



## **LEN 221: Principles of Criminal Investigation**

3 lecture hours / 3 credits

### **CATALOG DESCRIPTION**

Prerequisite: Undergraduate level [RDG 099](#) Minimum Grade of P or Undergraduate level [RDG 055](#) Minimum Grade of B or Undergraduate level [RDG 033](#) Minimum Grade of A or Compass Reading 70 or Compass Reading Exemption 1 or Total Compass Exemption.

Topics include investigation, methodology in crime, modus operandi, sources of information, interrogation, and preliminary follow-up investigations. The abilities, techniques, and methods employed in a criminal investigation from the time the report is received to the ultimate conviction of the perpetrator are studied. The potentials of scientific research, the use of communications and records in criminal investigation, and the application of logic and scientific method to the investigation of criminal evidence are included.

### **TEXTBOOK AND COURSE MATERIALS**

#### **REQUIRED TEXTS (Author. Title. Edition, Publisher)**

To be determined by instructor

It is the **responsibility of the student** to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

*Please see current textbook prices at [www.rcgc.bncollege.com](http://www.rcgc.bncollege.com)*

### **EVALUATION AND ASSESSMENT**

#### **Grading Distribution**

<ul style="list-style-type: none"><li>• Exams</li><li>• Quizzes</li><li>• Class Discussions</li><li>• Written Assignments</li><li>• Powerpoint Presentation</li><li>• Attendance and Participation</li></ul>	Grading to be determined by individual instructors
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#### **Grading Scale Example**

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

**ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES**  
(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

	<b>RCGC Core Competencies</b>
<b>1</b>	<b>Written and Oral Communication</b> Students will communicate effectively in both speech and writing.
<b>2</b>	<b>Quantitative Knowledge and Skills</b> Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
<b>3</b>	<b>Scientific Knowledge and Reasoning</b> Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
<b>4</b>	<b>Technological Competency</b> Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
<b>5</b>	<b>Society and Human Behavior</b> Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
<b>6</b>	<b>Humanistic Perspective</b> Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
<b>7</b>	<b>Historical Perspective</b> Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
<b>8</b>	<b>Global and Cultural Awareness</b> Students will understand the importance of a global perspective and culturally diverse peoples.
<b>9</b>	<b>Ethical Reasoning and Action</b> Students will understand ethical issues and situations.
<b>10</b>	<b>Information Literacy</b> Students will address an information need by locating, evaluating, and effectively using information

**CRJ101 CORE COMPETENCIES**

This course focuses on three of RCGC's core competencies. They are:

- Oral & Written communication
- Technological Competency
- Information Literacy

### STUDENT LEARNING OUTCOMES:

<b>LEN 221 (Principles of Criminal Investigation), students will be able to:</b>	<b>RCGC's Core Competencies</b>	<b>Evaluation/ Assessment</b>
<p><b>1. Explain the historical roots of Criminal Investigation in policing.</b></p> <ul style="list-style-type: none"> <li>• Highlight the first major federal investigative agencies and their responsibilities.</li> <li>• Explain the Supreme Court's "due process revolution" and its impact on policing.</li> <li>• Discuss Bertillon's method of anthropometry.</li> <li>• Summarize the historical development of fingerprint identification.</li> <li>• Explain the concept and practice of DNA typing.</li> <li>• Outline the milestones in the development of firearms identification.</li> <li>• Outline the intelligence/analytical cycle.</li> <li>• Understand various components of crime analysis.</li> <li>• Assess criminal profiling and its criticisms.</li> <li>• Discuss the organized/disorganized offender model.</li> <li>• Explain the practice of investigative psychology.</li> <li>• Describe behavioral evidence analysis.</li> <li>• Discuss the practice of geo-profiling.</li> <li>• Recognize financial difficulty indicators used in financial analysis.</li> <li>• Identify three major components of NCAVC and the services they provide.</li> <li>• Describe the functions of NCIC and CODIS.</li> <li>• Distinguish among detention, arrest, and charging.</li> <li>• Explain the benefit of a police officer's making an arrest under the authority of a warrant.</li> <li>• Define and describe probable cause.</li> <li>• Discuss the risk factors involved in making a premature arrest.</li> <li>• Briefly outline the steps in a trial process.</li> <li>• Assess the importance of a criminal investigator's knowing the rules of evidence.</li> <li>• Describe the hearsay rule and the philosophy under which the exceptions to this rule have evolved.</li> <li>• Explain the reason for the existence of evidentiary privileges.</li> <li>• Discuss the role of an investigator as a witness in a criminal trial.</li> <li>• Explain the purpose of cross-examination.</li> </ul>	<p>Oral &amp; Written Communication</p>	<p>Take-home essay. Analysis and discussions. Class participation. Quizzes / Tests</p>

<p><b>2. Explain the Investigator's role and the criminal investigative process.</b></p> <ul style="list-style-type: none"> <li>• Understand the role of the investigator and the skills and qualities he or she must possess</li> <li>• Discuss the major events in the investigation of a crime.</li> <li>• Discuss the major steps in a preliminary investigation</li> <li>• Define a crime scene.</li> <li>• Outline the purposes and functions of a crime scene investigation.</li> <li>• Explain the "rules" for the crime scene investigator.</li> <li>• Identify potential threats to investigators health and safety.</li> <li>• Describe the five major considerations that dominate the crime scene search.</li> <li>• Understand the differences and similarities between interviews and interrogations.</li> <li>• Outline the steps in preparing for an interview and an interrogation.</li> <li>• Assess the challenges in relying on eyewitness identification.</li> <li>• Explain the role of hypnosis in criminal investigation.</li> <li>• Describe Neuro-Linguistic Programming.</li> <li>• Identify interviewing processes and techniques.</li> <li>• Explain the impact of Miranda v. Arizona and other landmark Supreme Court cases on police interrogation.</li> <li>• Identify interrogation processes and techniques</li> <li>• Understand the methods and importance of documenting an interview and interrogation.</li> <li>• Explain the importance of listening during an interview and interrogation.</li> <li>• Understand the importance of field notes.</li> <li>• Distinguish between basic and primary investigative questions.</li> <li>• List the six primary investigative questions.</li> <li>• Understand formats for basic incident reports.</li> <li>• Discuss aids to information gathering.</li> <li>• Summarize the report approval and disposition process.</li> <li>• List the elements common to incident reports.</li> <li>• Summarize the factors used to determine whether a follow-up investigation is needed.</li> <li>• Outline common internal and external sources of case information.</li> <li>• Explain the techniques used in neighborhood and vehicle canvasses.</li> <li>• Discuss the role and use of informants.</li> <li>• Understand the purpose and objectives of surveillance.</li> <li>• Be familiar with the practice of polygraph and psychological-stress evaluators.</li> <li>• Describe the methods for conducting photo and live line-ups.</li> <li>• Explain the guidelines for recording identification results.</li> </ul>	<p>Oral &amp; Written Communication</p>	<p>Take-home essay / class participation. Quizzes / Tests</p>
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<p><b>3. Explain the importance of physical evidence to the criminal investigation process.</b></p> <ul style="list-style-type: none"> <li>• Distinguish between class and individual characteristics.</li> <li>• Outline procedures for locating and handling soil and pollen evidence.</li> <li>• Understand process for preserving footwear and tire prints and impressions.</li> <li>• Summarize techniques for collecting glass and paint evidence.</li> <li>• Discuss methods of collecting and storing fibers, cloth fragments, and impressions.</li> <li>• Understand how to locate, identify, and use tools to obtain fingerprints.</li> <li>• Describe the importance of forensic dentistry.</li> <li>• Discuss the identification and analysis of bloodstains.</li> <li>• Identify the determinations that can be made from firearm evidence.</li> <li>• Outline techniques for identifying questioned documents.</li> <li>• Define and distinguish forensic science and criminalistics.</li> <li>• Understand the importance of an investigator's understanding of crime laboratory capabilities.</li> <li>• Describe the three measures of effectiveness of crime laboratories.</li> <li>• Distinguish the Frye test from the Daubert test regarding the admissibility of scientific evidence.</li> <li>• Explain the role and importance of DNA analysis in criminal investigation.</li> <li>• Identify the latest technologies in DNA evidence investigation and data banking.</li> <li>• Highlight the process of fingerprint identification and comparison.</li> <li>• Describe AFIS and IAFIS.</li> <li>• Describe NIBIN.</li> <li>• Briefly explain the techniques and methods used by both the ATF and FBI crime laboratories to examine evidence.</li> </ul>	<p>Oral &amp; Written Communication</p>	<p>Take-home essay. Quizzes / Tests</p>
<p><b>4. Explain why the investigation of felonious injuries and criminal homicides can be the most important, yet difficult, responsibility assigned to a police investigator.</b></p> <ul style="list-style-type: none"> <li>• Describe the four motivational models for classification of homicide.</li> <li>• Identify the investigator's responsibilities when responding to the scene of a suspected homicide or assault.</li> <li>• Comprehend the importance of personal identification of a victim in a homicide investigation.</li> <li>• Outline the major elements in a search for buried bodies.</li> </ul>	<p>Oral &amp; Written Communication</p>	<p>Take-home essay Analysis and class/ student participation</p>

<ul style="list-style-type: none"> <li>• Understand the individual observations used collectively to determine the time of death.</li> <li>• Discuss the five most common types of wounds encountered in injury and death investigations.</li> <li>• Assess information used by investigators to distinguish between a homicide and a suicide.</li> <li>• Outline facts that need to be determined in the investigation of fire deaths.</li> <li>• Define stalking, and identify common categories of stalking.</li> <li>• Describe what items are needed for a psychological profile.</li> <li>• Explain the hierarchical structure of policing.</li> <li>• List and explain the classification of sex offenses.</li> <li>• List and explain the four types of sexual murder.</li> <li>• Discuss interview procedures and investigative questions for sexual assault cases.</li> <li>• Explain why women do not report rape to the police and the motivations for false rape allegations.</li> <li>• Discuss the importance of trace evidence.</li> <li>• Assess investigative and evidence collection techniques for drug-facilitated sexual assaults.</li> <li>• Recognize common characteristics of sexual asphyxia, or autoerotic death.</li> <li>• Describe a psychological autopsy.</li> <li>• Recognize types and patterns of injuries in child abuse and related crimes.</li> <li>• Discuss sex-offender registration and community notification laws.</li> <li>• Recognize threat assessment factors and levels of risk in committing school crime.</li> <li>• Identify and explain the elements and styles of robbery including police response and investigative strategies.</li> <li>• Discuss three explanations for the increase in car-jacking.</li> <li>• Describe action, physical, and situational stereotyping.</li> <li>• Identify types of evidence to be collected in safe burglaries.</li> <li>• Outline strategies for investigating criminal fences and other stolen-property outlets.</li> <li>• Understand the process of cellular-phone cloning.</li> <li>• Describe the classifications of shoplifters and the patterns of professional shoplifting groups.</li> <li>• Explain the most common types of confidence games.</li> <li>• Outline various techniques for laundering money.</li> <li>• Describe identity theft, credit card fraud, check fraud, and mail fraud.</li> <li>• Discuss the looting of archaeological sites.</li> <li>• Identify types of motor vehicle theft.</li> <li>• Be familiar with techniques for disposing of stolen motor vehicles.</li> <li>• Describe challenges associated with the theft investigation heavy equipment and farm equipment.</li> </ul>		
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<ul style="list-style-type: none"> <li>• Identify major investigative resources.</li> <li>• Discuss methods for assisting in the identification of a recovered vehicle.</li> <li>• List and explain several vehicle theft fraud indicators.</li> <li>• Describe vehicle fire investigation methods,</li> <li>• Explain vehicle and equipment theft prevention approaches.</li> <li>• Assess title and registration issues related to marine theft.</li> <li>• Discuss aircraft and avionics theft and relevant identification and investigative techniques.</li> <li>• Outline the types of crimes in which the computer is the target to include investigation and prevention.</li> <li>• Discuss computers as an instrumentality of the crime.</li> <li>• Understand the tools that computer criminals use to commit crime.</li> <li>• Discuss debates regarding privacy issues concerning the regulation of the Internet.</li> <li>• Discuss the prevalence of timber theft.</li> <li>• Explain agrichemical theft.</li> <li>• Summarize measures to prevent rural and agricultural crimes.</li> <li>• Distinguish between situational and professional poachers.</li> <li>• Understand investigative techniques used in wildlife crimes.</li> <li>• List and describe the characteristics of hazardous waste.</li> <li>• Discuss methods of investigating environmental crimes.</li> <li>• Discuss the steps and methods in the preliminary investigation of arson.</li> <li>• Explain the two types of explosions.</li> <li>• Outline the procedures for handling and investigating bomb threats.</li> <li>• Outline techniques used in investigating dangerous drugs and narcotics.</li> <li>• Assess the motives, methods, and management of drug informants.</li> <li>• Describe the process of identifying and conducting raids on clandestine labs.</li> <li>• Explain the type of information necessary to establish probable cause and obtain search warrants.</li> </ul>		
<ul style="list-style-type: none"> <li>• Communicate information orally in a logical and grammatical manner.</li> </ul>	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home essay Tests Position papers Oral presentation Power point presentation. Analysis and student participation</p>