



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Natural Sciences and Business

COURSE: CRJ 2030 Evidence and Criminal Procedure

Date: Spring 2020

Credit Hours: 3

Prerequisite(s): CRJ 1000 Intro to Criminal Justice and CRJ 2020 Criminal Law

Delivery Method: **Lecture** **3 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

This course will acquaint the student with the concept of due process within the criminal justice system. The development and application of due process are explored. Evolutionary changes in criminal law that affect the criminal process will also be considered.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciation for diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

Outcome #1: Students will be able to demonstrate an understanding of constitutional provisions.

Competency 1.1 Students will be able to demonstrate an understanding of the US Constitution and its role in the formation of criminal procedures.

Competency 1.2 Students will be able to demonstrate an understanding of the state Constitution and its role in the formation of criminal procedures.

Competency 1.3 Students will be able to explain the Bill of Rights and its protections.

Competency 1.4 Students will be able to discuss the 14th amendment and its application on the states.

Competency 1.5 Students will demonstrate the ability to understand the effect of case-law on the development of law.

Competency 1.6 Students will demonstrate an ability to interpret court rulings.

Outcome #2: Students will be able to explain the federal and state court systems.

Competency 2.1: Students will explain the federal court system, the difference between each court, and the jurisdiction of each court.

Competency 2.2 Students will demonstrate the ability to understand the steps of appeal and the outcome of said appeal.

Competency 2.3 Students will be able to explain the state court system and the effect of each courts' decision.

Outcome #3: The students will be able to explain the steps and phases in the criminal justice system.

Competency 3.1 Students will be able to define and explain the accusatory stage, the prosecution phase, and the adjudication phase of the criminal justice system.

Competency 3.2 Students will be able to outline the quantum of proof needed in each phase of the CRJ system.

Competency 3.3 Students will be able to define and explain an arrest, a booking, a citation, an initial appearance, a preliminary hearing, grand jury hearings, and arraignments.

Competency 3.4 Students will be able to outline the quantum of proof needed in each phase of the CRJ system.

Competency 3.5. Students will be able to demonstrate an understanding of reasonable suspicion, probable cause, preponderance of the evidence, clear and convincing evidence, and proof beyond a reasonable doubt.

Outcome #4: The student will be able to explain probable cause.

Competency 4.1 Students will gain the ability to understand the legal definition of probable cause.

Competency 4.2 Students will gain the ability to understand the practical definition of probable cause.

Competency 4.3 Students will be able to demonstrate the ability to ascertain when probable cause is needed.

Competency 4.4 Students will be able to define the procedures necessary to obtain a warrant.

Competency 4.5 Students will be able to define the circumstances of a warrantless search.

Competency 4.6 Students will be able to outline the reasons a search with a warrant is preferable.

Competency 4.7 Students will be able to demonstrate the ability to establish probable cause.

Competency 4.8. Students will be able to outline the tools available to law enforcement in establishing probable cause.

Outcome #5: Students will be able to explain an arrest, the procedures of arrest, and the types of authorized arrests.

Competency 5.1 Students will be able to define the difference between an arrest and a stop and frisk.

Competency 5.2 Students will be able to demonstrate a working knowledge of the Terry v. Ohio decision.

Competency 5.3 Students will be able to outline the procedures and limits of a stop and frisk.

Competency 5.4. Students will be able to define a person of reasonable caution.

Competency 5.5 Students will demonstrate the ability to determine when a stop and frisk may become an arrest.

Competency 5.6 Students will be able to define the elements of an arrest.

Competency 5.7 Students will be able to define types of authorized arrests.

Competency 5.8 Students will demonstrate the ability to discuss the use of force when making an arrest.

Competency 5.9 Students will be able to outline the amount of force sanctioned when making an arrest.

Outcome #6: Students will be able to explain a valid search.

Competency 6.1 Students will demonstrate a working knowledge of the Mapp v. Ohio decision.

Competency 6.2. Students will be able to outline the historical development of Mapp v. Ohio.

Competency 6.3 Students will be able to outline the difference between a search and a seizure.

Competency .4 Students will be able to define items subject to search and seizure.

Competency 6.5 Students will be able to outline general rules of search and seizure.

Competency 6.6 Students will be able to outline the procedures necessary in obtaining a search warrant.

Competency 6.7. Students will be able to define the procedures for serving a warrant, the scope of a search and seizure, the amount of time allotted for a search, and the announcement requirement.

Competency 6.8 Students will be able to distinguish whether a search was constitutional.

Outcome #7: Students will be able to explain the Miranda V. AZ decision.

Competency 7.1 Students will demonstrate the ability to determine when the Miranda warnings must be given.

Competency 7.2 Students will be able to explain the historical development of Miranda.

Competency 7.3 Students will be able to recite the Miranda warning.

Competency 7.4 Students will be able to outline when a waiver is valid.

Competency 7.5 Students will be able to explain the difference between custodial interrogation and questioning.

Competency 7.6 Students will be able to discuss the cases leading to the erosion of the

Miranda decision and those cases upholding the Miranda decision.

Outcome #8: Students will be able to demonstrate a knowledge of the constitutional rights of the accused during trial.

Competency 8.1 Students will be able to define the right to a jury trial.

Competency 8.2 Students will be able to outline the voir dire process.

Competency 8.3 Students will be able to define the right to counsel and when that right applies.

Competency 8.4 Students will be able to explain the philosophy behind discovery.

Competency 8.5 Students will be able to outline the rules governing discovery.

Competency 8.6 Students will be able to define the right against self-incrimination.

Competency 8.7 Students will be able to outline when the right against self-incrimination is applicable.

Competency 8.8 Students will be able to define immunity and the scope of its protection.

Competency 8.9 Students will demonstrate the ability to determine when double jeopardy applies.

Competency 8.10 Students will be able to outline the right to confrontation of witnesses.

Competency 8.11 Students will be able to define the right to a speedy and public trial.

Competency 8.12 Students will be able to outline the right to a fair and impartial trial.

Competency 8.13 Students will be able to define proof beyond a reasonable doubt.

Competency 8.14 Students will be able to explain the insanity defense and the historical roots of said defense.

Outcome #9: Students will gain an overview of the rights of accused retained during sentencing and sentencing options.

Competency 9.1 Students will demonstrate an understanding of the general philosophical ideals of sentencing options.

Competency 9.2 Students will be able to explain the presentence investigation.

Competency 9.3 Students will be able to outline the cruel and unusual sentencing standard.

Competency 9.4 Students will be able to demonstrate an understanding of the death penalty.

Competency 9.5 Students will be able to outline the legal agreements surrounding the death penalty.

Competency 9.6 Students will be able to outline the philosophical agreements surrounding the death penalty.

Outcome #10: Students will be able to explain the consequences of unlawful conduct by law enforcement.

Competency 10.1 Students will be able to outline the differences between a negligence tort and an intentional tort.

Competency 10.2 Students will be able to demonstrate the ability to outline the excessive use of force.

Competency 10.3 Students will be able to explain the levels of force.

Competency 10.4 Students will be able to outline the liability issues involved in law enforcement.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem-solving skills to personal, social, and professional issues and situations.	Students will demonstrate the ability to understand the effect of case law on the development of law.
Second Goal	
To communicate successfully, both orally and in writing, to a variety of audiences.	Students will be able to explain an arrest, the procedures of arrest, and the types of authorized arrests.
Third Goal	
To recognize what it means to act ethically and responsibly as an individual and as a member of society.	Students will be able to explain the consequences of unlawful conduct by law enforcement.

COURSE TOPICS AND CONTENT REQUIREMENTS:

See above outcomes and competencies.

INSTRUCTIONAL METHODS:

Assigned readings
Lecture and classroom discussion (classroom only)
Discussion Board (online only)
Video instruction (online only)
Group case applications
Use of current events
Audio-visual presentations

INSTRUCTIONAL MATERIALS:

Textbook - Worrall, J.L. (2018). Criminal Procedure: Justice Series. Pearson. Current Edition.

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Assigned reading

Regular attendance

Participation in discussion

Participation in Discussion Board (online only)

Written paper

Written exams

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

Academic scholarly readings outside of the text

Audio visual presentations from professional sources

