JUS465 Criminal Trial Evidence
(3 credit hours)
Course Syllabus

Course Description

This course is designed to prepare the criminal justice professional with knowledge and skills associated with the presentation of evidence at trial. Students will learn how to be a credible witness, the Rules of Evidence, and the procedure for getting evidence admitted at trial. A mock trial will take place so that students can practice and demonstrate the skills learned.

Course Learning Outcomes

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

1. Students will understand the basic concepts of evidence in relation to the pretrial and trial process.
2. Students will understand and be able to apply the Rules of Evidence to real and hypothetical trial situations.
3. Students will demonstrate how to use testimony and evidence effectively at trial by assuming a role and analyzing, evaluating, synthesizing, and presenting that testimony and evidence at a mock trial.

Prerequisites/Corequisites

ENF239

Required Textbook(s) and Resources

A digital copy of your textbooks are included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your books.

 Garland, N. M. (2023). Criminal Evidence (9th ed.). McGraw-Hill Higher Education (US).

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

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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.

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

Throughout this course, you will engage in a variety of activities designed to enhance your understanding of evidence handling, analysis, and presentation in criminal trials. These activities include defining and explaining key legal concepts, analyzing real-world scenarios, evaluating landmark court cases, and participating in mock trials.

The course is structured around a realistic identity theft case involving FBI Agent Brown, which serves as a narrative thread connecting the various topics covered. Each week, you will explore a different aspect of the case, from search and seizure laws to presenting evidence in court. You will be tasked with applying your knowledge to the case through assignments such as drafting affidavits, preparing evidence briefs, and providing courtroom testimony. This practical approach allows you to develop critical skills that are directly applicable to your future career in criminal justice.

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Grading and Points Distribution

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
Forum Activity 1.1 (0) Activity 1.2 (60)	**Forum** Activity 2.1 (60)	**Forum** Activity 3.1 (60)	**Forum** Activity 4.1 (60)	**Forum** Activity 5.1 (60)	**Forum** Activity 6.1 (60)	**Forum** Activity 7.1 (60)	**420**
Assignment Activity 1.3 (80)	**Assignment** Activity 2.2 (80)	**Assignment** Activity 3.2 (80)	**Assignment** Activity 4.2 (80)	**Assignment** Activity 5.2 (80)	**Assignment** Activity 6.2 (80)		**480**
						Final Activity 7.2 (100)	**100**
140	**140**	**140**	**140**	**140**	**140**	**160**	**1000**

Grading Scale

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

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	❏ MON: Activity 1.1: Let's Get to Know You! - Initial Post

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Week 1: Search and seizure definitions The 4th Amendment Reasonableness and warrant requirements Landmark search/seizure cases (e.g. Mapp v. Ohio) The Exclusionary Rule	❏ WED: Activity 1.1: Let's Get to Know You! - Secondary Post ❏ WED: Activity 1.2: Understanding Search and Seizure Concepts - Initial Post ❏ SAT: Activity 1.2: Understanding Search and Seizure Concepts - Secondary Post ❏ SUN: Activity 1.3: Evaluating Landmark Search and Seizure Cases
Week 2: Obtaining a search warrant Probable cause Warrant exceptions (e.g. plain view) Executing search warrants Use of force considerations	❏ WED: Activity 2.1: Search Warrants and Affidavits - Initial Post ❏ SAT: Activity 2.1: Search Warrants and Affidavits - Secondary Post ❏ SUN: Activity 2.2: Preparing and Executing a Mock Warrant
Week 3: Seizing evidence Chain of custody Evidence packaging/labeling Maintaining integrity	❏ WED: Activity 3.1: Evidence Collection and Preservation - Initial Post ❏ SAT: Activity 3.1: Evidence Collection and Preservation - Secondary Post ❏ SUN: Activity 3.2: Documenting Seized Evidence
Week 4: Purpose of evidence rules	❏ WED: Activity 4.1: Terminology and Evaluating Admissibility Factors - Initial Post ❏ SAT: Activity 4.1: Terminology and Evaluating Admissibility Factors - Secondary Post

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Direct vs. circumstantial evidence Key evidence concepts (relevance, hearsay etc.) Admissibility considerations	❏ SUN: Activity 4.2: Drafting an Evidence Brief
Week 5: Authentication of evidence Presenting documentary evidence Following courtroom procedures Withstanding cross-examination	❏ WED: Activity 5.1: Courtroom Evidence Protocols - Initial Post ❏ SAT: Activity 5.1: Courtroom Evidence Protocols - Secondary Post ❏ SUN: Activity 5.2: Evaluating Evidence Arguments
Week 6: Responsibilities as a witness Credibility and reliability Courtroom procedures/roles Overcoming testimony challenges	❏ WED: Activity 6.1: Presenting Courtroom Testimony - Initial Post ❏ SAT: Activity 6.1: Presenting Courtroom Testimony - Secondary Post ❏ SUN: Activity 6.2: Evaluating Testimony Performance
Week 7: Case Documentation Communication Skills Self-Evaluation	❏ WED: Activity 7.1: Investigative Case Report Elements - Initial Post ❏ SAT: Activity 7.1: Investigative Case Report Elements - Secondary Post ❏ SAT: Activity 7.2: Compiling the Final Investigative Report (Due Saturday)

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Continuing Education	

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. 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:

  o Fully participate in all learning activities.

  o Complete assignments as described in rubrics or other instructions.

  o Submit all work on time and in the specified format (e.g. APA format for citations).

  o Utilize and incorporate instructor provided feedback to improve your work.

  o Ask questions so you can better understand course material or assignments.

  o Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: Digital Literacy: Netiquette and Internet Safety.

  o 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.

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- 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.

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