



## 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:** Laws of Evidence

**Year:** 2025

**Course and Section #:** 2350-X01

**Credits:** 3

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### ***Course Description***

This course examines the principles and practices of the laws and rules of evidence pertaining to those of criminal evidence in the trial process. This includes legal issues including admissibility of evidence, judicial notice, burdens of proof, hearsay, documentary evidence, evidentiary privileges and witnesses. The student will also learn the various sources of rules at the Federal and State levels discovering how the American system of case law affects the development of evidence law

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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 Stott Harston

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

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

Discuss evidence law using appropriate terminology and language.

Compare and contrast rules of evidence in Federal and State rules.

Analyze case law and interpret how it applies to rules of evidence.

Identify the court's legal and ethical standards for admission of evidence at trial.

Identify the proper rules of evidence, common law rules, constitutional provisions, and applicable case law relevant to the resolution of problems.

Distinguish the rules and principles governing the admissibility of evidence in civil criminal trials.

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### ***Course Materials and Texts***

Textbook: Criminal Evidence by Robert M. Donley Pearson--ISBN-13# 978-0-13-289906-2

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# Course Requirements

## Course Assignments, Assessments, and Grading Policy

### Syllabus Quiz

After completing a thorough review of the instructor and syllabus pages take the Syllabus quiz. This quiz must be taken as many times as necessary to achieve a perfect score. A perfect score on this quiz releases full course materials. This quiz is mandatory and will count toward your final grade.

### Assignments

This course has a variety of activities including case briefs, papers (APA format, 1-3 pages excluding title and references pages), a mock crime scene and court observation as well as several format of choice research assignments that allow you to choose text, audio/video, or mixed media submissions.

Instructions on how to Brief a Case and How to Write a Position Paper are included in the instructions and the Course Orientation Module.

Some activities will require 'out-of-class' time to allow you an opportunity for first-hand learning experiences.

### 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 date which is usually a **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.

### Quizzes / Exams

Online chapter quizzes and major exams are multiple choice, true false and short answer. Quizzes are open book (not open neighbor) and are single attempt with no time limit. Exams are timed so you will need to be prepared as you will not be able to look up every answer.

### Submission and Grading Procedures:

All assignments are to be completed and submitted online through Canvas.

### Grading Scale:

The following grading standards will be used in this class:

**Grading Scale: This scale represents your percentage of total points.**

Grade	Percent
A	94-100
A-	90-93

<b>B+</b>	87-89
<b>B</b>	83-86
<b>B-</b>	80-82
<b>C+</b>	77-79
<b>C</b>	73-76
<b>C-</b>	70-72
<b>D+</b>	67-69
<b>D</b>	63-66
<b>D-</b>	60-62
<b>E</b>	0-59

### **Assignment Categories**

<b>Activity</b>	<b>Points</b>
Assignments (Case Briefs, Mock Crime Scene, Papers, etc.) (10 @ 10-30 points)	180
Discussions (11 @ 10-25 points)	125
Format of Choice (FOC) (5 @ 20 points)	100

Quizzes (9 Chapter Quizzes @ 20 points) Syllabus Quiz @ 10 Points	190
Major Exams (2 @ 50 points)	100
Total	695
Extra Credit	15

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### Required or Recommended Reading Assignments

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

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

Week	Topic	Assignments
Week 1	Orientation	Course Orientation
Week 2	History of Evidence Law	Lesson 1
Week 3	Evidentiary Process	Lesson 2
Week 4	Types of Evidence	Lesson 3
Week 5	Direct and Circumstantial Evidence	Lesson 4
Week 6	Expert and Lay Witnesses	Lesson 5
Week 7	Witnesses and Competence	Lesson 6
Week 8	Witness Credibility and Impeachment	Lesson 7
Week 9	Evidence Authenticity and Best Evidence Rule	Lesson 8
Week 10	Spring Break	
Week 11	Relevance	Lesson 9

Week 12	Hearsay	Lesson 10
Week 13	Hearsay	Lesson 10 Cont.
Week 14	Privileged Communication	Lesson 11
Week 15	Exclusionary Rule	Lesson 12

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

### **Generative AI**

#### **AI Syllabus Statement**

*\*adapted from [Temple University](#) [Links to an external site.](#) statement on AI in classes.*

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.

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### **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.

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## ***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](#) 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.

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### **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.