



ENF355 Forensic Investigation of Sex Crimes (3 credit hours) Course Syllabus

Course Description

The course offers a detailed overview of the responsibilities of a sex crimes investigator and specific issues unique to sex crimes investigation. Course content focuses on victimology and trauma informed interviewing techniques, constitutional and legal issues in investigation, evidence collection and examination, the investigative process of sexual based criminal offenses against adults and children, application of criminal law to sexual based offenses, and examination of diverse typologies of offenders.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Demonstrate trauma informed interviewing techniques.
2. Describe the difference between direct evidence, eyewitness evidence, and circumstantial evidence.
3. Apply important concepts to draw conclusions as to how and why police tactics used during interrogation may produce false confessions.
4. Evaluate contemporary and relevant research to explain critical constitutional issues of the investigative process: police tactics implicated in false confessions, collection and examination of evidence, and admissibility of medico-legal evidence in rape trials.
5. Classify sexual offenders by typology based on behavioral indicator analysis.

Prerequisites/Corequisites

JUS110 Introduction to Criminal Justice

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

Hazelwood, R. (Ed.) & Burgess, A. W. (Ed.). (2017) *Practical aspects of rape investigation*. 5th Ed. New York, NY: CRC Press. ISBN: 9781498741965

Recommended: *APA Publication Manual 7th ed.* ISBN: 978-1-4338-3217-8

Note: this course may contain additional resources for specific activities. Be sure to read the instructions carefully for individual assignments or activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is available in the Start Here section (Quick Links). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. If you register but cannot attend a live session, the library will email you a link to the session recording after the event. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Discussion forums will focus on critical issues in sex crimes investigations. Topics such as juvenile sexting laws, rape myths in popular media, psychology of interrogation, due process in the era of the #MeToo Movement, constitutional issues and sex offender registry laws for juveniles are examples that require you to apply the law and analyze and evaluate empirical research. Problem based learning activities will require you to analyze a variety of typologies of offenders, design a closing argument in the court case of an alleged offender, and challenge your own beliefs about the efficacy of sex offender registry laws. You will also use

your design skills to create a PowerPoint presentation in the form of a lesson for newly hired police officers about interviewing children that have been sexually abused.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (30) Activity 1.3 (30)	Discussions Activity 2.1 (30) Activity 2.2 (30)	Discussions Activity 3.1 (30)	Discussions Activity 4.1 (30)	Discussions Activity 5.1 (30) Activity 5.2 (30)	Discussions Activity 6.1 (30)	Discussions Activity 7.1 (30)	300
Assignments Activity 1.4 (100)	Assignments Activity 2.3 (50)	Assignments Activity 3.2 (100)	Assignments Activity 4.2 (100)	Assignments Activity 5.3 (50)	Assignments Activity 6.2 (200)	Assignments Activity 7.2 (100)	700
160	110	130	130	110	230	130	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<ul style="list-style-type: none"> <input type="checkbox"/> MON: Activity 1.1: Meet Your Classmates! – Initial Post
<p style="text-align: center;">Week 1: Victims</p> <p>Rape and the impact on the victim Trauma informed interviewing Victim services and SANE/SART programs Youth, social media, and internet crimes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 1.2: Child Pornography and Sexting – Initial Post <input type="checkbox"/> WED: Activity 1.3: Rape Myths – Initial Post <input type="checkbox"/> SAT: Activity 1.2: Child Pornography and Sexting – Secondary Posts <input type="checkbox"/> SAT: Activity 1.3: Rape Myths – Secondary Posts <input type="checkbox"/> SUN: Activity 1.4: Essay - Problem-Based Learning
<p style="text-align: center;">Week 2: Offenders</p> <p>Relevance of fantasy in serial sexual crimes Behavioral oriented interview of rape victims Analyzing the rape and profiling the offender Interviewing the rapist</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 2.1: Evaluate Victim Options – Initial Post <input type="checkbox"/> WED: Activity 2.2: Offender Typologies <input type="checkbox"/> SAT: Activity 2.1: Evaluate Victim Options – Secondary Posts <input type="checkbox"/> SAT: Activity 2.2: Offender Typologies <input type="checkbox"/> SUN: Activity 2.3: Impact of #MeToo Movement
<p style="text-align: center;">Week 3: Offenders</p> <p>Collateral materials in sexual crimes Linkage analysis, MO, ritual, ad signature in sexual crimes False rape allegations Interrogation and false confessions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 3.1: Interrogation Reform – Initial Post <input type="checkbox"/> SAT: Activity 3.1: Interrogation Reform – Secondary Posts <input type="checkbox"/> SUN: Activity 3.2: Case Study Analysis

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 4: Sexual crimes and evidence</p> <p>Rape homicide</p> <p>Cold case investigation</p> <p>Physical evidence</p> <p>Medical evaluation of sexually abused children</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 4.1: Insanity Defense – Initial Post <input type="checkbox"/> SAT: Activity 4.1: Insanity Defense – Secondary Posts <input type="checkbox"/> SUN: Activity 4.2: Presentation on Child Sexual Abuse
<p>Week 5: Evidence and trial prep</p> <p>Injury and forensic examination of the victim</p> <p>Prosecution, trial prep, trial tactics</p> <p>Sexual victimization of children</p> <p>Sexual crimes of juvenile offenders</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1: Sex Offender Registry – Initial Post <input type="checkbox"/> WED: Activity 5.2: Debate – Initial Post <input type="checkbox"/> SAT: Activity 5.1: Sex Offender Registry – Secondary Posts <input type="checkbox"/> SAT: Activity 5.2: Debate – Secondary Posts <input type="checkbox"/> SUN: Activity 5.3: Closing Argument
<p>Week 6: Sexual offenses</p> <p>Drug facilitated sexual assault</p> <p>Criminal sexual sadist</p> <p>Sexual sadist wives and girlfriends</p> <p>Constitutionality and effectiveness of SORNA</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 6.1: Co-Conspirators or Victims? – Initial Post <input type="checkbox"/> SAT: Activity 6.1: Co-Conspirators or Victims? – Secondary Posts <input type="checkbox"/> SUN: Research project
<p>Week 7: Sexual offenses</p> <p>Elderly victims and sex offenders of the elderly</p> <p>US Military sexual assault</p> <p>Educator sexual misconduct</p> <p>Campus sexual assault</p> <p>Female sex offenders</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 7.1: Perceptions – Initial Post <input type="checkbox"/> SAT: Activity 7.1: Perceptions – Secondary Posts <input type="checkbox"/> SUN: Activity 7.2: Case Study

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

In general, your instructors should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work, your instructors should:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement

efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.