Course Description

Presents an examination of the laws governing proof of facts evidence presentation in trials and common law. Students study practical application of the rules of criminal procedure in respect to evidence, burden of proof, presumptions, judicial notice, and the basic functions of courts as the third facet of the criminal justice system.

Course Textbook


Course Learning Outcomes

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

1. Evaluate the role of the Fourth Amendment contained in the Bill of Rights and the rules of evidence associated with criminal procedure.
2. Identify the four main types of criminal evidence used in trials.
3. Evaluate classification of criminal evidence to include relevant, material, competent, contradictory, or collaborative evidence.
4. Explain the exclusionary rule in association with criminal procedure and criminal evidence.
5. Define secondary evidence to include when and how it may be used in lieu of primary evidence.
6. Assess the role of the Fifth Amendment right against self-incrimination.
7. Identify types of crime scene searches and how they can vary due to different circumstances and locations.
8. Describe evidence collection procedures and why well-written policies are important to this process.
9. Discuss the role of competency evaluations in criminal proceedings.
10. Interpret the Golden Rule of Evidence and its importance to the integrity of a criminal case.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook.
5. **Suggested Reading**: Suggested Readings are listed in each unit’s study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.
7. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
8. **Unit Assessments**: This course contains two Unit Assessments, one to be completed at the end of Units I and II. Assessments are composed of written-response questions.
9. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units III-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

10. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

### CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

### Unit Assignments

**Unit III Presentation Outline**

**Research Report Part 1: Presentation Outline and Topic**

Criminal Evidence and the strategies and techniques utilized by criminals to commit crimes are constantly changing. Therefore, the strategies and procedures used to collect and present criminal evidence must also continue to evolve. Your task is to develop a presentation report that explores the latest strategies, advancements, and innovations in the area of criminal evidence. You will explore this topic from the perspective of a criminal justice agent who works in the field of criminal justice.

*The presentation report consists of two parts:*

1. **Part 1 – Includes your topic identification and development of your project outline**
2. **Part 2 – Consists of PowerPoint presentation of your report and will be accomplished in Unit V**

**Part 1A: Topic**

You will need to identify a topic related to one of the four general types of criminal evidence:

1. witness testimony,
2. real or physical evidence,
3. documents or writings, or
4. demonstrative evidence.

You will need to provide a brief summary discussing what aspects of the topic you will explore and why that topic is relevant to strategies, advancements, and innovations in criminal evidence. In addition, you will need to ensure that scholarly and empirical information about strategies, advancements, and innovations in criminal evidence can be obtained. It is possible to talk about a topic in which advancements and innovations are needed. However, you will also need to be prepared to search extensively for information about current strategies and to develop suggestions for advancement and innovation with little to no assistance from scholarly and empirical sources. Part 1A will need to be a minimum of one double-spaced typed page.

**Part 1B: Outline**
Using the topic you identified in Part 1A, you are required to develop a topic outline with at least two tiers. Tier 1 of the outline will need to include the following components:

- Selected topic name
- Definition of key terms
- History
- Current strategies
- Current and/or pending advancements and/or innovations
- Recommended advancements and/or innovations
- Justification for recommendations
- Plausibility and logistics of the implementation of recommendations
- Anticipated impact of the implementation of recommendations in regards to the collection and utilization of criminal evidence in the criminal justice system
  - At a minimum, discussions must address constitutional amendments, exclusions of admissible and inadmissible evidence, and variations in the collection of criminal evidence due to crime location.
- References

Tier 2 of the outline will need to contain information that addresses the title of Tier 1 in relation to your specific topic. You can present the information in the form of sentences or short phrases. Regardless of the format you use for providing your information in Tier 2, make sure that each item in the outline does not need further explanation.

At least 10 sources must be cited in APA format under the references heading of your outline. All sources must be scholarly, and a minimum of five citations must reference peer-reviewed sources (e.g., academic journals). Part 1B needs to be a minimum of two double-spaced typed pages. Both the topic and outline (Parts 1A and 1B) should be submitted as one document.

You can find resources on researching a topic in the CSU Online Library and information on creating an outline in the CSU Writing Center.

- The CSU Online Library has compiled targeted search strategies in the Research Guide for How to Do Research. On the How to Do Research page locate the Nine Strategies and Video Tutorials box which contains links to information on how to research your topic. Click here to access the Research Guide.
- For an overview of APA formatting, click here to access the CSU Citation Guide.
- For an overview of the basics steps of preparing a formal outline, click here to access the Creating an Outline webinar.

For further assistance, contact the Writing Center at 1.800.977.8449 ext. 6538.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Case Study

Confessions: Ethical Dilemmas

Read the scenario provided below. After reading the scenario, you will prepare a response through the views of three critical lenses. The first critical lens will be from the perspective of a law enforcement personnel. The second critical lens will be from the view of a member of a neighborhood association. The third critical lens will be from the view of a close relative to the suspect. From each critical lens, you are to answer the following questions and provide justification for your answers:

1. Can any aspect of the scenario be classified as hearsay?
2. Do any hearsay exemptions or exceptions apply?
3. Did the suspect provide a confession?
4. Was the confession given freely and voluntarily?
5. Was the Miranda rule correctly applied?
6. Are there any exceptions to the Miranda warning requirement that applies?
7. Would the confession be admissible at trial?

You will also need to provide a summarization paragraph in which you will discuss which lens was the most difficult to answer the questions from and why. In this paragraph, you will also identify any aspect of the scenario to which information shared in the textbook could not be applied.
Each section of your case study must be clearly labeled using the following section headings:

Lens 1: Law Enforcement
Lens 2: Neighborhood Association
Lens 3: Suspect's Relative
Summary

Each section should be a minimum of 100 words. Your entire case study should be at least three pages.

Be sure to cite, in APA format, any source used to influence your response. Therefore, your reference list should include a citation of the textbook, as you are required to apply the concepts discussed in the textbook to the scenario.

Scenario: The following information was relayed during an evening news broadcast. Law enforcement officers arrived to the scene of an alleged robbery during a community festival. The festival was held in the historic district of the community and was hosted by the historic district’s neighborhood association. The festival incorporated numerous activities that fully engaged participants in arts and crafts, use of technology, sampling of various food items, and the handling of various wares. The festival provided a variety of activities, so it attracted attendees from throughout the world. Thus, the festival was usually full of nonstop activity from the time it began in the morning until it ended in the evening.

When the policemen arrived on scene, the festival appeared to have stopped. People were standing around in small clusters and watching a group of suspects that had been forced to sit down in the middle of a stage that was previously used for performing music groups. The festival security informed law enforcement that security had apprehended the suspects after several vendors reported that the suspects had taken their wares from the display tables without purchasing them. The vendors reported that when they confronted the suspects, the individuals fled the scene with the wares. The festival security also informed the policemen that when they apprehended the suspects, they had none of the reportedly missing wares in their possession.

While the festival security personnel were briefing law enforcement on the situation, several of the suspects’ relatives entered the scene and asked why the suspects were detained. A police officer overheard one suspect who told a relative that the detention was a result of taking wares from the vendors without payment. The policeman also overheard the suspect telling the relative to pay the vendors for the missing wares in hopes that no charges would be filed.

Based on the information that the law enforcement officer overheard, the suspects were taken into custody. During the transport to the local jail, several of the suspects engaged in casual conversation with the police officers and provided some details as to their whereabouts before, during, and after their apprehension. The law enforcement officers then booked the suspects, took them into an interrogation room, and read them the Miranda rights. All of the suspects requested legal counsel and refused to answer any of the investigators’ questions.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V PowerPoint Presentation

Research Report Part 2

Criminal evidence and the strategies and techniques utilized by criminals to commit crimes are constantly changing. Therefore, the strategies and procedures used to collect and present criminal evidence must also continue to evolve. Your task is to develop a presentation report that explores the latest strategies, advancements, and innovations in the area of criminal evidence. You will explore this topic from the perspective of a criminal justice agent who works in the field of criminal justice.

This is Part 2 of the research report you began in Unit III. In Part 1, you developed your topic identification and project outline.

Using the outline you developed in Part 1B of the Unit III Assignment, you are required to develop a PowerPoint Presentation. The slides should contain and address the following components:

- Selected topic name
- Definition of key terms
- History
- Current strategies
• Current and/or pending advancements and/or innovations
• Recommended advancements and/or innovations
• Justification for recommendations
• Plausibility and logistics of the implementation of recommendations
• Anticipated impact of the implementation of recommendations in regards to the collection and utilization of criminal evidence in the criminal justice system
  o At a minimum, discussions must address constitutional amendments, exclusions of admissible and inadmissible evidence, and variations in the collection of criminal evidence due to crime location.
• References

This presentation requires a minimum of 12 slides. You must include a minimum of one slide for each of the required components of your outline with the exception of the anticipated impact slide. This slide will need to consist of at least three slides to cover the three areas that you must address. The information provided on each slide must clearly address the primary and secondary tiers of your outline. You will also need to include presentation notes for each slide to explain the slide content in detail. Presentation notes should be written as if you were speaking to an audience about the content on the slide.

At least ten sources must be cited in APA format throughout the PowerPoint presentation. All sources must be scholarly, and at least five of the citations must reference peer-reviewed sources (e.g., academic journals). You must cite all references used in the PowerPoint presentation on the references slide. Do not include any references on the reference slide that were not cited in the PowerPoint presentation.

You can find resources for how to create PowerPoint presentations on the Microsoft Office support website. For example, information about creating your first PowerPoint presentation and basic tasks associated with developing a PowerPoint presentation can be found there.

Also, you can click here to view the PowerPoint Best Practices tutorial from the Success Center to assist you in your development of a good quality presentation.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Case Study

Evidence: Ethical Dilemmas

Read the scenario provided below. After reading the scenario, you will have to prepare a response using two critical lenses. The first critical lens will be from a detective’s perspective. The second critical lens will be from a judge’s perspective. From each critical lens, you are to answer the following questions and provide justification for your answers:

1. Was direct or circumstantial evidence used in the scenario?
2. Was documentary evidence used?
3. If documentary evidence was used, was it primary or secondary evidence?
4. What evidence collection procedures were used in the scenario?
5. What written policies concerning evidence collection procedures were implied by the scenario?
6. Would the evidence be admissible in trial?

You will also need to provide a summarization paragraph in which you will discuss which lens was the most difficult to answer the questions from and why. In this paragraph, you will also identify any aspect of the scenario to which information shared in the textbook could not be applied.

Each section of your case study must be clearly labeled using the following section headings:

Lens 1: Detective
Lens 2: Judge
Summary

Each section should be a minimum of 100 words. Your entire case study should be at least two pages.

Be sure to cite, in APA format, any source used to influence your response. Therefore, your reference list should include a citation of the textbook, as you are required to apply the concepts discussed in the textbook to the scenario.
Scenario: During an evening newscast, an update was provided on the stolen wares that were taken during a community festival. The newcast relayed that a few days after the festival, several of the stolen wares were found in a dumpster near an area that was used as the festival food court. Several of the sanitation workers that had been on-site during the festival reported that they had noticed people standing around the dumpsters prior to the police officers’ arrival. Each sanitation worker’s interview varied in regards to the suspects’ descriptions. While the accused were detained in the local jail, several suspects sent correspondence to their family members concerning the incident and their subsequent treatment in the jail. Copies of those letters were obtained from family members, and the original letters were obtained from the jail’s mail department where returned or undeliverable items were stored.

Unit VII Case Study

Evidence Collection & Preparation Procedures

For Unit VII, you will create a procedure for collecting and preparing evidence for admissibility in court. While a policy describes a principle or rule to guide decisions that should result in some desired outcome (describes what and why), a procedure outlines the steps to achieve the desired outcome (describes what, how, where, and when).

From the two assignments offered, select the one that you find the most interesting. For each activity, a PDF document containing an outline for how to create the procedure has been provided. A checklist that will be used to evaluate your submission is located at the bottom of the document. The information you need to fill in the outline can be located in the textbook chapters.

Assignment A relates to Chapter 13, which offers detailed information to ensure that physical evidence collected at a crime scene will be admissible in court. In court, the collecting officer must be able to identify the evidence and verify that it is in the same, or substantially the same, condition as when it was collected. This process can only be accomplished if the proper chain of custody is maintained.

Assignment B relates to Chapter 14, which focuses on photographic evidence and the factors that need to be addressed in order for this evidence to be admissible in court. In photographing a crime scene, a key consideration is that the photos, as well as videos, should be a fair and accurate depiction of the crime scene.

Assignment A: Using the outline provided, you will create a procedure for maintaining the chain of custody for physical evidence to present in a criminal case. If you wish, the procedure may describe how to handle a specific type of physical evidence, such as a blood sample, a shell casing, a weapon, etc. Click here to access the PDF Assignment A outline.

Assignment B: Using the outline provided, you will create a procedure for photographing a crime scene that would promote the admissibility of the photographs in court. If you wish, you may make the procedure specific to either still photographs or video. Click here to access the PDF Assignment B outline.

NOTE: The goal is to create a workable and understandable procedure that will guide the officer in collecting and preserving evidence that will be admissible in court.

Your entire case study should be at least three pages. Be sure to cite, in APA format, any source used to influence your response. Therefore, your reference list should include a citation of the textbook as you are required to apply the concepts discussed in the textbook to the scenario.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Scholarly Activity

List: Testifying Don’ts

For the Unit VIII Assignment, you will prepare a What NOT to Do When Testifying list. As you read Chapter 15 in the textbook, take notes on what a professional law enforcement officer (PLEO) should NOT do when testifying or preparing to testify in a criminal case and why. Your list should contain a minimum of 21 items that a PLEO should not do.

The first item on your list will be that the PLEO should NEVER commit perjury while testifying. Perjury is knowingly telling a lie under oath about something that is important to the case.

As you read through Chapter 15, look for 20 more actions/behaviors that the PLEO should avoid. Prepare a document with the title: What NOT to Do When Testifying. Item #1 has been provided for you. After each item, provide a brief statement with your rationale for including the item. Use a format similar to the one shown below:
What NOT to Do When Testifying

1. You should NEVER commit perjury while testifying. Perjury is knowingly telling a lie under oath about something that is important to the case.
   a. If a PLEO commits perjury while testifying, the officer may lose his or her job, he or she may face imprisonment and a fine, the defendant may be acquitted, and it reflects negatively on the professionalism and integrity of law enforcement.

2. [Continue with the next item.]

Use the following checklist to ensure that you have addressed all of the requirements for this assignment. The checklist will also be used by your instructor to evaluate your submission.

- The list contains 21 items.
- Each item is followed by a brief statement giving the rationale for the item.
- Your document follows the format provided in the example.
- Your document is reflective of the written communication skills required of a college student in that it is accurate, concise, and professional in appearance with proper spelling and grammar.

**NOTE:** The goal is to create an understandable, easy-to-follow list of behaviors and actions to avoid, while testifying to maintain the professional image of you and your organization, as well as the integrity of law enforcement.

Your list should be at least two pages. Be sure to cite, in APA format, any source used to influence your response. Therefore, your reference list should include a citation of the textbook, as you are required to apply the concepts discussed in the textbook to the scenario.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”
Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

**Grading**

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<th>Component</th>
<th>Grade</th>
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<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>16%</td>
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<tr>
<td>Assessments (2 @ 10%)</td>
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<tr>
<td>Unit III Presentation Outline</td>
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<tr>
<td>Unit IV Case Study</td>
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<tr>
<td>Unit V PowerPoint Presentation</td>
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<tr>
<td>Unit VI Case Study</td>
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<td>Unit VII Case Study</td>
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<tr>
<td>Unit VIII Scholarly Activity</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Course Schedule/Checklist (PLEASE PRINT)**

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Introduction: Evidence &amp; Trial</th>
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</table>
| **Review:** | Unit Study Guide  
**Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | Chapter 1: Introduction to the Law of Evidence and the Pretrial Process  
Chapter 2: The Trial Process  
**Suggested Reading:** See Study Guide |
| **Discuss:** | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | Assessment by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Evidence Basics &amp; Witnesses</th>
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| **Review:** | Unit Study Guide  
**Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | Chapter 3: Evidence—Basic Concepts  
Chapter 4: Witnesses—Competency and Privileged Communications  
**Suggested Reading:** See Study Guide |
| **Discuss:** | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
<p>| <strong>Submit:</strong> | Assessment by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |</p>
<table>
<thead>
<tr>
<th>Unit III</th>
<th>Witnesses, Credibility, &amp; Impeachment</th>
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| **Review:** |  - Unit Study Guide  
  - **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** |  - Chapter 5: Witnesses—Lay and Expert  
  - Chapter 6: Credibility and Impeachment  
  - **Suggested Reading:** See Study Guide |
| **Discuss:** |  - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
  - **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** |  - **Presentation Outline** by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**

<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Hearsay, Admissions, &amp; Confessions</th>
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| **Review:** |  - Unit Study Guide  
  - **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** |  - Chapter 7: The Hearsay Rule  
  - Chapter 8: Opposing Party’s Statements (Admissions) and Confessions  
  - **Suggested Reading:** See Study Guide |
| **Discuss:** |  - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
  - **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** |  - **Case Study** by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**

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<tr>
<th>Unit V</th>
<th>Exclusionary Rule</th>
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| **Review:** |  - Unit Study Guide  
  - **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** |  - Chapter 9: The Exclusionary Rule – Search and Seizure  
  - Chapter 10: Exclusionary Rule – Identification Procedures  
  - **Suggested Reading:** See Study Guide |
| **Discuss:** |  - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
  - **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** |  - **PowerPoint Presentation** by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**
## BCJ 3801, Criminal Evidence and Legal Issues

### Course Schedule

#### Unit VI  
**Circumstantial & Documentary Evidence**

**Review:**  
- Unit Study Guide  
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**  
- Chapter 11: Circumstantial Evidence  
- Chapter 12: Documentary Evidence and The Right of Discovery  
- **Suggested Reading:** See Study Guide

**Discuss:**  
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

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#### Unit VII  
**Physical, Photographic, & Computer-Generated Evidence**

**Review:**  
- Unit Study Guide  
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**  
- Chapter 13: Physical Evidence  
- Chapter 14: Photographic, Recorded, and Computer-Generated Evidence  
- **Suggested Reading:** See Study Guide

**Discuss:**  
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

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#### Unit VIII  
**Testifying Effectively**

**Review:**  
- Unit Study Guide  
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**  
- Chapter 15: How to Testify Effectively  
- **Suggested Reading:** See Study Guide

**Discuss:**  
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- **Scholarly Activity** by Tuesday, 11:59 p.m. (Central Time)

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