



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

CRIJ 3315-110
Criminal Evidence
Fall 2022

Class Location:	TAMUCT Canvas Learning Management System: [https://tamuct.instructure.com/]
Course Dates:	August 22, 2022 to December 9, 2022
Instructor:	Steven L. Walden, MCJ, JD
Office:	N/A
Office Hours:	By appointment for phone contact
Class Hours:	100% Online Course
Contact Email:	Canvas Message (Inbox)

1.0 Course Overview

1.1 Catalog Course Description

An analysis of the procedures and rules of evidence applied to the acquisition, offering, admissibility, and presentation of evidence from the crime scene, courtroom, and appellate court perspectives.

1.2 Summary of Course Objectives

To understand and appreciate the history and evolution of the evidentiary law in the United States; To understand the importance of evidentiary law to the daily operations of criminal justice professionals; To gain experience with the common legal terminology and methods used by professionals in the criminal justice system; To apply evidentiary law to real and hypothetical fact situations; To demonstrate critical thinking, research and writing skills on issues relevant to the courts and the law of evidence. **Refer to Appendix I for Chapter Learning Objectives.**

1.3 Mode of Instruction and Course Access

This course is a 100% online course. This means there are no regularly scheduled class sessions. All sessions are collaborative. Collaboration is accomplished through active learning, interaction between participants and instructor, as well as interaction among participants themselves. Course material is presented in weekly segments. Each segment begins on Monday and ends on Saturday.

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. If a student has difficulty using Canvas, please call for toll-free assistance: 1-844-757-0953

1.4 Student-instructor interaction:

I check my Canvas messages daily, typically early morning or in the evening, and I will respond to student inquiries within 24 hours. I am a full-time employed attorney, so access to my personal computer is limited during normal working hours. The Canvas message system is the preferred form of communication for this class.

Important: Please do not use my TAMU-CT email for student/course communications, as I will not respond to those emails or messages. All student/course communications should be

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submitted through the Canvas Inbox. By keeping all of our student/course-related items in Canvas, there is a much less chance that I will misplace a student's message.

1.5 **Emergency Warning System for Texas A&M University-Central Texas**

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

2.0 **Competency Goal Statements**

- 2.1 Students will demonstrate the ability to explain the history and evolution of the laws of evidence.
- 2.2 Students will compare and evaluate the common evidentiary privileges recognized in the United States.
- 2.3 Students will explain the history, application, and constitutional basis of the hearsay rule.
- 2.4 Students will describe the legal rules and procedures involving confessions and admissions.
- 2.5 Students will explain the standards governing admission of lay and expert opinion.
- 2.6 Students will compare and evaluate the types and qualities of scientific evidence and the evidentiary standards governing use of this evidence.
- 2.7 Students will identify and explain the use of common substitutes for formal proof such as presumptions, inferences, judicial notice and stipulations.
- 2.8 Students will describe and assess the practical and legal issues related to evidence collection and preservation.
- 2.9 Students will distinguish between direct and circumstantial evidence.
- 2.10 Students will explain the methods and procedures employed during direct and cross-examination of witnesses.

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- 2.11 Students will analyze, interpret, and apply the reasoning from judicial opinions and case studies on evidentiary issues to hypothetical factual scenarios.
- 2.12 Students will demonstrate proficiency in the use of technology appropriate to upper-level college work in general and the discipline of criminal justice in particular.

3.0 Required Textbooks (3)

Gardner, T., & Anderson, A. (2016). *Criminal evidence: Principles and cases* (9th ed.). Belmont, CA: Wadsworth. ISBN: 978-1-285-45900-4. Note: This is the only textbook you are required to purchase for the course.

Federal Rules of Evidence (FRE), available at: <http://www.law.cornell.edu/rules/fre/>, Note: You are under no obligation to purchase a print version of this book.

Texas Rules of Evidence (TRE), available at: <http://www.txcourts.gov/media/1442383/texas-rules-of-evidence-updated-with-amendments-effective-112018.pdf>, Note: You are under no obligation to purchase a print version of this book.

Recommended Textbooks (2)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. NOTE: This work will be referred to as the APA Manual/Guidelines in this syllabus and in the course. Another helpful resource is: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

Strunk, W., & White, E. B. *The elements of style*, available at: <http://www.bartleby.com/141/>. Note: You are under no obligation to purchase a print version of this book.

NOTE: The student is expected to have an adequate knowledge of the essentials of grammar and writing style and of the guidelines for paper organization and referencing in accordance with the APA Manual. If the student does not have adequate knowledge in these areas, then the purchase and use of the two recommended textbooks is highly advisable. Failure to provide written work in accordance with the essentials of acceptable, English writing style and APA guidelines will result in poor grades.

4.0 Course Requirements

4.1 Chapter Review Questions, Class Discussions, Week One Assignments (275 Points Total)

Week 1: (15 Points)

Students may earn **15 points** for the timely submission of their Academic Honesty Form, answers to the Syllabus Questions, and Student Introductions to the Class in the Discussion Board forum. Each item is worth 5 points each if submitted by the deadline, but the Academic Honesty Form must be submitted to the instructor in order to remain in the class, regardless if it is submitted by the deadline.

Weeks 2-17: (260 points)

Per the Course Calendar, on Sunday the Instructor will post Chapter Review Questions and Class Discussion Questions for students in Canvas. The chapter review questions are designed to help students review their knowledge and understanding of that week's learning objectives, and the Class Discussion assignments provide students an opportunity to apply their understanding of the chapter learning objectives to a particular scenario, and to respond to other students' responses.

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Students' answers to the Chapter Review Questions and the Class Discussion Questions are due by 11:59 pm on Saturday of each week (see Course Calendar for all due dates).

Class Discussion Questions--Instructions:

Per the Course Calendar, each Sunday the Instructor will post a class discussion assignment on the Canvas Discussion Board. Class Discussion assignments provide students an opportunity to apply their understanding of the chapter learning objectives to a particular scenario, and to respond to other students' responses. These comments are just like in-class participation, (see section 14.0, entitled "Discussion Board Etiquette"). Students' responses to the Class Discussion assignment(s) are also due by 11:59 pm on Saturday of each week.

Chapter Review Questions – Examples

Students are expected to answer the Chapter Review Questions individually. It is very important that students answer the Instructor's chapter review questions by correctly following the examples provided and the Chapter Review Questions Grading Rubric below.

Examples for answering the chapter review questions depending on whether you have a print-version textbook, an electronic textbook with sections numbers and no page numbers, or an electronic textbook with only title headings:

If you have a textbook with page numbers, then follow this example in drafting your answer:

1. Explain how the rules of evidence are not designed to be of assistance in the search for truth but have other purposes; they often actually hinder the search for the truth.

The rules of evidence that can hinder the search for truth are marital protections that prevent spouses from testifying against each other, attorney-client privilege, and relationships between medical professionals and his or her patients. Also, the exclusionary rule prevents evidence obtained illegally from presentation in a trial against a defendant. The rule is supposed to deter law enforcement and other officials from engaging in [illegal] behavior while gathering evidence that results in the exclusion of that evidence from trial. This rule does not address the question of whether a defendant committed the alleged acts. (Gardner & Anderson, 2016, p. 56).

If you have an electronic textbook that does not have page numbers, but has section numbers, then follow this example in drafting your answer:

1. Explain how the rules of evidence are not designed to be of assistance in the search for truth but have other purposes; they often actually hinder the search for the truth.

The rules of evidence that can hinder the search for truth are marital protections that prevent spouses from testifying against each other, attorney-client privilege, and relationships between medical professionals and his or her patients. Also, the exclusionary rule prevents evidence obtained illegally from presentation in a trial against a defendant. The rule is supposed to deter law enforcement and other officials from engaging in [illegal] behavior while gathering evidence that results in the exclusion of that evidence from trial. This rule does not address the question of whether a defendant committed the alleged acts. (Gardner & Anderson, 2016, Section 3-3).

If you have an electronic textbook that does not have page numbers or section numbers, then follow this example in drafting your answer:

1. Explain how the rules of evidence are not designed to be of assistance in the search for truth but have other purposes; they often actually hinder the search for the truth.

The rules of evidence that can hinder the search for truth are marital protections that prevent spouses from testifying against each other, attorney-client privilege, and relationships between medical professionals and his or her patients. Also, the exclusionary rule prevents evidence obtained illegally from presentation in a trial against a defendant. The rule is supposed to deter law enforcement and other officials from engaging in [illegal] behavior while gathering evidence that results in the exclusion of that evidence from trial. This rule does not address the question of whether a defendant committed the alleged acts. (Gardner & Anderson, 2016, Procedures & Processes). *Note: Here, in place of the page number or section number, you will type in the Heading title of the actual section where you located the information in your textbook.*

Chapter Review Questions – Specific Instructions:

1. Your responses to the chapter review questions should mirror the examples above. Remember, the question should be in **bold print**, numbered sequentially correct (e.g., 1, 2, 3, etc.), and there should not be multiple numbers or other number-letter combinations that make it difficult to read. There should be just the question in bold print, its correct number, and the student's response in plain type followed by a correct citation only to the textbook that includes the specific page number(s), or section numbers if using an electronic textbook that does not have page numbers, or the heading title if there are neither page numbers or section numbers.

2. Please note that student responses to the weekly Chapter Review Questions must be submitted as a text-entry, do not submit attachments, as they will not be accepted or graded. You can copy and paste into the Canvas text box, but do not submit responses to chapter review questions in an attachment.

3. Students are expected to be familiar with the APA formatting system. It is not within the purview or purpose of this course to teach students the APA citation style, however the UWC can assist students in this regard (see section 12.2). However, a student should perform satisfactorily if the provided examples and specific instructions are followed.

4. After reviewing these instructions, if you have any questions, please ask before you submit the assignment. Unfortunately, at the beginning of each semester I usually end up giving several zeros for assignments because these instructions were not followed, and that is when I finally hear from the student.

5. See Chapter Review Questions Grading Rubric next page.

Chapter Review Questions Grading Rubric:

Instructions to Follow	Followed Instructions	Did Not Follow Instructions
<p>Proper Formatting & Content</p> <ul style="list-style-type: none"> • Content must be of a good-faith effort • 12-point font, and Times New Roman style • Question in bold print • Student response in plain print • See additional grading comments below 	<p>Will earn full points for that question, if APA citations are proper and questions are numbered correctly</p>	<p>Will lose all points for that question</p>
<p>APA Citation, per examples above</p> <ul style="list-style-type: none"> • Students must follow one of the examples above • Citations must be to <u>only</u> the course textbook or instructor provided materials • See additional grading comments below 	<p>Will earn full points for that question, if there is proper formatting and good-faith content, and questions are numbered correctly</p>	<p>Will lose all points for that question</p>
<p>Proper Numbering</p> <ul style="list-style-type: none"> • Each question must be correctly numbered sequentially beginning with “1,” and continuing until the last question (e.g., 1, 2, 3, etc.). • Do not include any other number or letter combinations. • See additional grading comments below 	<p>Will earn full points for that question, if there is proper formatting and good-faith content, and APA citations are proper</p>	<p>Will lose one (1) point for that question</p>

- Grading--Chapter Review Questions: Each week, the timely submission of good-faith responses earns a student 15 points for his/her responses to the Chapter Review Questions for a total of 195 points for the semester. Chapter Review Questions will be graded as follows: I will divide the total number of questions into 15 to determine the value of each question and multiple that value by the number of responses that complied with the grading rubric above.

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For example, if there are five Chapter Review Questions for a particular week, I will divide five questions into fifteen total possible points, which means each question would be worth three points (e.g. 5 questions divided into 15 points equals 3 points per question). If a student only answers three out of the five questions according to the grading rubric above, then that student would receive a grade of nine points (out of fifteen) for that week's Chapter Review Questions assignment. Please note that following the examples and instructions is essentially an all or nothing grading scenario. For example, if a student does not follow the examples for APA citation, then the student will earn no points for that question (see Grading Rubric above). If the student does not follow proper formatting and content, then the student will earn no points for that question (see Grading Rubric above). If students have any questions regarding the grading, please send me a Canvas message. I am happy to answer any questions.

- Grading—Class Discussion Questions: Each week, the timely submission of good-faith responses earns a student 5 points for his/her responses to the Class Discussion Questions for a total of 65 points for the semester. Class Discussion Question assignments will be graded based on the student's good-faith attempt to apply the student's understanding of the chapter learning objectives to a particular scenario, and to respond to other students' comments as well.
- The total possible points for the Chapter Review Questions (195) plus the Class Discussion Questions (65) is 260 points, plus the 15 points for week 1 equals a total of 275 points. Please see the Grading Criteria Rubric at section 5.1 for additional information.

4.2 Quizzes (260 points)

The student will complete 13 timed quizzes. Quizzes are open book but must be completed individually. Each quiz is valued at 20 points. Quizzes must be completed by Saturday at 11:59 pm for each assigned week. Quizzes will be available for completion from Sunday until the next Saturday at 11:59 pm. Quizzes will consist of objective questions (e.g. multiple choice, true-false, etc.). If due to a scheduling conflict a student desires to take the alternative quiz at an earlier time than on the Sunday to Saturday schedule, then the following procedures will apply: (1) The student must notify the instructor by Canvas Message one week in advance; (2) The student must submit documentation as requested by the Instructor; (3) The alternative quiz will be in an essay or short answer format, and it must be submitted by the deadline to the instructor through Canvas; and (4) The decision to grant or deny a request to take a quiz prior to the regularly scheduled time is solely at the discretion of the Instructor. Note, the alternative quiz (like all tests) will focus on the Chapter Learning Objectives for that week, and it will be graded according to the essay rubric located at section 4.3 of the syllabus.

4.3 Midterm Exam and Cumulative Final Exam (465 points total)

The student will complete a timed midterm valued at 215 points and a timed final exam valued at 250 points. The exams are open book but must be completed individually. Please refer to the Course Calendar below for specific exam dates. All assigned readings and Instructor provided materials are subject to exam questions. If the midterm or final exams have an essay component, then all essays will be graded according to the rubric located below at section 4.3. In addition, the midterm and final exams will have objective questions like true/false, multiple choice, fill-in-the-blank, etc.

Note: **The Final Exam is cumulative** and will have questions that cover chapters 1-18.

Essay Exam Rubric:

Qualities & Criteria	Poor	Good	Excellent
Format/Layout <ul style="list-style-type: none"> • Presentation of the text • Structuring of text • Requirements of length, 12-point font, and Times New Roman style <i>(Weight: 10%)</i>	Follows poorly the requirements related to format and layout. (0-8 pts)	Mostly follows the requirements related to format and layout. (9-19 pts)	Closely follows all the requirements related to format and layout. (20-25 pts)
Content <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency • Note: content may also be weighted according to the number of issues to be identified in the question <i>(Weight: 80%)</i>	Essay is not objective and poorly addresses the issues. The information provided is unnecessary or insufficient to discuss the issues. (0-65 pts)	Essay is mostly objective and addresses most of the issues. Provided information is mostly necessary and sufficient to discuss the issues. (66-133 pts)	Essay is objective and addresses all the issues. Provided information is necessary and sufficient to discuss the issues. (134-200 pts)
Quality of Writing <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence <i>(Weight: 10%)</i>	Essay is poorly written and contains flagrant spelling and grammatical errors. Essay is poorly organized, lacks clarity, and incoherent. (0-8 pts)	Essay is mostly well-written, without spelling or grammatical errors. Essay is well organized, is clear, and ideas are presented in coherent ways. (9-19 pts)	Essay is well-written, without spelling or grammatical errors. Essay is well organized, clear, and ideas are presented in coherent ways. (20-25 pts)

4.4 Plagiarism: If any portion of an exam is plagiarized, then the student will receive a zero for the exam, and your instructor may initiate proceedings for your suspension or expulsion from the University.

4.5 Instructions for Submission of Assignments and Assessments

- Academic Honesty assignment and answers to the Syllabus Review questions and the Chapter Review questions should be submitted through the Canvas Assignment portal. Please note that student responses to the weekly Chapter Review Questions must be submitted as a text-entry, do not submit attachments, as they will not be accepted or graded. You can copy and paste into the Canvas text box, but do not submit responses to chapter review questions in an attachment.

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- Student Introductions to the Class should be submitted in the Canvas Discussion forum.
- Class Discussions, after you click on the thread in the Discussion Board for that week's assignment, please submit your answers as a "Reply." Here, student responses are just like in-class Discussion and are focused on specific question(s), and the forum is public for class-purposes, (see section 14.0, entitled "Discussion Board Etiquette").
- Quizzes & Exams: will be completed through the Canvas menu options located on the left side of Canvas under the tabs entitled, "Quizzes."

Important: Please do not use my TAMU-CT email for student/course communications. All student/course communications should be submitted through the Canvas Messages. By keeping all of our student/course-related items in Canvas, there is a much less chance that I will misplace a student's work.

5.0 Grading Criteria Rubric and Conversion

5.1 Rubric

Chapter Review Questions + Class Discussions + Week 1	275
Quizzes	260
Midterm Exam	215
Final Exam (Cumulative)	250
Total	1000

5.2 Conversion to Course Letter Grade for Posting

Points	%	Grade
900 – 1000	90 – 100%	A
800 – 899	80 – 89%	B
700 – 799	70 – 79%	C
600 – 699	60 – 69%	D
0 – 599	0 – 59%	F

6.0 Posting of Grades:

All student grades will be posted in the Canvas Grade book and students should monitor their grading status through this tool. Grades are typically posted within one week after the due date. The exception to this will be the midterm due to it being an essay. I will notify students via a Canvas message and announcement when the midterm grades are posted.

7.0 Technology Requirements and Support

7.1 Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

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Username: Your MyCT email address. Password: Your MyCT password

7.2 Technology Support

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student

Please be aware that technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues with technology support or your internet service provider well in advance of deadlines.

8.0 Course Calendar¹

Wk	Date	Topics	Readings	Assignment Due
1	Aug 22-27	Class introductions in the Discussion Board, Answers to syllabus review questions and submission of Academic Honesty form in the Canvas Assignment menu tab. *With timely submission of answers to the syllabus review questions, self-introduction to class, & submission of the academic honesty form by 08/27/22 students will earn 15 points .	Syllabus & Academic Honesty form	*Answers to Syllabus Review Questions via Canvas *Introduction to Class in the Discussion forum *Submission of Academic Honesty form *All Due by 08/27/22
2	Aug 28-Sept 3	Course Introduction: History and Development of the Law of Criminal Evidence, and Important Aspects of the American Criminal Justice System	Chs. 1&2	*Answers to Chapter Review Questions *Responses to Class Discussion assignment * Quiz 1: Chs. 1&2 *All Due by 09/03/22
3	Sept 4-10	Using Evidence to Determine Guilt or Innocence and Direct and Circumstantial Evidence and the Use of Inferences	Chs. 3&4	*Answers to Chapter Review Questions *Responses to Class Discussion assignment * Quiz 2: Chs. 3&4 *All Due by 09/10/22
4	Sept 11-17	Witnesses and the Testimony of Witnesses, and Judicial Notice and Privileges of Witnesses	Chs. 5&6	*Answers to Chapter Review Questions *Responses to Class Discussion assignment * Quiz 3: Chs. 5&6 *All Due by 09/17/22

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Wk	Date	Topics	Readings	Assignment Due
5	Sept 18-24	The Use of Hearsay in the Courtroom	Ch. 7	*Answers to Chapter Review Questions *Responses to Class Discussion assignment * Quiz 4: Ch. 7 *All Due by 09/24/22
6	Sept 25- Oct 1	Exceptions to the Hearsay Rule	Ch. 8	*Answers to Chapter Review Questions *Responses to Class Discussion assignment * Quiz 5: Ch. 8 *All Due by 10/01/22
7	Oct 2-8	The Exclusionary Rule and Where the Exclusionary Rule Does Not Apply	Chs 9&10	*Answers to Chapter Review Questions *Responses to Class Discussion assignment * Quiz 6: Chs. 9&10 *All Due by 10/08/22
8	Oct 9-15	<u>Midterm Exam</u> Note: No Chapter Review or Class Discussion assignments this week.	Chs 1-10	*No Chapter Review or Class Discussion assignments this week * Midterm: Chs 1-10 *Due by 10/15/22
10	Oct 16-22	“Special Needs” and Administrative Searches	Ch. 11	*Answers to Chapter Review Questions *Responses to Class Discussion assignment * Quiz 7: Ch. 11 *All Due by 10/22/22
11	Oct 23-29	Obtaining Statements and Confessions for Use as Evidence	Ch. 12	*Answers to Chapter Review Questions *Responses to Class Discussion assignments * Quiz 8, Ch. 12 *All Due by 10/29/22
12	Oct 30- Nov 5	The Law Governing Identification Evidence	Ch. 13	*Answers to Chapter Review Questions *Responses to Class Discussion assignments * Quiz 9, Ch. 13 *All Due by 11/05/22
13	Nov 6-12	Obtaining Physical and Other Evidence	Ch. 14	*Answers to Chapter Review Questions *Responses to Class Discussion assignments * Quiz 10: Ch. 14 *All Due by 11/12/22

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Wk	Date	Topics	Readings	Assignment Due
14	Nov 13-19	Obtaining Evidence by Use of Search Warrants, Wiretapping, or Dogs	Ch. 15	*Answers to Chapter Review Questions *Responses to Class Discussion assignment * Quiz 11: Ch. 15 *All Due by 11/19/22
15	Nov 20-26	The Crime Scene, the Chain of Custody Requirement, and the Use of Fingerprints and Trace Evidence Note: Thanksgiving is on 11/24 & 11/25, so for your convenience try to complete and submit your work as soon as possible—especially if you will be traveling.	Ch. 16	*Answers to Chapter Review Questions *Responses to Class Discussion assignment * Quiz 12: Ch. 16 *All Due by 11/26/22
16	Nov 27- Dec 3	Videotapes, Photographs, Documents, Writings as Evidence, and Scientific Evidence	Chs.17 & 18	*Answers to Chapter Review Questions *Responses to Class Discussion assignment * Quiz 13: Chs. 17&18 *All Due by 12/03/22
17	Dec 4-9	Cumulative Final Exam due by 12/09/2022 (Last Day of Class)	Chs. 1-18	* Final Exam: Chs. 1-18 *Due by 12/09/22

¹ Events are subject to minor revision

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

9.0 Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

10.0 Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

11.0 Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

12.0 Tutoring Resources and the University Writing Center

12.1 Tutoring.

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall. Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

12.2 University Writing Center.

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (A&M-Central Texas) is a free service open to all A&M-Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce

Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

13.0 University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[<https://tamuct.libcal.com/appointments/?g=6956>]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[<http://tamuct.libguides.com/index>]

14.0 Discussion Forum Etiquette

The Discussion forums are part of the learning process in our online class. I encourage relevant academic discussions of the instructor's questions. Discussions must always demonstrate professionalism and the upmost respect for all other participants. We all come from different backgrounds, cultures, and have varying levels of life experience. The sharing of this within the class is what makes it a richer environment. All of you are required to participate in the discussions, but remember, this is not a chat room. The discussion forum is designed to afford each student an opportunity to review and to relate to the week's topics. This is not a contest. It is a classroom. It is about sharing ideas and learning. Our goal is to be collaborative, not combative.

Please keep in mind that since we cannot see each other, we can only evaluate a person's intent by the tone of his/her posts and responses. An innocent remark can be easily misconstrued in the online environment. Take the time to re-read your responses carefully to make certain that they will not be perceived as a personal attack. Please approach other members of the class in a positive, respectful tone when formulating your responses. Since we don't have the advantage of body-language, it's hard to know for sure if your reader is bored, distracted, sarcastic, joking or sensitive about the topic. If something in class sets you off in a negative or emotional way, I recommend you give yourself time before responding with a negative reply.

Canvas etiquette: Please follow proper Canvas etiquette when sending messages to classmates or the instructor. See, https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.html For example, writing in all caps, "I NEED A REPONSE ASAP!!!!" is the same as shouting. Please do not do that, as it is extremely unprofessional.

15.0 Being an Online Student

Online classes are offer exceptional opportunities because they provide flexibility. If you have a busy schedule or competing priorities, online classes may be a good alternative. However, please remember that with that flexibility there is responsibility. You alone have to maintain discipline throughout the course to complete all of the assignments. I find that using a calendar and marking all my deadlines, including the discussion thread deadlines, helps me, but you have to find what works for you.

Communication is important because you do not have the face-to-face reminders that you have in an in-person class. You must routinely review the announcements, your emails, and/or Canvas messages to remain informed. I would recommend checking frequently!

If you would like to gauge your readiness for online classes, you can take an assessment at:
<http://tamuct.smartermeasure.com>

16.0 Late Work

Make-up work requests for assignments and assessments will not be accepted unless accompanied by appropriate medical documentation. Appropriate medical documentation must specify the date range for a student's medical incapacitation. Please do not send personal or privileged medical information. **What is of importance is the medically documented dates of incapacitation.** Students have the entire week (Sunday through the next Saturday) to submit their work. Therefore, a medical letter stating that a student was sick on Friday and Saturday (for example) would not be an appropriate medical excuse for not completing the work assigned for that week. So, please do not wait until the end of the week to start on your assignments, as difficulties will always arise. As some famous person said, "If you fail to prepare, you are preparing to fail." I do not know who should be accredited for that quote, but I have found it to be very true in my career.

In addition, please understand that "late work" is not accepted in this course for at least the following three reasons: (1) The Chapter Review and Class Discussion Questions are for a completion grade, which means that they are either completed or not completed by the deadline. If completed in a good faith effort and submitted by the due date, then students receive the full credit; otherwise, students do not earn those points for that week; (2) The answers to the Chapter Review Questions are posted on Canvas on Sundays, which is the day after the due date; therefore, it would not be fair to allow any submissions after the due date; and (3) It would be unfair to all of the students who completed the assignments by the due date.

Therefore, make-up opportunities after an assignment's due date are not typically allowed unless accompanied by appropriate medical documentation that specifies the date ranges for the student's incapacitation for that week. If a late assignment is accepted, the assignment's grade will be reduced by 50% prior to grading.

16.1 Early Work

There may be early work that is accepted, if pre-approved in advance by the instructor. These scenarios arise when a student is scheduled for a significant medical procedure or a military assignment, and the student will be unable to complete the coursework due to his/her medical condition or military assignment. In these situations, I ask students to provide proof of the medical condition or military orders in advance by sending them to me through the Canvas Messages as an attachment. Of course, I do not want students to send me any personal or privileged medical/military information. At the Instructor's discretion, he will provide the student with the necessary instructions for completing assignments prior to the posted due dates.

16.2 No Incomplete Grades

The final course grade will be posted within a few days of the final exam. **No incompletes will be awarded for this course.** If a student foresees that he or she will be unable to complete the course with a satisfactory grade, then he or she should consult with administration to determine if dropping the course would be the proper action.

17.0 Modification of the Syllabus

The syllabus is subject to minor changes at the discretion of the instructor. It is the responsibility of the student to review regularly the syllabus throughout the semester.

18.0 Contact with Instructor

I check my Canvas messages daily, typically early in the morning or in the evening, and I will respond to student inquiries within 24 hours. I am a full-time employed attorney, so access to my personal computer is limited during normal working hours. The Canvas Inbox system is the preferred form of communication for this class.

Important: Please do not use my TAMU-CT email for student/course communications, as I will not respond to those emails or messages. All student/course communications should be submitted through the Canvas Inbox. By keeping all of our student/course-related items in Canvas, there is a much less chance that I will misplace a student's work.

19.0 Announcements

It is the student's responsibility to check for Announcements on Canvas. It is advisable for the student to check for Announcements daily on Canvas.

20.0 Extra Credit

Please do not ask for extra credit. This class already has three means of earning credit each week (e.g. chapter review questions, class discussion questions, and quizzes), and these are your opportunities to earn "extra" credit every week. ***The instructor will not respond to requests for opportunities to earn extra credit.***

21.0 Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

22.0 A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage \[https://www.tamuct.edu/compliance/titleix.html\]](https://www.tamuct.edu/compliance/titleix.html).

23.0 Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800

24.0 Important University Dates

1. Refer to the following link for the most current - ACADEMIC CALENDARS AND REGISTRATION SCHEDULES
 - http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/
2. Please see the Course Calendar at syllabus section 8.0 for dates related to this course

Appendix I

Chapter Learning Objectives

Chapter 1: History and Development of the Law of Criminal Evidence

The Learning objectives for this chapter are:

1. Explain the importance of the Magna Carta.
2. Explain the function of the writ of habeas corpus.
3. Identify how the U.S. Supreme Court made the Bill of Rights applicable in state court criminal cases.
4. List the rights identified and made available to a criminal defendant under the U.S. Constitution.
5. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 2: Important Aspects of the American Criminal Justice System

The Learning objectives for this chapter are:

1. Know the meaning of *federalism* as it applies to criminal justice.
2. Identify the constitutional basis for the exercise of federal criminal jurisdiction.
3. Identify the limits of federal criminal jurisdiction under the Interstate Commerce Clause.
4. Know the meaning of reliable, relevant, and competent evidence.
5. List some differences between accusatorial and inquisitorial systems.
6. State the requirements of the *Brady* rule.
7. State the requirements of the U.S. Supreme Court's rule for lost or destroyed evidence.
8. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 3: Using Evidence to Determine Guilt or Innocence

The Learning objectives for this chapter are:

1. Outline the criminal court process.
2. List the pleas a defendant may enter to a criminal charge.
3. Evaluate the pros and cons of plea-bargaining.
4. Compare the use of evidence at various stages of a criminal trial.
5. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 4: Direct and Circumstantial Evidence and the Use of Inferences

The Learning objectives for this chapter are:

1. Distinguish between the burden of production and the burden of persuasion.
2. Give a constitutionally acceptable definition of *reasonable doubt*.
3. Distinguish between direct evidence and circumstantial evidence.
4. List some examples of inferences that may be drawn from facts proved.
5. List some inferences that may not be drawn.
6. Define presumption, and state how a presumption may be used in a criminal prosecution.
7. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 5: Witnesses and the Testimony of Witnesses

The Learning objectives for this chapter are:

1. List the general qualifications for being a witness.
2. List the special qualifications for child witnesses.
3. Identify the factors important in determining the credibility of a witness.
4. List the constitutional rights of a defendant related to witnesses.
5. State the difference between a lay witness and an expert witness.
6. Review Federal Rules of Evidence 601-615 and 701-706
7. List some objections that may be made to questions to a witness or answers by a witness.
8. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 6: Judicial Notice, Privileges of Witnesses, and Shield Laws

The Learning objectives for this chapter are:

1. State the basis for and the limits of the judicial notice doctrine.
2. For at least three of the privileges discussed, state (1) the privilege, (2) the limits on the privilege, and (3) who may invoke the privilege.
3. State the difference between the spousal testimonial privilege and the marital communication privilege.
4. State the present status of the physician-patient privilege in federal courts.
5. State the present status of the journalist privilege
6. List the “privileges” available to the government and government officers.
7. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 7: The Use of Hearsay in the Courtroom

The Learning objectives for this chapter are:

1. Define *hearsay*.
2. List the questions that should be asked to determine if a statement is hearsay.
3. State why hearsay raises questions of reliability.
4. Define an *assertive statement*.
5. Explain why the statement “He said he would kill me” might not be hearsay.
6. State the co-conspirator rule.
7. Identify when a prior statement by a witness is not hearsay.
8. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 8: The Confrontation Clause and Exceptions to the Hearsay Rule

The Learning objectives for this chapter are:

1. State the *pre-Crawford* test for admissibility of hearsay evidence.
2. State the rule of *Crawford v. Washington*.
3. Define a *testimonial statement*.
4. State when hearsay exceptions may be used as the basis for admission out-of-court statements.
5. Give the justification for the recognition of the “firmly rooted” exceptions to the hearsay rule.
6. State the rule for the admissibility of non-testimonial statements.
7. Identify hearsay exceptions in child sexual abuse cases.

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8. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 9: The Exclusionary Rule

The Learning objectives for this chapter are:

1. State the origin of the *exclusionary* rule.
2. Define the *derivative evidence rule*.
3. List the exceptions to the exclusionary rule for evidence obtained by an improper search.
4. State the role of the exclusionary rule for evidence obtained as a result of a violation of the *Miranda* rule.
5. State the role of the exclusionary rule for incriminating statements procured in violation of the Due Process Clause.
6. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 10: Where the Exclusionary Rule Does Not Apply

The Learning objectives for this chapter are:

1. Define *standing* for Fourth Amendment purposes.
2. Explain the role of “consent” in searches of persons or residences.
3. State when property is abandoned for Fourth Amendment purposes.
4. List the factors to be considered when the good faith test from *Leon* is applied to a search warrant or an arrest.
5. Distinguish “good faith” from “honest mistake.”
6. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 11: “Special Needs” and Administrative Searches

The Learning objectives for this chapter are:

1. In your own words, state the concept called “special needs.”
2. List some activities in which drug testing may be required without probable cause.
3. State when roadblocks may not be justified under the “special needs” doctrine.
4. What are the limits, if any, on the right of a border guard or customs agent to search the person or belongings of a person entering this country?
5. State the limits, if any, on a state’s right to search a person on parole or probation.
6. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 12: Obtaining Statements and Confessions for Use as Evidence

The Learning objectives for this chapter are:

1. State the factors to be considered in the “totality of the circumstances” test.
2. List the *Miranda* requirements for information that must be communicated to a suspect in custody before questioning.
3. Identify when a person is in “custody” for purposes of *Miranda*.
4. List some exceptions to the *Miranda* requirements.
5. State the *Massiah* rule, and compare it with *Miranda*.
6. State the role of a confession under the *Bruton* rule, where there are multiple defendants.

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7. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 13: The Law Governing Identification Evidence

The Learning objectives for this chapter are:

1. List some of the reasons for mistaken eyewitness identification.
2. State the differences between a lineup and a showup.
3. State the requirements for a non-suggestive photo array.
4. Define *sequential lineup*.
5. Discuss when a single photograph may be used to identify a suspect.
6. List the factors established by *Neil v. Biggers* for testing the reliability of eyewitness identifications.
7. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 14: Obtaining Physical and Other Evidence

The Learning objectives for this chapter are:

1. Describe the level of evidence needed for an investigative detention.
2. List searches that may be made without a search warrant.
3. State what actions police may take in a routine traffic stop.
4. State the *Arizona v. Gant* rule for searches of a vehicle incident to an arrest.
5. Explain the “automobile exception” and how it differs from a search of a residence.
6. Define *exigent circumstance* as an exception to the search warrant requirement.
7. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 15: Obtaining Evidence from Computers or by Use of Search Warrants, Wiretapping, or Dogs Trained to Indicate an Alert

The Learning objectives for this chapter are:

1. Assuming officers are entitled to look at a computer’s files, what are the limits on that examination?
2. List the various types of search warrants and their requirements.
3. List some situations where officers may hear or record statements without the need of a court order.
4. State the differences in terms of reliability and the need for a search or arrest warrant between a known informant and an anonymous informant.
5. State the rules on the police use of trained dogs to “sniff” a vehicle or luggage.
6. Review the recent Supreme Court case *Florida v. Jardines*.
7. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 16: The Crime Scene, the Chain of Custody Requirement, and the Use of Fingerprints and Trace Evidence

The Learning objectives for this chapter are:

1. Identify the requirements for a warrantless search under the “exigent circumstances” exception.
2. State the “standing” requirement for objection to search of a crime scene.
3. List the steps for establishing the chain of custody for evidence found at a crime scene.
4. State some ways it can be shown that fingerprints taken from a crime scene were left at the scene when the crime occurred.
5. Compare fingerprint and bite marks evidence to shoe prints and tire tracks.

Syllabus for CRIJ 3315: Criminal Evidence

6. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 17: Videotapes, Photographs, Documents, and Writings as Evidence

The Learning objectives for this chapter are:

1. State when search warrants are required or not for electronic surveillance.
2. State the requirements for the introduction into evidence of videotapes, photographs, and other electronic records.
3. Explain the “best evidence” rule.
4. Explain how the Fifth Amendment applies to documents.
5. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.

Chapter 18: Scientific Evidence

The Learning objectives for this chapter are:

1. State the requirements for admissibility of scientific evidence under Rule 702 of the Federal Rules of Evidence.
2. Explain the difference between the Frye test and the Daubert test.
3. Explain how DNA evidence is used to identify a suspect in a crime.
4. State both the logistical and the theoretical problems with ballistic fingerprinting.
5. Students should analyze the reasoning from judicial opinions in the case studies, and be able to apply that reasoning to evidentiary issues in hypothetical factual scenarios.