

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)
- Sociology 4189.03.Autumn.2021.Edited.doc: DL syllabus revision
(Syllabus. Owner: Downey, Douglas B)

Comments

- The DL syllabus revision responds to the committee's concerns in 3 ways: (1) the instructional hours are now made explicit, (2) the course now includes a "field trip" like experience (see syllabus), (3) the courses are not proctored using Proctorio or the LockDown browser. Note changes are highlighted in yellow. *(by Downey, Douglas B on 10/27/2021 04:53 PM)*
- Please see Panel feedback email sent 10/15/2021. *(by Hilty, Michael on 10/15/2021 11:26 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://asccas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen, Bernadette Chantal on 09/03/2021 03:41 PM)*

COURSE CHANGE REQUEST
4189.03 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/01/2021

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
Revision Requested	Hilty, Michael	10/15/2021 11:26 AM	ASCCAO Approval
Submitted	Downey, Douglas B	10/27/2021 04:53 PM	Submitted for Approval
Approved	Downey, Douglas B	10/27/2021 04:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/01/2021 02:02 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/01/2021 02:02 PM	ASCCAO Approval

Sociology 4189.03, Criminal Investigation
The Ohio State University
Department of Sociology
Online, Autumn 2021

INSTRUCTOR: Charlie LoFaso, Ph.D., J.D.
OFFICE: 168 Townshend Hall
EMAIL: lofaso.2@osu.edu
OFFICE HOURS: By appointment via zoom

IMPORTANT DISCLOSURE:

For the Autumn 2021 semester, it has not yet been determined by the Ohio State Curriculum Committee whether this course WILL count for credit toward the criminology major or minor. However, the Sociology Department has determined internally that the course will count for credit towards the criminology major or minor. If you want this course to count for credit towards your criminology major or minor, please contact your advisor and submit a petition to the Sociology Department to have it count for credit. Please note that the course WILL count for credit towards your bachelor's degree.

COURSE TIME/PLACE/DELIVERY METHOD:

This course is designated as "Distance Learning," which means all content is delivered online. You will have assignments due each Sunday that you can complete at your own pace during the previous week. As discussed below, email communications are the main source of student-instructor interaction. You are required to check your email at least once a week and look for course information, feedback, and announcements from me via email.

COURSE OBJECTIVES:

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.

REQUIRED TEXTBOOK:

Criminal Investigation, 11th Edition, Cengage Learning
Authors: Hess, Orthmann, and Cho 2

The course textbook is available at the OSU Bookstore and on Amazon

Course Technology:

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

Self-Service and Chat support: <http://ocio.osu.edu/selfservice>

Phone: 614-688-HELP (4357)

Email: shelp@osu.edu; TDD: 614-688-8743

Baseline technical skills necessary for online courses, including this course

Basic computer and web-browsing skills

Navigating Carmen

Necessary equipment

Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

No software is required for this course. You will take all quizzes and exams online in the Carmen course page and also post answers to discussion questions in the Carmen course page.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system). Once on the Carmen Course Page, you will find everything you need to navigate the course. For example, each week you will have access to the pre-recorded lecture video, the discussion question and the quiz. In Course Files, you will find this Syllabus and exam study guides. If you need additional services to use Carmen, or a technical problem, please let me know or contact the HELP desk at **614-688-HELP** at any time

Weekly Tasks and Grading:

Each week you will have four 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 p.m.**

Specific Course Requirements:

Lecture Videos and Other Course Requirements (9 hours per week)

Students are required to watch pre-recorded instructor lecture videos, which are designed to take roughly 3 hours per week to view and complete with note taking. Students can pause, rewind, and re-watch the videos to facilitate note taking and learning. In addition, students can download the course power point presentations and take notes directly on the slides.

Other student activities include: 1) reading course announcements and a weekly wrap up discussion, both of which will be communicated via email on the course Carmen page; 2) course readings, including textbook and supplemental materials posted on the course Carmen page; 3) completing a weekly online quiz and discussion post in Carmen; 4) completing two online course exams in Carmen; and 5) completing the course field trip requirement.

Other student activities will require at least 6 hours per week to complete

2 Exams, each worth 50 points (20% of your total final grade).

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 – 6) while the non-cumulative second exam will cover Part II of the course (Chapters 7-10, and 12-13, plus Use of Force). The exams will include multiple choice and true-false questions.

Note: Exams are closed book and notes. You may not use ANY materials or consult with anyone to assist your completion of exams.

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.

15 Weekly Quizzes, 150 points (30% of your final grade).

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 trading water until the exams.

Note: Quizzes are closed book and notes. You may not use ANY materials or consult with anyone to assist your completion of the quizzes.

15 Weekly Discussion Questions (30% of your final grade).

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.

Note: Your discussion posts must be your own original work. You are discouraged from consulting outside sources to answer your discussion post. Moreover, should I discover that you have plagiarized your answer to a discussion question from the textbook, additional readings, or an external source, you will receive a zero for that assignment and the incident will be referred to the Committee on Academic Misconduct. Please refer to Ohio State’s Academic Misconduct Policy, posted below.

Required Field Experience

The College of Arts and Sciences requires courses with the “X189” designation to have a field experience component. Because this course involves detailed study of how investigators conduct criminal investigations, the objective of which is to legally gather evidence sufficient to identify, arrest, and convict an offender, the ideal field experience would involve shadowing a homicide investigator to observe the actual conduct of a criminal investigation. Unfortunately, this is not possible. However, court proceedings are open to the public. Accordingly, your field experience will involve attending part of a criminal trial in a local criminal court. This experience will provide the opportunity to see how evidence gathered during the criminal investigation is used by prosecutors in their attempt to obtain a conviction beyond a reasonable doubt.

While I will provide more detail about the field experience requirement, at a minimum you will observe 2 – 3 hours of an actual misdemeanor or felony trial. The court’s clerk’s office will have information about upcoming or trials then taking place. During your attendance, you should take notes sufficient to allow for completion of a detailed report regarding your observations. I will provide an outline of required information that you will use to write your report. At a minimum, your report will include the name of the witness, subject of the witness’s testimony and how this testimony fits into the prosecution’s case (if the person is a prosecution, as opposed to a defense, witness). In other words, what did the prosecution attempt to prove through the testimony of this witness? How many witnesses did you observe during your visit? Did you also witness cross-examination of the witness? Did you feel that the witness was credible and provided valuable testimony that advanced the prosecution’s case or rebutted it (if a defense witness)? Answering these questions will require you to do some background research on the case to better help you understand the context of the witness’s testimony, which will likely include accessing documents filed in the case with the court clerk’s office. These documents are not sealed but are available to the public. In addition, it may be helpful to briefly ask background questions of the prosecutor during a break in the trial.

This assignment is worth 100 points (20% of your grade) and will be due on the Friday of the last week of class.

Grading Summary

Exams:	100 points, 20%
Quizzes:	150 points, 30%
Discussion:	150 points, 30%
Field Trip Report	100 points, 20%
Total Points:	500

Late Assignment Policy:

Late work will not be accepted without prior permission from me.

Course Policies

I reserve the right to make minor changes to the Syllabus and deadlines stated therein but will discuss them with you in advance so you may prepare accordingly. I will only make such changes when necessary due to intervening circumstances.

Grading Scale:

Grading follows the standard Ohio State grading scale:

372-400 points (93-100%)	A
360-371 points (90-92.9%)	A-
348-359 points (87-89.9%)	B+
332-347 points (83-86.9%)	B
320-331 points (80-82.9%)	B-
308-319 points (77-79.9%)	C+
292-307 points (73-76.9%)	C
280-291 points (70-72.9%)	C-
268-279 points (67-69.9%)	D+
240-267 points (60-66.9%)	D
239 points and below (59.9% and below)	E

Grades will be rounded to the nearest tenth. So, for example, if you achieve a 92.6, your grade will be rounded to a 93.

Missing an Exam

Legitimate reasons for missing an exam include verified illnesses, serious family emergencies, and certain documented university activities. Proper documentation is required to make up an exam. As soon as you are aware that you will miss an exam, please notify me, preferably by the end of the day of the exam, unless email communication is not possible due to documented emergency circumstances. However, I must hear from you by the end of the workday (5 p.m.) on the day following the exam. It is your responsibility to notify me that you need to schedule a makeup exam.

Feedback and Response Time:**Communication between Students and Instructor by E-Mail**

As this is an online class, email communications are our main mechanism for student – instructor interactions. I am available by email and typically return emails very quickly, but no later than 24 hours. There is no discussion board for this class as *all communications to you about the course are done by email*. You are REQUIRED to check your email each week for feedback from me or course announcements. At the end of each week, I typically do a “weekly wrap up” to discuss your discussion posts and summarize course materials. I encourage you to email me with questions and concerns, which can also be addressed through a virtual meeting via zoom.

Grading and feedback:

Your quizzes and exams will be graded automatically by Carmen, and you will immediately know your grade. I will grade your discussion posts within five days (and likely sooner) after they are submitted.

Email Etiquette

Please compose your emails in a professional manner. When emailing, please include a proper salutation, complete sentences, and appropriate language. Review your email for typos prior to hitting send. Remember, an email is not a text.

Other Course Policies:**Student Support Services**

Student support services are offered on the OSU main campus. These include all services offered by the Buckeye Link Office and the online self-service found on the Buckeye Link web page, <https://buckeyelink.osu.edu/>. These services include ordering transcripts, reviewing your grades and class schedules, and adding/dropping classes. You can access student support services through this link: <http://ssc.osu.edu>.

Attendance, Participation, and Discussions

Because this a distance-learning course, your attendance is based on your online activity and participation. The following is a summary of everyone’s expected participation:

Logging in: AT LEAST ONCE PER WEEK Be sure you are logging in to the course in Carmen each week, including weeks with holidays. During most weeks you will probably log in many times, including to check your email for messages from me. You will need to log in at least once a week to complete quizzes and discussion posts. 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 OR FLEXIBLE There are no live, scheduled events for the course. All lectures are pre-recorded and are on the Carmen course page. If you would like to discuss the material, an assignment or exam with me, please contact me by email. We can also schedule a zoom meeting.

Discussion and Communication Guidelines:

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. Informality (including an occasional emoticon) 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.

Student Academic Services

Student academic services are offered on the OSU main campus. In general, these include academic advising, tutoring, learning support, and career counseling and support, and tips for online learning. You can access student academic services through this link:

<http://advising.osu.edu/welcome.shtml>.

Academic Integrity Policy:**Policies for this online course**

Quizzes and exams: 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.

Written assignments: Your discussion posts must be your own original work.

Ohio State’s Academic Integrity Policy

Any student suspected of cheating, plagiarizing, or engaging in any other form of academic misconduct will be referred to the Committee on Academic Misconduct (“COAM”). It is the responsibility of COAM to investigate all suspected cases of student academic misconduct. Academic misconduct includes, but is not limited to, cases of plagiarism and dishonest practices in connection with examinations and writing papers. Instructors shall report all instances of alleged academic misconduct to COAM (Faculty Rule 3335-5-487). For additional information, please see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>.

Copyright Disclaimer

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.

Differing Abilities

Some students require modifications in the learning environment. Ohio State strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your differing ability(ies) (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options, which may include providing more time to answer quiz/exam questions. You may also register with Student Life Disability Services, which will establish reasonable accommodations appropriate for you.

After registration, please contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely manner. Student Life Disability Services may be contacted at slds@osu.edu, (614) 292-3307, 098 Baker Hall, 113 W. 12th Avenue.

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. 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 Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Statement on COVID Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on Sexual Misconduct/Relationship Violence

Title IX makes clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Statement on Diversity

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.

Tentative Course Schedule

Week Beginning	Topic	Assignments
August 23	Foundations of Investigations	Reading: Chapter 1, pp. 8-13, and 15-35 Videos: Introduction to the Course Power Point Lecture on Chapter 1, Part 1 Participant Introductions Quiz 1, due 8/29 Discussion Post 1, due 8/29
August 30	Foundations of Investigations (continued) The Crime Scene	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 Quiz 2, due 9/5 Discussion Post 2, due 9/5
September 6	Evidence	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 Quiz 3, due 9/12 Discussion Post 3, due 9/12
September 13	Search and Seizure, Part 1	Reading: Chapter 4, pp. 100 – 105; 107 – 108. Video: Chapter 4, Part 1 Power Point Lecture Quiz 4, due 9/19 Discussion Post 4, due 9/19
September 20	Search and Seizure, Part 2	Reading: Chapter 4, pp. 105 – 107; 108 - 116 Video: Chapter 4, Part 2 Power Point Lecture Quiz 5, due 9/26 Discussion Post 5, due 9/26
September 27	Interviewing and Interrogation	Reading: Chapter 6, pp. 193 – 196; 199 - 215 Video: Power Point Lecture Quiz 6, due 10/3 Discussion Post 6, due 10/3

October 4	Mid-Term Exam	Available 10/4 at 12:00 a.m., due 10/10 at 11:59 p.m.
October 4	Identifying and Arresting Subjects, Part 1	Reading: Chapter 7, pp. 228 (Field Identification) – 231; pp. 235 (locating suspects) – 236. Video: Chapter 7, Part 1 Power Point Lecture Quiz 7, due 10/10 Discussion Post 7, due 10/10
October 11	Identifying and Arresting Subjects, Part 2	Chapter 7, pp. 236 – 243; 244 – 246; 250 – 253. Video: Chapter 7, Part 2 Power Point Lecture Quiz 8, due 10/17 Discussion Post 8, due 10/17
October 18	Use of Force	Chapter 7, pp. 253-262; Excerpt from LoFaso Dissertation (on Carmen) Video: Power Point Lecture Quiz 9, due 10/24 Discussion Post 9, due 10/24
October 25	Death Investigations Part 1	Reading: Chapter 8, pp. 272 – 281. Video: Chapter 8, Part 1 Power Point Lecture Quiz 10, due 10/31 Discussion Post 10, due 10/31
November 1	Death Investigations Part 2	Reading: Chapter 8, pp. 281 – 290; 293 – 295; 301 – 302; 304 – 306; 308 Video: Chapter 8, Part 2 Power Point Lecture Quiz 11, due 11/7 Discussion Post 11, due 11/7
November 8	Assault and Domestic Violence, Part 1	Reading: Chapter 9, pp. 314-321 Video: Chapter 9, Part 1 Power Point Lecture Quiz 12, due 11/14 Discussion Post 12, due 11/14
November 15	Assault and Domestic Violence, Part 2	Readings from Chapter 9, pp. 321 - 327, pp. 329 - 331. Video: Chapter 9, Part 2 Power Point Lecture Quiz 13, due 11/21 Discussion Post 13, due 11/21
November 22	Robbery	Reading: Chapter 12 Video: Power Point Lecture Quiz 14, due 11/28 Discussion Post 14, due 11/28
November 29	Burglary	Reading: Chapter 13 Video: Power Point Lecture Quiz 15, due 12/5 Discussion Post 15, due 12/5
December 6	Second Exam	Available 12/6 at 12:00 a.m., due 12/8 at 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

Office: Townsend 104

wagner.207@osu.edu

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](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). 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.