

**Course Number:** CJ 2600

**Course Title:** Laws of Evidence

**Course Description:**

The law of evidence is the system of rules and standards by which the admission of proof at the trial of a criminal action is regulated. This course includes topics related to the investigation and adjudication process in criminal cases, including collection of evidence and presentation of evidence at arraignments, preliminary hearings, suppression hearings, and trials, with emphasis on types of evidence admissible in a criminal action. This course may be taught using the case study method, with an emphasis on class participation. 3 credits. (3 plus 0)

**Prerequisites:** CJ 2300 or CJ 2400.

**Credit hours:** 3

**Learning Outcomes:**

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

1. Understand criminal evidence and the rules applicable to the introduction of evidence in the criminal trial process.
2. Describe the phases of the criminal trial process and the sequence of events as related to these phases.
3. Understand the role of evidence in each of the phases of the criminal trial process.
4. Discuss the roles of each position involved in the operation of the adjudication process in the criminal justice system and the evidentiary issues and dilemmas that face each role player.
5. Understand the Constitutional principals applicable to the Exclusionary Rule of Evidence and Search Warrants.
6. Be familiar with and understand the procedures employed in gathering evidence at a crime scene for use in a trial.
7. Gain familiarity with the various types of evidence typically presented during the course of a trial.
8. Analyze the constitutional principals and procedural requirements as well as the evidentiary rules applicable to confessions and admissions.
9. Understand evidentiary issues surrounding lay witness testimony and expert witness testimony as well as hearsay evidence and its many exceptions.
10. Discuss the various testimonial privileges encountered in the criminal trial process and the effect of these privileges as well as evidentiary problems that may arise due to these privileges.
11. Develop and practice written and oral communication skills necessary for a successful criminal justice career.

**College of Professional Studies**  
**CJ 2600 Laws of Evidence**  
**Online Course Syllabus**

**Instructor Information**

Please see Professor Profile at the Blackboard instructional site.

**Course Schedule**

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

**Online Course Policies**

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

**Textbook**

Britz, M. (2008). *Criminal evidence*. Boston, MA: Pearson/Prentice Hall.

**Grading Events & Grading Criteria**

**Unless otherwise specified, all assignments must be submitted via Blackboard.**

Assignment	Points
Course Preparation Quiz	10 points
Assigned "Chapter Review" questions for each Module: 4 x 25pts	100 points
Postings for Discussion Questions for each Module: 4 x 25pts	100 points
Midterm Examination	100 points
Final Examination	100 points
<b>Total</b>	<b>410 points</b>

**Grading Criteria for Chapter Review Questions**

You will be graded on both the quality and content of your submitted written work. These questions are designed to help familiarize yourself with the material as well as prepare you for the examinations associated with the material. Your grade will be equally divided with points earned for: (1) focusing on the chapter's content by expressing answers in a concise, objective, and logical manner, (2) displaying inquiry skills, (3) presentation skills including proper use of grammar. Refer to the following rubric for expectations of these points:

Category	8pts	6pts	4pts	2pts
Content	Answers to questions are covered in depth	Answers to questions are adequately covered.	Briefly answers questions.	Question is not fully covered.
Inquiry Skills	Evidence that there is a master of the content presented.	Evidence that there is a master of the some of content presented..	Little evidence that there is a master of the content presented..	No evidence there is a master of the content
Presentation	Presentation is highly organized, thorough and cohesive, including proper use of grammar and punctuation.	Presentation is average in its' organization and includes some minor mistakes with use of grammar and punctuation.	Presentation is average in its' organization and includes some minor mistakes with use of grammar and punctuation.	Presentation is not organized thorough, or cohesive. High number of mistakes with use of grammar and

### Grading Criteria for Threaded Discussions

You are required to post a minimum of three times for each Module's Threaded Discussion: Once to the original inquiry and twice in response to fellow students. In posting your respectful responses, it is important to provide additional reasoning and analysis in support of your point (s). In other words, a minimal "I agree/disagree" with nothing further will not be sufficient to receive full credit. The following Rubric will be used to assess your threaded discussions:

Category	6pts	4pts	2pts	0pts
Original Response	Response answers the question in 200 words or more.	Response answers the question in less than 200 words, but at least 100.	Response is answered in less than 100 words.	Response is not given.
Responses to Others	Student provides responses for two or more different threads.	Student provides responses for one different threads.	Student provides responses to one thread.	Student does not respond in any thread.
General Content	Responses clearly address the question and offer evidence/examples to support opinions.	Question is answered clearly, but examples/supporting points are a bit thin.	Question is answered, but explanation is vague.	Question is answered very briefly, but no support is given to back it up.
Spelling, grammar, and punctuation	Responses are free of spelling and punctuation errors, and ideas are expressed clearly.	A couple errors may be present, but the responses still flow well and make sense.	Some spelling and punctuation errors, and responses are harder to follow.	Many errors, and responses are incomplete and/or unclear.

## Grading Criteria for Examinations

Each examination will consist of a combination of Multiple Choice and True/False questions (50) and will be based on the material from the assigned Chapters. Each examination is: a) timed to allow the student 2 hours to complete; and, b) only one completion attempt is allowed.

**Multiple choice:** Multiple choice questions have been designed to provide lessons that can be learned and transferred to one's own work environment. Although two or more answers may be correct or may appear to be correct, choose the best answer. The multiple choice questions are designed to test the student's:

**Knowledge:** Here the student is required to recognize or recall specific legal facts, terminology, classifications, principles, and theories (answers to these questions do not require reasoning, only remembering the material involved.)

**Comprehension:** Here the student is required not only to demonstrate knowledge about the law but also to demonstrate a degree of understanding of the material involved in the question. This is accomplished by questions that have more than one right answer, thus requiring the student to select the best answer.

**True/False:** A true/false question may be one or more statements. If any part of a true/false statement is untrue, answer "false." The purpose of True/False questions is to dictate a high level of attention to detail. Make sure you understand the question completely before answering.

## Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

## Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

## Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
  - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,

- able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
- able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades and deadlines are subject to approval by the designated University authority.

### **Course Related Communication**

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor and classmates, is by using the Send Email function within the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor send to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to [OnlineSupport@IndianaTech.edu](mailto:OnlineSupport@IndianaTech.edu) with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.