

**WILMINGTON UNIVERSITY  
CLASS INFORMATION & SCHEDULE  
SYLLABUS**

**FACULTY MEMBER:**

**TERM:**

**COURSE TITLE: Criminal Investigations**

**COURSE NUMBER: CRJ 318**

**OFFICE HOURS/METHOD OF CONTACT:**

**I. METHODOLOGY:**

**COURSE DESCRIPTION:** This course addresses the basic aspects of criminal investigation. It presents an overview of crimes and their elements and identifies the major goals of investigation.

individuals and other agencies is examined.

**TEXTBOOK (eBook):** This text emphasizes the role of evidence in criminal investigations. Criminal investigation and criminal evidence go hand in hand; they are inseparable. Criminal investigations are conducted to collect criminal evidence, and it is evidence that is used to establish proof in an investigation. The investigative methods used to collect evidence largely determine the quality of that evidence. Thus, investigators must understand the role and function of evidence, the strengths and weaknesses of various forms of evidence, how different types of evidence can be used to establish proof, the legal issues that relate to the collection of evidence, and best practices for the collection of evidence. *Criminal Investigation* provides this knowledge. This course will be hosted through the campus Learning Management System, **Canvas**. As with any technology, ensuring a proper start is key.

**II. COURSE OUTLINE/CLASS SCHEDULE:**

**Week One**

- Read chapter 1 Investigation of Crime
- Read chapter 2 History of Investigations
- Read chapter 3 Role of Evidence

**Week Two**

- Read Chapter 4 The Law and Criminal Investigations
- Read Chapter 5 Crime Scene, Forensics and DNA



- A-5. Define the basic distinctions of criminal evidence, including the distinctions between judicial evidence and extrajudicial evidence and those between exculpatory evidence and inculpatory evidence.
- A-6. Identify the functions of evidence and give examples of corpus delicti evidence, corroborative evidence, cumulative evidence, associative evidence, identification evidence, and behavioral evidence.

#### GOAL B:

Students will gain an understanding and appreciation for the role of the criminal investigator in the criminal justice system.

Learning Outcomes: The student will

- B-1. Define basic legal terms such as probable cause, arrest, arrest warrant, search, and search warrant.
- B-2. Discuss the implications of the Fourth Amendment to the U.S. Constitution, including the exceptions to the search warrant requirement.
- B-3. Discuss the implications of the Fifth and Sixth Amendments to the Constitution, in particular the purpose and consequences of the Miranda warnings.
- B-4. Discuss the three roles or functions of physical evidence in the criminal investigation process and define class characteristic and individual characteristic forensic evidence.
- B-5. Discuss the different types of DNA, where it can be found, and how it can be used in criminal investigations.
- B-6. Discuss other types of forensic evidence, including fingerprints, bite marks, shoeprints, firearms, and drugs.

#### GOAL C:

Students will develop an understanding of the methods used by criminal investigators to obtain information.

Learning Outcomes: The student will

- C-1. Define investigative interviewing, discuss the types of witnesses who may be interviewed, and explain the types of information that may be obtained from witnesses.
- C-2. Identify the guidelines for the collection of eyewitness evidence and explain the rationale for each guideline.
- C-3. Discuss the investigative tools for interviewing, in particular cognitive interviewing, and identify the guidelines relating to the collection of accurate information through interviews.
- C-4. Define an investigative interrogation, discuss the value of confessions as evidence, and detail the methods used to conduct interrogations.
- C-5. Compare and contrast the Reid Technique of interrogations with the PEACE model.
- C-6. Explain why suspects confess, why some people falsely confess, and what can be done to reduce the frequency of false confessions.

**GOAL D:**

Students will develop an understanding of the investigative responses to specialized situations.

Learning Outcomes: The student will

- D-1. Discuss the purpose of criminal profiling, its history, and the assumptions of the technique.
- D-2. Describe the two forms of crime analysis (place-based and person-based) and discuss how they can be used as tools in criminal investigations.
- D-3. Define digital evidence and identify the electronic devices that may provide s(ed)4( anolorfl2 Tf1 (

GOAL E:

Develop an understanding and appreciation for the arrest and search responsibilities of the criminal investigator.

Learning Outcomes: The student will

- E-1. Identify the four ways by which people may die (manner of death), the factors that must be considered in determining manner of death, and the relative frequency of the various manners of death.
- E-2. Explain how the three fundamental questions that guide a homicide investigation can be addressed. These questions are: Who is the decedent? What was the cause of death? Who committed the murder?
- E-3. Identify the characteristics of rape and other sexual assaults, including drug-facilitated sexual assaults.
- E-4. Identify the varieties and characteristics of other assaults.
- E-5. Discuss domestic violence and child abuse investigations and their unique challenges.

GOAL F:

Students will develop an awareness of the process involved in processing a crime scene.

Learning Outcomes: The student will

- F-1 Identify the varieties and characteristics of robbery.
- F-2. Discuss the rights of the individual (not being prepared to be connected to a) (characteristics of )5



**B. Evaluation Procedures:**

**Assignments and % of total grade:**

Weekly quizzes 56.4%