

## **JUS202 Criminal Procedure**

### **(3 credit hours)**

### **Course Syllabus**

### **Course Description**

This course will examine the constitutional and other legal ramifications affecting the procedure of criminal arrest, search, seizure, and evidence.

### **Course Learning Outcomes**

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

1. Examine the constitutional origins of criminal procedure; especially due process and equal protections role in its evolution.
2. Identify reasonable cause and probable cause situations relevant to Fourth Amendment search and seizure law, and determine the need for a warrant.
3. Identify probable cause situations relevant to Fifth Amendment self- incrimination law and identification procedures and determine the lawfulness of evidence collection.
4. Identify when suspects are entitled to counsel and further be able to evaluate facts and apply applicable law in analyzing whether the right to counsel has been violated.
5. Examine the consequences of constitutional violations.
6. Identify court proceedings from pre- trial, to trial and conviction, to after conviction, and during times of crisis.
7. Comprehend the constitutional and statutory rights of criminal offenders.

### **Prerequisites/Corequisites**

JUS201

### **Required Textbook(s) and Resources**

Samaha, J. (2018) *Criminal Procedure* (10th ed.). Boston, MA. Cengage Learning.

A digital copy of your textbook is included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your book.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). 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. For further assistance email a librarian, at: [library@tiffin.edu](mailto: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

This course will utilize the following assessment assignments:

**Discussion forum.** These assignments are designed for you to apply what you have learned for each week. The assignment are approximately 250 words and they also allow you to add your opinion to the course material. Cited works will strengthen your analysis. Examples also help to apply the course material to your post. Most of these assignments will have an additional component where you will be required to critically examine a post from your peers in the class. The goal of the follow-up posts is to stated portion when you whether you agree or disagree with your peers written submission. You should also add the strengths and weaknesses of their initial post.

**Essays.** These assignments are typically 3-4 full pages (Approximately 300 words per page). These assignments assist in identifying important course topics for each respective week. These assignments offer an opportunity to apply real-world situations with the information that

we have learned in the course. You should support your essay with cited works to strengthen your overall analysis.

**Quiz.** There will be weekly quizzes that are taken directly from the reading assignments. The intent of each quiz will help to ensure that you have captured the information deemed important for each respective week by requiring you to revisit the information.

**Final Project.** There will be a final presentation and paper which will utilize all of the course material to reinforce your understanding of the concepts. You should begin to think about this assignment as we progress through the course. The assignment will require between 10-15 slides and should be accompanied by a written paper between 8-10 pages in length. This assignment will help you apply and evaluate the target skills and knowledge that you have learned in the course.

**Final Exam.** There will be a 50-question final examination. This examination will span the information from the entire course. It will be a multiple choice examination.

## 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
<b>Discussions</b> Activity 1.2 (30) Activity 1.3 (30)	<b>Discussions</b> Activity 2.1 (30) Activity 2.2 (30)	<b>Discussions</b> Activity 3.1 (30) Activity 3.2 (30) Activity 3.3 (30)	<b>Discussions</b> Activity 4.1 (30) Activity 4.2 (30)	<b>Discussions</b> Activity 5.1 (30) Activity 5.2 (30)	<b>Discussions</b> Activity 6.1 (30) Activity 6.2 (30)	<b>Discussions</b> Activity 7.1 (30) Activity 7.2 (30)	<b>480</b>
<b>Assignments</b> Activity 1.4 (40)	<b>Assignments</b> Activity 2.3 (40)	<b>Assignments</b> Activity 3.4 (40)	<b>Assignments</b> Activity 4.3 (30)	<b>Assignments</b> Activity 5.3 (40) Activity 5.4 (40)	<b>Assignments</b> Activity 6.3 (45)	<b>Assignments</b> Activity 7.3 (40) Activity 7.4 (150)	<b>435</b>
<b>Knowledge Check</b> Activity 1.5 (5)	<b>Knowledge Check</b> Activity 2.4 (5)	<b>Knowledge Check</b> Activity 3.5 (5)	<b>Knowledge Check</b> Activity 4.4 (5)	<b>Knowledge Check</b> Activity 5.5 (5)	<b>Knowledge Check</b> Activity 6.4 (5)	<b>Knowledge Check</b> Activity 7.5 (5)	<b>35</b>
						<b>Final Exam</b> Activity 7.6 (50)	<b>50</b>

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Extra Credit Activity 1.6 (3)	Extra Credit Activity 2.5 (3)	Extra Credit Activity 3.6 (3)	Extra Credit Activity 4.5 (3)	Extra Credit Activity 5.6 (3)	Extra Credit Activity 6.5 (3)	Extra Credit Activity 7.7 (3)	--
<b>105</b>	<b>105</b>	<b>135</b>	<b>95</b>	<b>145</b>	<b>110</b>	<b>305</b>	<b>1000</b>

## 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

(Due by 11:55 p.m. ET on day designated)

### Start Here

- Activity 1.1: Meet Your Classmates! - Initial Post

### Week 1

- Activity 1.2: Criminal Procedure Case Review - Initial Post
- Activity 1.3: U.S. Constitution Compared to State - Initial Post
- Activity 1.2: Criminal Procedure Case Review - Secondary Response
- Activity 1.3: U.S. Constitution Compared to State - Secondary Response
- Activity 1.4: Problem-Based Exercise

- Activity 1.5: Knowledge Check - Chapters 1 & 2
- Activity 1.6: Weekly Reflection (Extra Credit)

## **Week 2**

- Activity 2.1: Search and Seizure - Initial Post
- Activity 2.2: Stop and Frisk - Initial Post
- Activity 2.1: Search and Seizure - Secondary Response
- Activity 2.2: Stop and Frisk - Secondary Response
- Activity 2.3: Problem Solving - Fact Pattern
- Activity 2.4: Knowledge Check - Chapters 3 & 4
- Activity 2.5: Weekly Reflection (Extra Credit)

## **Week 3**

- Activity 3.1: Arrest Zones - Initial Post
- Activity 3.2: Consent Searches - Article Review - Initial Post
- Activity 3.3: Consent Searches - Initial Post
- Activity 3.1: Arrest Zones - Secondary Response
- Activity 3.2: Consent Searches - Article Review - Secondary Response
- Activity 3.3: Consent Searches - Secondary Response
- Activity 3.4: Tennessee v. Garner & Graham v. Connor
- Activity 3.5: Knowledge Check - Chapters 5 & 6
- Activity 3.6: Weekly Reflection (Extra Credit)

## **Week 4**

- Activity 4.1: Special Needs Searches - Initial Post
- Activity 4.2: False Confessions - Initial Post
- Activity 4.1: Special Needs Searches - Secondary Response
- Activity 4.2: False Confessions - Secondary Response
- Activity 4.3: Searches
- Activity 4.4: Knowledge Check - Chapters 7 & 8
- Activity 4.5: Weekly Reflection (Extra Credit)

## **Week 5**

- Activity 5.1: The Innocence Project - Initial Post
- Activity 5.2: Exclusionary Rule - Initial Post
- Activity 5.1: The Innocence Project - Secondary Response

- Activity 5.2: Exclusionary Rule - Secondary Response
- Activity 5.3: Manson v. Brathwaite
- Activity 5.4: General Orders - Show-Up Identifications
- Activity 5.5: Knowledge Check - Chapters 9 & 10
- Activity 5.6: Weekly Reflection (Extra Credit)

## **Week 6**

- Activity 6.1: Use of Force - Initial Post
- Activity 6.2: Power to Charge - Initial Post
- Activity 6.1: Use of Force - Secondary Response
- Activity 6.2: Power to Charge - Secondary Response
- Activity 6.3: Court Proceedings
- Activity 6.4: Knowledge Check - Chapters 11 & 12
- Activity 6.5: Weekly Reflection (Extra Credit)

## **Week 7**

- Activity 7.1: Habeus Corpus - Initial Post
- Activity 7.2: Proportionality Principle/Apprendi Rule - Initial Post
- Activity 7.1: Habeus Corpus - Secondary Response
- Activity 7.2: Proportionality Principle/Apprendi Rule - Secondary Response
- Activity 7.3: You're the Judge
- Activity 7.4: Final Project - The Trial
- Activity 7.5: Knowledge Check - Chapters 13, 14 & 15
- Activity 7.6: Key Assessment - Final Exam
- Activity 7.7: Weekly Reflection (Extra Credit)

## **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. 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](mailto:disabilityservices@tiffin.edu).

## Additional Resources & Support

For technical support, either email [moodlesupport@tiffin.edu](mailto: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](mailto:online@tiffin.edu).