



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Course Prefix:** CJ

**Course Title:** Criminal Investigations

**Year:** 2025

**Course and Section #:** 1340-X01

**Credits:** 3

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### ***Course Description***

Introduces the fundamentals of criminal investigations. Examines the techniques commonly utilized by investigative personnel for crimes against property and persons to include case management and documentation, interacting with victims, witnesses and suspects, and crime scene analysis.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Professor Rick Los

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### ***Student Learning Outcomes***

Upon successful completion of this course, students will be able to:

- Describe the role of the first responders and crime scene investigators.
  - Evaluate the facts and circumstances of a crime scene.
  - Distinguish the appropriate investigative techniques to be applied to each individual crime scene.
  - Develop a method from which to interact, interview and/or interrogate victims, witnesses and suspects.
  - Describe the process of crime scene analysis and evidence gathering principles.
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### ***Course Materials and Texts***

- Hess, K. M., Orthmann, H. C., & Cho, H. L. (2016). *Criminal Investigation* (12th ed.). Cengage Learning.
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# Course Requirements

## Course Assignments, Assessments, and Grading Policy

### Chapter Outlines

For each chapter you read, you will create an outline, flyer, bullet list, infographic, or whatever you might want to design that covers the major points of the chapter. You will use these outlines to study for your quizzes and exams, so make sure you include the most important information. The outlines should be good enough to hand to another student to help them understand and remember the concepts in the chapter.

### Discussions

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive no credit.* It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the initial post due date, which is **Thursday**. Follow up comments are due by **Sunday**. Follow up posts are expected to be after the due date and are not marked late. Discussions conclude by the **Sunday** following the due date. After this, posts will be marked late.

### Assignments

There will be several assignments in this class, including reflection papers. For one of your assignments, you will be setting up a fake crime scene to give you practice with documenting evidence. Regardless of what you are tasked with, you are expected to critically evaluate what you are learning and apply it to your assignment.

### Assessments

You will complete a chapter quiz at the end of each module (usually 15 questions) covering information from your text book. The comprehensive final exam covers the material from the textbook.

### Grading Scale:

Grades are issued at the end of each semester. All grades earned will be reflected on and remain on the official academic transcript. The following grading standards will be used in this class:

Grading Scale

Grade	Percent of Points
A	95-100
A-	90-94
B+	86-89
B	83-85

<b>B-</b>	80-82
<b>C+</b>	76-79
<b>C</b>	73-75
<b>C-</b>	70-72
<b>D+</b>	66-69
<b>D</b>	63-65
<b>D-</b>	60-62
<b>E</b>	0-59

### Assignment Categories

#### Assignment Categories

<b>Activity</b>	<b>Points</b>	<b>Percent</b>
Chapter Outlines	260	13%
Discussions	200	10%
Assignments	300	15%
Chapter Quizzes	900	45%
Final Exam	340	17%
<b>Total</b>	<b>2000</b>	<b>100%</b>

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### Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below

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### General Description of the Subject Matter of Each Lecture or Discussion

<b>Module</b>	<b>Topic</b>	<b>Assignments</b>
<b>Module 1</b>	Criminal Investigation and Overview	<ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• Videos</li> <li>• Quiz</li> </ul>
<b>Module 2</b>	Documenting the Crime Scene	<ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• Forensic Photography</li> <li>• Why and When</li> <li>• Crime Scene Imaging Techniques</li> <li>• The Forensic Photographer</li> <li>• Stage, Photograph, and Sketch a Crime</li> <li>• Quiz</li> </ul>
<b>Module 3</b>	Searches	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Open View vs. Plain View</li> <li>• The 4th Amendment Explained</li> <li>• Search and Seizure</li> <li>• Discussion</li> <li>• Quiz</li> </ul>
<b>Module 4</b>	Forensics and Physical Evidence	<ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Fingerprints and Science</li> <li>• Crime Scene Processing and Evidence</li> <li>• Helle Crafts Case</li> <li>• Reflection Paper</li> <li>• Quiz</li> </ul>
<b>Module 5</b>	Obtaining Information and Intelligence	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• The Miranda Law</li> <li>• Opinion Paper</li> <li>• Quiz</li> </ul>
<b>Module 6</b>	Identifying and Arresting Suspects	<ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• How US Police Line-Ups Jail the Inno</li> <li>• Police Line-Up</li> <li>• Witness Observation</li> <li>• Discussion</li> <li>• Quiz</li> </ul>
<b>Module 7</b>	Death Investigations	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• Post Mortem with Dr. Michael Baden</li> <li>• Quiz</li> </ul>
<b>Module 8</b>	Assault, Domestic Violence, Stalking, and Elder Abuse	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Why Domestic Violence Victims Don'</li> <li>• Home State Domestic Violence Laws</li> <li>• Quiz</li> </ul>
<b>Module 9</b>	Sex Offenses and Crimes Against Children	<ul style="list-style-type: none"> <li>• Chapters 10 &amp; 11</li> <li>• Human Trafficking</li> <li>• Sex Offender Registration</li> <li>• Reflection Paper on SV Laws</li> <li>• Quiz</li> </ul>

Module	Topic	Assignments
<b>Module 10</b> <i>This is a 2-week module</i>	Robbery, Burglary, Larceny, Theft, Fraud, and White-Collar Crime	<ul style="list-style-type: none"> <li>• Chapters 12, 13, &amp; 14</li> <li>• Confessions of a Burglar</li> <li>• Crimes Against Property</li> <li>• The Business of White-Collar Crime</li> <li>• Define, Compare, &amp; Contrast</li> <li>• Quiz</li> </ul>
<b>Module 11</b>	Motor Vehicle Theft	<ul style="list-style-type: none"> <li>• Chapter 15</li> <li>• Crime Story: To Catch a Car Thief</li> <li>• Discussion</li> <li>• Quiz</li> </ul>
<b>Module 12</b>	Computer Crimes	<ul style="list-style-type: none"> <li>• Chapter 17</li> <li>• Digital Detectives Documentary</li> <li>• Reflection Paper</li> <li>• Quiz</li> </ul>
<b>Module 13</b>	Drug-Related Crime and Organized Crime	<ul style="list-style-type: none"> <li>• Chapter 18</li> <li>• Everything You Think You Know About</li> <li>• Legalize All Drugs</li> <li>• The Meth Trap</li> <li>• Discussion</li> <li>• Quiz</li> </ul>
<b>Module 14</b>	Terrorism and Homeland Security	<ul style="list-style-type: none"> <li>• Chapter 20</li> <li>• Can Terrorism Be Defined?</li> <li>• Quiz</li> </ul>
<b>Module 15</b>	Final Exam	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>

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## ***Required Course Syllabus Statements***

### **Generative AI**

- **ChatGPT (and similar AI Tools) in This Course**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](https://www.uvu.edu/accessibilityservices) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions

of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.