Level Two (2367)

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

(STUDENTS WILL ACHIEVE LEARNING OUTCOMES BY CLASSROOM DISCUSSION, NARRATIVE WRITING ASSIGNMENTS, AND TOPIC SPECIFIC INTERROGATORIES WHICH EMPHASIZE CRITICAL ANALYSIS OF SUPPLIED INFORMATION)

Historical Study

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

(THE ANALYSIS OF CRIMINAL INVESTIGATION WILL INCLUDE ATTENTION TO THE HISTORICAL DEVELOPMENT OF INVESTIGATIVE TECHNIQUES.)

Social Science

Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

Individuals and Groups

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

(TEXTBOOK AND CLASSROOM INSTRUCTION WILL ENCOMPASS THE SOCIAL CONTEXT ELEMENTS OF CRIMINAL INVESTIGATION. INSURING STUDENTS COMPREHEND MATERIAL WILL BE ACCOMPLISHED BY THE AFOREMENTIONED MEANS USED FOR OTHER OUTCOME AREAS)

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: Soc 4189.03, Criminal Investigation

Carmen Use

Please consider using [ASC's distance learning course template](#). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

Syllabus is consistent and is easy to understand from the student perspective. Yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. Yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. Yes

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments



Please comment on this dimension of the proposed course (or select/explain methods above):
 The instructor will be present in a variety of ways. The first is through recorded lecture content, as well as weekly Canvas announcements, and office hours and email.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

This course is asynchronous.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Enter comments...

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Each week will be made up of reading material from the required text (1-2 hours), listening to recorded lectures (1-2 hours), respond to discussion board posts (1-2 hours), and complete a weekly quiz (1 hour).

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Yes**

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed. The asynchronous module structure will provide flexibility for all students, but any additional accommodation requests will be met and if the instructor has any questions about how best to do that they will contact the SLDS office.

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Students will learn through a variety of sources, including: lecture videos, readings, discussion board posts, and other assignments.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments*
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum*
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)*

Please comment on this dimension of the proposed course (or select methods above):

Students will be able to interact with each other through discussion board posts, and course Q&A forum.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course*
- Context or rationale to explain the purpose and relevance of major tasks and assignments*
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools*
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting*
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress*
- Opportunities for students to provide feedback on the course*

Please comment on this dimension of the proposed course (or select methods above):

All assignments will be linked with course goals and objectives.

Additional Considerations

The course syllabus is clear and contains all required syllabus elements. However, the course does not appear to require student interaction or facilitate a community of learners. Reviewing the syllabus, it appears that students must answer the provided questions but no interaction with other students is required or encouraged. It is recommended that some sort of incentive to encourage student peer engagement be added to the course design. - Jeremie

Syllabus and cover sheet reviewed by Jeremie Smith on 9/10/2021

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.