



AJ-101: CRIMINAL LAW

Also listed as: AJ-101H

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

AJ - Administration of Justice

Course Number

101

Course Title

Criminal Law

Short Title

Criminal Law

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

AJ-101H

C-ID (Admin Only)

CB 00

CCC000649064

Course Title

Honors Criminal Law

Approved Cal-GETC Area

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID AJ 120

Catalog Description

This course studies the history, evolution, principles, philosophy, constitutional provisions, and contemporary application of criminal law. Topics include sources of criminal law, classification of crimes, parties to crimes, elements of crimes, defenses to crimes, criminal intent, matters of criminal responsibility, law in society, and other related topics.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

2105.00* - *Administration of Justice

CIP Code

43.0104 - Criminal Justice/Safety Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Learning Objectives

Learning Objectives

Learning Objective
1. Examine and value the historical development of criminal law in the U.S. Criminal Justice System from its origin in the Common Law of England.
2. Investigate and judge the effect of the U.S. Constitution as a basis for the development of criminal law.
3. Analyze and evaluate the legal principles of criminal law and how they are applied to the criminal justice process.
4. Contrast and consider the difference between criminal and civil law regarding culpability, level of proof and admissibility of evidence issues.
5. Differentiate and assess the classifications of criminal laws (felony, misdemeanor, infraction) and the distinct process for their adjudication in the criminal justice system.
6. Scrutinize major court decisions and assess their effect on the refinement and development on the U.S. Criminal Justice System.
7. Classify the components of the Criminal Justice System and evaluate their effectiveness on social control as they relate to the criminal justice process of enforcement, adjudication and punishment.
8. Distinguish and compare the elements of a crime in distinguishing how a particular behavior may be classified as criminal.
9. Describe how the improper application of criminal laws can impact different cultural groups within the community (e.g., social class, race, gender, religion, disability, sexual orientation, age, etc.).

Honors Objectives

In the honors component of the course students will:

1. Engage in advanced research and writing on selected topics within the field of criminal law.

2. Produce original research within the field of criminal law.

3. Address challenging primary and secondary source readings.

4. Analyze major issues, interpretations, and application of laws with the instructor and other honors students.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will be able to explain the structural framework of criminal statutory law.
2. Students will be able to define the concepts of mens rea, actus rea, and corpus delicti.
3. Students will be able to understand and apply different defenses and excuses to crimes in given criminal situations.
4. Students will be able to describe the historical origins of American Criminal Law.

5. Students will be able to assess different criminal situations/circumstances and correctly apply laws enumerated in the California Penal Code.
6. Students will be able to demonstrate an understanding of landmark case decisions and the impact these decisions have on the Criminal Justice System.
7. Students will be able to examine the Constitutional Amendments known as the Bill of Rights and assess the impact each might have on criminal law in the United States.

Program Learning Outcomes

Learning Outcome

Demonstrate the essential qualifications for employment in the criminal justice field to include the mastery of core criminal justice principles and the ability to think critically and to speak and write effectively.

Demonstrate an understanding of personal and civic responsibility as they apply to the criminal justice system.

Demonstrate a critical awareness of race, cultural diversity, and inequality as manifested in the criminal justice system both locally and nationally and apply these understandings to both study and practice. This includes identifying transformative forces generating social change on a micro and macro level.

Demonstrate the knowledge of ethical analysis, research, and practice in applying the law, as well as the ability to reason and think critically in the application of these principles and/or laws within the criminal justice field.

Demonstrate the competency to apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address both current and future issues in the practice of criminal justice.

Demonstrate a meaningful understanding of how discretion permeates every phase of the criminal justice system and creates ethical dilemmas for criminal justice professionals.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. The Nature and History of Criminal Law

a. What is Criminal Law?

1. Law
2. Crime
3. Norms
4. Mores
5. Morals

b. Historical and Philosophical Perspectives

1. Natural Law
2. Positive Law
3. Ancient Law
4. Common Law

c. Civil Law

1. Tort

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- 2. Damages
 - d. Criminal Procedures
 - e. Types of Crimes
 - 1. Felony
 - 2. Misdemeanor
 - 3. Infraction
 - f. The Purpose of Criminal Law
 - 1. Property Crimes
 - 2. Personal Crimes
 - 3. Public Order Crimes
 - 4. Moral Offenses
 - g. Sources of Criminal Law
 - 1. U.S. Constitution
 - 2. Statutes, Ordinances, Regulations
 - h. Statutory Law
 - 1. Case Law
 - 2. Stare Decisis
 - i. The Model Penal Code
 - j. The Modern U.S. Legal System
 - 1. Federalism
 - k. Separation of Powers
 - 1. Legislative
 - 2. Executive
 - 3. Judicial
 - l. Structure of State and Federal Courts
 - 1. Adversarial System
 - 2. Burden of Proof
 - a. Reasonable Suspicion
 - b. Probable Cause
 - c. Preponderance of Evidence
 - d. Clear and Convincing Evidence
 - e. Proof Beyond a Reasonable Doubt
2. Criminal Liability and the Essence of Crime
- a. The Legal Essence of Criminal Conduct
 - b. The Criminal Act
 - 1. Thinking is not Doing
 - 2. Being is not Doing
 - 3. Voluntary Acts
 - 4. Possession
 - a. Knowing Possession
 - b. Mere Possession
 - c. Actual Possession
 - d. Constructive Possession
 - 5. Failure to Act
 - 6. Speech as an Act
 - c. State of Mind
 - 1. Specific Intent
 - 2. General Intent
 - 3. Scienter

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- 4. Transferred Intent
 - d. Mens Rea
 - e. Actus Reus
 - f. Criminal Negligence
 - g. Motive
 - h. Modus Operandi
 - 3. Expanding the Concept of Crime
 - a. Corpus Delicti
 - b. Corpus Delicti Rule
 - c. Principles of Criminality
 - 1. Causation
 - a. Causation in Fact
 - b. Proximate Cause
 - c. Legal Cause
 - d. "But For" Rule
 - d. Resulting Harm
 - e. Principle of Legality
 - f. Ex Post Facto Laws
 - g. Double Jeopardy
 - h. Void-For-Vagueness
 - i. Degrees of Crimes
 - 4. Expanding Criminal Liability, Inchoate Offenses, and Parties to Crimes
 - a. Criminal Attempt
 - 1. The Act Requirement
 - 2. Preparation
 - b. Criminal Attempt Defenses
 - 1. Abandonment
 - 2. Impossibility
 - c. Completed Offense
 - d. Punishment for Criminal Attempts
 - e. Criminal Conspiracy
 - 1. Doctrine of Complicity
 - 2. Hearsay
 - f. Elements of the Crime
 - g. Plurality Requirement
 - h. Parties to Conspiracy
 - 1. Co-Conspirator Hearsay Rule
 - 2. Criminal Solicitation
 - i. Parties to Crime
 - 1. Principle First Degree
 - 2. Principle Second Degree
 - 3. Accessory Before the Fact
 - 4. Accessory After the Fact
 - j. Accomplice
 - l. Vicarious Liability
 - 5. Justifications as Defenses
 - a. Types of Criminal Defenses
 - 1. Defenses
 - 2. Justifications

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- 3. Excuses
 - b. Affirmative Defenses
 - c. Imperfect Defense
 - d. Perfect Defense
 - e. Justifications
 - 1. Necessity
 - 2. Self-Defense
 - a. Reasonable Person
 - b. Apparent Danger
 - c. Reasonable Force
 - d. Deadly Force
 - f. Stand Your Ground
 - g. Defense of Others
 - h. Defense of Home
 - 1. Castle Doctrine
 - i. Consent
6. Defenses: Excuses and Insanity
 - a. The Nature of Excuses
 - b. Forms of Excuses
 - 1. Duress
 - 2. Intoxication
 - a. Voluntary Intoxication
 - b. Involuntary Intoxication
 - c. Mistake
 - 1. Ignorance of Fact
 - 2. Mistake of Fact
 - 3. Mistake of law
 - 4. Ignorance of Law
 - 5. Culpable Ignorance
 - d. Age
 - 1. Infancy Defense
 - 2. Juvenile Offender
 - e. Entrapment
 - f. Syndrome Based Defenses
 - 1. Battered Woman's Syndrome
 - 2. Other Syndromes
 - g. Mental Incompetency
 - h. Competency to Stand Trial
 - i. The Insanity Defense
 - 1. What is Insanity
 - 2. History of the Insanity Defense
 - 3. M'Naughten Rule
 - 4. Irresistible Impulse Test
 - 5. Durham Rule
 - j. Guilty by Reason of insanity
 - k. Guilty but Mentally Ill
 - l. Diminished Capacity
 - m. Civil Commitment
7. Crimes Against Persons: Criminal Homicide

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- a. Corpus Delicti
 - b. Homicide
 - c. Proximate Cause
 - d. Criminal Homicide
 - 1. Murder
 - a. First Degree
 - b. Second Degree
 - c. Premeditation
 - d. Malice Aforethought
 - e. Capital Murder
 - 1. Premeditated Murder
 - f. Aggravated Murder
 - g. Felony Murder Rule
 - h. Manslaughter
 - 1. Voluntary
 - 2. Involuntary
 - i. Negligent Homicide
 - 1. Gross Negligence
 - j. Vehicular Homicide
 - k. Suicide
 - l. Accidental Death
 - m. Accidental Killing
 - n. Justifiable Homicide
 - o. Excusable Homicide
 - p. Defining Death
 - q. Time of Death
 - r. Year and a Day Rule
8. Crimes Against Persons: Assaults, Sex Offenses, and Other Crimes
- a. Assaults
 - 1. Conditional Assault
 - 2. Aggravated Assault
 - 3. Attempted Assault
 - b. Present Ability
 - c. Bodily Injury
 - d. Battery
 - 1. Aggravated Battery
 - e. Sex Offenses
 - 1. Rape
 - 2. Spousal Rape
 - 3. Forcible Rape
 - 4. Statutory Rape
 - f. Rape Shield Laws
 - g. Sexual Assault
 - h. Stalking
 - i. Kidnapping
 - j. False Imprisonment
9. Property and Computer Crimes
- a. Theft Crimes
 - 1. Embezzlement

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- 2. False Pretenses
 - 3. Forgery
 - 4. Receiving Stolen Property
 - 5. Robbery
 - 6. Extortion
 - 7. Blackmail
 - 8. Identity Theft
 - 9. Looting
 - 10. Burglary
 - 11. Arson
 - b. Theft
 - 1. Acquisition Offenses
 - 2. Larceny
 - c. Real Property
 - d. Tangible Property
 - e. Personal Property
 - f. Intangible Property
 - g. Asportation
 - h. Computer Crimes
 - i. Computer Crimes Laws
 - 1. Federal Wiretap Act 1968
 - 2. National Stolen Property Act
 - 3. Electronic Communications Privacy Act 1986
 - 4. Cyber Security Enhancement Act 2002
 - j. Types of Computer Crimes
 - 1. Computer Fraud
 - 2. Computer Trespass
 - 3. Theft of Computer Services
 - 4. Personal Trespass by Computer
 - 5. Computer Tampering
 - k. Federal Cybercrime Enforcement Agencies
 - l. Inter-net Based Crime
10. Offenses Against Public Order and Administration of Justice
- a. Crimes Against Public Order
 - 1. Breach of Peace
 - 2. Disorderly Conduct
 - 3. Fighting Words
 - 4. Affray
 - b. Alcohol and Drug Crimes
 - 1. DUI
 - 2. DWI
 - 3. Public Drunkenness
 - c. Riot and Unlawful Assembly
 - 1. Rout
 - 2. Riot
 - 3. Inciting a Riot
 - 4. Lynching
 - 5. Unlawful Assembly
 - 6. Prisoner Rescue

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- d. Vagrancy and Loitering
 - 1. Vagrancy
 - 2. Loitering
 - 3. Trespassing
 - 4. Squatting
 - 5. Curfew
 - e. Weapons Possession
 - 1. Second Amendment
 - 2. Concealed Weapons
 - 3. Loaded Weapons
 - a. State Laws
 - b. Federal Laws
 - f. Treason
 - g. Espionage
 - h. Sedition
 - i. Perjury and Contempt
 - 1. Perjury
 - 2. Subordination of Perjury
 - 3. Criminal Contempt
 - 4. Witness Tampering
 - 5. Jury Tampering
 - j. Obstruction of Justice
 - k. Bribery
 - l. Resisting Arrest
 - m. Escape
 - n. Environmental Crimes
11. Offenses Against Public Morality
- a. Crimes Against Public Decency
 - b. Victimless Crimes
 - c. Prostitution
 - 1. Soliciting Prostitution
 - 2. Pimping
 - 3. Pandering
 - 4. Keeping a Place of Prostitution
 - d. Pornography, Obscenity, Lewdness
 - 1. Pornography
 - 2. Obscenity
 - 3. Prurient Interest
 - 4. Child Pornography
 - 5. Lewdness
 - 6. Lasciviousness
 - 7. Indecent Exposure
 - e. Fornication
 - f. Adultery
 - g. Bigamy
 - h. Gambling
 - i. Controlled Substances
 - 1. Schedule I
 - 2. Schedule II

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- 3. Schedule III
 - 4. Schedule IV
 - 5. Schedule V
 - j. Controlled Substances Act 1970
 - k. The Anti-Drug Abuse Act 1988
 - l. Designer Drugs
 - m. Precursor Chemicals
 - n. Asset Forfeiture
 - o. RICO Statutes
 - p. Opioid Epidemic
 - q. Debate Over Medical Marijuana
12. Terrorism and Human Trafficking
- a. Terrorism, Treason, and Sedition
 - 1. Treason
 - 2. Terrorism
 - 3. Sedition
 - b. Foreign Intelligence Surveillance Act 1978
 - c. USA PATRIOT ACT
 - d. USA FREEDOM ACT
 - e. Habeas Corpus
 - f. Constitutional Issues
 - g. Human Smuggling and Trafficking in Persons
 - 1. Human Smuggling
 - 2. Trafficking in Persons
 - h. Sex Trafficking
 - i. Trafficking Legislation
13. Victims and the Law
- a. Who is a Victim
 - 1. Victim
 - 2. Victim at Law
 - 3. Victim in Fact
 - b. History of the Victim
 - c. Philosophy of Victim Compensation
 - d. Post-Crime Victimization
 - e. Victim Assistance Programs
 - f. Victim's Rights
 - 1. Right of Allocution
 - 2. Victim Rights Act
 - g. Son of Sam Laws
 - h. Victim Impact Statements
 - i. Confrontation Clause
 - j. Victim Statistics
 - 1. Uniform Crime Reporting Program (UCR)
 - 2. National Crime Victimization Survey (NCVS)
 - k. Restitution
14. Punishment and Sentencing
- a. Sentencing
 - b. Punishment
 - 1. Retribution

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- a. Just Deserts
 - 2. Deterrence
 - a. Specific Deterrence
 - b. General Deterrence
 - 3. Rehabilitation
 - 4. Restoration
 - a. Restorative Justice
 - 5. Incapacitation
 - a. Habitual Offender
 - b. Career Offender
 - c. Three Strikes Law
 - d. Selective Incapacitation
 - e. Constitutional Limitations
 - f. Criminal Sanctions
 - 1. Indeterminate Sentencing
 - 2. Determinate Sentencing
 - 3. Consecutive Sentence
 - 4. Concurrent Sentence
 - g. Proportionality
 - h. Equity
 - i. Social Debt
 - j. Aggravating Factors
 - k. Mitigating Factors
 - l. Federal Sentencing Guidelines
 - m. The Role of the Jury
 - o. Truth in Sentencing
 - p. Plea Bargaining
 - q. Sentencing Options
 - 1. Imprisonment
 - 2. Probation
 - 3. Fines
 - 4. Death
 - r. Sentencing Enhancements
 - 1. Hate Crimes
 - s. Capital Punishment
 - 1. The Eighth Amendment
 - 2. Adults v. Juveniles
 - t. Death Row Appeals
 - u. DNA
 - v. Intermediate Sentencing
 - 1. Split Sentencing
 - 2. Shock Probation
 - 3. Shock Incarceration
 - 4. Mixed Sentencing
 - 5. Community Service
 - 6. Intensive Supervision
 - 7. Home Confinement

Honors Content

The topics to be covered in Criminal Law AJ101H are the same as those covered in Criminal Law AJ101, with recognition that students will explore issues within criminal law and the criminal justice field with greater depth and complexity. Students will engage in research that will involve working with both primary and secondary sources, studying major controversies in statutory and case law and engaging in discussions with the instructor and other honors students about the discipline of criminal justice. In addition, honors students will analyze current research and historical concerns relating to laws and the application of laws that focus on diverse topics. These topics may include:

1. The Fourth Amendment (search & seizure).
2. The Fifth Amendment.
3. The Sixth Amendment.
4. The Eighth Amendment.
5. The USA Patriot Act / USA Freedom Act.
6. DNA Evidence.
7. Eyewitness Identification.
8. Wrongful Convictions.
9. Jury Selection and Scientific Jury Selection.
10. Sentencing and Early Prisoner Release.
11. The Death Penalty.

Methods of Instruction

Method

Discussion

Integration

Discussions will be guided by faculty to examine and evaluate selected topics in the study of criminal law. These selected topics will assist students in differentiating not only different laws, but also the unique elements for specific crime types. For example, students may be asked to explain the difference between robbery, burglary, and larceny (to include the elements of each). Discussions may be accomplished in small or large groups, synchronous or asynchronous, using closed-captioned videos, accessible audio/visual media, journals, articles, or discussion board forums.

DE Adaptations for MOI

Discussions will be guided by faculty to examine and evaluate selected topics in criminal investigations. Class participation in discussions will encourage additional comprehension of the course material. Additionally, discussions provide opportunities to exchange ideas and validate understanding of the content to include professional responsibility, ethical standards, and racial/cultural diversity as it relates to criminal investigations. Discussions will be administered through the regular use of the discussions area in the course management system (CMS), or through chat, conversations, or other group features. All online discussions will meet accessibility requirements and instructors will provide feedback weekly through the CMS.

Method

Lecture

Integration

Lectures in which criminal law course content will be presented to students to illustrate, explain, and reinforce criminal law concepts, processes, procedures, definitions, key terms, and the application of laws. Course material may be presented in many formats; audio/visual aids, printed materials, PPT, closed captioned video, digital pictures, and/or digital slides. For example, lectures can include an overview of the importance of digital photography, video, and sketches at major crime scenes.

DE Adaptations for MOI

Online courses will include lectures on criminal law course content. Lectures can be delivered synchronously through video conferencing tools or asynchronously through the course management system (CMS). Presentation materials such as accessible digital slide presentations, closed captioned videos, external links to articles, or other accessible content may be incorporated and made available through the CMS.

Method

Papers and Reports

Integration

Papers/case studies will be assigned to gauge the comprehension of course materials or a specific topic. Case studies serve as written exercises in which students apply judicial concepts related to criminal law and procedure. These case studies will address the student's ability to fully analyze different laws, procedures, and/or U.S. Supreme Court Cases and document the information. For example, students will complete a case study on the Terry v. Ohio Case 392 U.S 1 (1968). This case study will include the issue, finding or holding of the court, related cases, court rationale, and the student's opinion of the impact of the case. Reports will be evaluated based on the following criteria: demonstration of organization and clarity, formatting, accuracy, investigative steps, understanding and application of legal concepts, and completeness.

DE Adaptations for MOI

Papers/case studies administered in an online format will use the course management system (CMS) functions to facilitate student submissions. Evaluation feedback of case studies will be provided for students in a timely manner using the gradebook, live stream or video conferencing tools, inbox messaging, or other functions available through the CMS. Case studies will be evaluated based on the following criteria: demonstration of organization and clarity, formatting, accuracy, investigative steps, understanding and application of legal concepts, and completeness. All case study submissions and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Visiting Lecturers

Integration

Visiting lecturers (current or former practitioners) may speak and/or offer a presentation on a topic covered in the criminal law course content. Guest speakers in the field of law enforcement, courts, corrections, coroner's office, criminology, forensics, or other content specialists may offer presentations face-to-face, though the course management system (CMS), or other video conferencing tools/platforms. Examples of presentation topics include an overview of crime scene investigation, evidence collection and preservation, the importance of interview and interrogations, and report preparation to include crime scene sketching and photography.

DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations on various topics covered in the criminal law course content. Examples may include crime scene evidence collection and processing, and/or race, bias, and inequity relating to interview and interrogations. Lectures may be conducted through a video conferencing platform or through a pre-recorded presentation that can be uploaded and made available by using accessible tools to students in the CMS. Faculty can facilitate a debriefing discussion through the video conferencing platform's chat feature or through a discussion board function in the CMS.

Additional Methods of Instruction for Honors

Method: Instructor - Student Meetings.

Integration: Honors students and instructors will meet several times (minimum of three times) over the course of the semester to discuss research findings, assigned readings or other appropriate topics as determined by the instructor. Other topics could include practical and ethical application of laws, understanding criminological theory, issues surrounding incarceration, and methods of crime control. These meetings can be small group meetings with other honors students or one-on-one meetings with the instructor.

Method: Oral Presentations

Integration: Oral presentations will provide honors students with an opportunity to present their research to other students. Alternatively, honors students may be required to present aspects of readings to the other honors students as part of the small group discussions. These presentations will provide students with an opportunity to improve their oral communication skills and their ability to synthesize and integrate information.

Method: Ride-Along or Court Trial.

Integration: Honors students can participate in a "ride-a-long" with a local law enforcement agency or view an ongoing criminal court trial. The instructor may wish to collaborate with the agency or court to assist in this activity. The honors student will complete a two-to-three-page brief on the activity. Agencies may include the Riverside County Sheriff's Department, Menifee Police Department, Hemet Police Department, Riverside County Coroner's Office, and the Riverside County Courts. These activities will encourage students to experience first-hand what it's like to be inside of a police vehicle or courthouse.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams and/or tests will formatively cover the major content of the criminal law content. A combination of multiple choice, true/false, or short answer questions may be included. Exams/test will be evaluated based on a demonstration of identification, understanding, and application of various components related to criminal law, procedure, and the application of each. These topics include the role of investigators and case laws that impact search and seizure, race, and gender as it relates to eyewitness identification or wrongful convictions, or issues related to DNA evidence.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through the CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding, and application of major topics as described in the course content. Exams/tests will be multiple choice, true-false, fill in the blank, or short answer questions. Exams/tests will be graded (or evaluated if short answer questions) based on accuracy and completeness. Feedback for multiple choice, true-false, and fill in the blank will be immediate using the online grading system (grade book). Feedback for short answer questions will be within one week via the grade book, chat, or other accessible conferencing tools.

Method

Homework

Integration

Homework in the form of selected essay questions at the end of each textbook chapter to appraise comprehension of the course material Example question: what are the differences between *modus operandi* (MO) and motive, and why are these important to your criminal investigation? Another example question: explain the differences between *actus reus* and *mens rea*, and how does this fit into criminal intent? Homework will be evaluated on accuracy and completeness.

DE Adaptations for MOE

Students will complete homework assignments in the form of short essay questions found at the end of each chapter in the textbook. Assignments will be posted in the assignment area of the CMS. Students will be evaluated on their ability to research and assess the topic and their successful application of the course material in the responses. Questions will be posted in the assignments or discussions areas in the CMS. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided through the grade book, chat, or other accessible conferencing tools in the CMS.

Method

Research Projects

Integration

The class will be required to complete a research project examining a U.S. Supreme Court case (ruling) regarding search and seizure to evaluate the student's understanding of the course material. The research will include the student's analysis of the ruling and its impact on a criminal investigation, to include their ability to identify ethical issues resulting from the case. Example case: *Miranda v. Arizona* 384 U.S. 436 (1966). The project will be submitted for instructor review and grading and will be evaluated on content, accuracy, thoroughness, and completeness.

DE Adaptations for MOE

Group or individual projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other conferencing tools. The student will be evaluated on their writing skills as well as their adherence to the APA/MLA format in their completed research assignments. Students may also be required to present their results through the creation of PPT slide presentation, written report, video, or live video conference and the presentations may be made available to the entire class (with student approval) through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

Evaluation of Honors assignments

1. To receive honors credit, students must successfully complete all regular course and honors enrichment assignments.
2. The written research will be assessed (evaluated) on content, format, thoroughness, accuracy of the subject matter, insight, and originality. Additionally, the number and quality of references used and the overall ability to synthesize information from a multitude of sources into a coherent argument are considered. Writing style APA.
3. The oral presentation will be assessed for clarity, accuracy of content, organization, quality, and appropriateness of any visuals that are present and for the summary of results that are presented.
4. Participation in small group discussions will be evaluated on the quality, thoroughness, accuracy, and frequency of the participation.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

The Fifth Amendment to the Constitution was ratified on December 15, 1791. It provides several protections for American citizens, including protection from self-incrimination, guaranteed due process and equal protection before the law, access to grand jury trials, and financial compensation in response to the government's seizure of private property. The original text is written as such:

"No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation."

Write a three-page research paper on the U.S. Supreme Court Case *Miranda v. Arizona* 384 U.S. 436 (1966) outlining the issue and facts of the case, and the overall impact this case has on law enforcement investigations. The research paper is to be cited and formatted using APA style guidelines and will be evaluated on content, accuracy, and completeness.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

The Fourth Amendment of the U.S. Constitution provides that "[t]he right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized."

The ultimate goal of this provision is to protect people's right to privacy and freedom from unreasonable intrusions by the government. However, the Fourth Amendment does not guarantee protection from all searches and seizures, but only those done by the government and deemed unreasonable under the law.

Write a three-to-five-page research paper on the U.S. Supreme Court *Mapp v. Ohio* 367 U.S. 643 (1961) outlining the issue and facts of the case, the holding of the Court, the rationale for the Court's decision, and your opinion of the case. As part of this research consider other equally important questions; (1) what are the ethical issues in this case (specifically race); (2) how does the exclusionary rule apply to this case; (3) how does the fruit of the poisonous tree doctrine apply to this case; (4) what impact does this case have on criminal investigations? The research paper is to be cited and formatted using the APA style guidelines.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Discussion Posts via CMS: Using the CMS, students will post responses to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion posts can be used as a starting point for in-class discussions. Example assignment: Discuss the constitutional issues surrounding "Stop and Frisk" the U.S. Supreme Court Case *Terry v. Ohio* 392 U.S. 1 (1968). Consider culture, race, gender, sexual orientation in your assessment.

How assignment will be adapted in online format

Using the CMS, students will respond to a discussion board prompt (or question) regarding a specific topic relating to criminal law. Students will also respond to other students' posts. Students will submit their posts using the discussions area within the CMS and will receive instructor feedback through the grade book, messaging, or other form of communication. Discussions will be evaluated on their content, relevance, and accuracy.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Read and analyze the portion of the chapter covering "Crimes Against Persons: Homicide" which encompasses: (1) criminal homicide, (2) excusable homicide, (3) justifiable homicide, (4) murder, and (5) manslaughter. Then, individually or in small groups, be prepared to analyze and discuss the differences and elements of each.

How assignment will be adapted in online format

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within one week of the due date. All materials must meet accessibility guidelines.

Honors Assignments**Assignment**

Students will complete all regular course requirements for AJ 101 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A), B), and C) below. Assignments D), and E) are optional and one optional assignment may be required at discretion of the instructor.

Assignment

A. The student will complete a research paper 9-12 pages long, typed, double-spaced on a topic that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on the following: primary sources, secondary sources, scholarly books, and articles. Moreover, students need to take an original position or make an argument in their writing.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The Honors paper will enhance a student's research and writing skills as they select a topic, develop an argument based on evidence, outline their analysis, and complete the final paper.

Assignment

B. The student will read a book beyond the scope of the regular section of AJ101. Readings will encourage critical thinking on the various perspectives of criminal justice. Example books could include *Monster*; the Autobiography of an L.A. Gang Member, *Once Upon a Time in Compton*, *Brave Hearts: Extraordinary Stories of Pride, Pain, and Courage*, *The Run of His Life: The People v. O.J. Simpson*, *Picking Cotton - The Ronald Cotton/Jennifer Thompson Story*, or *Just Mercy: A Story of Justice and Redemption*.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Through reading these selected texts, students will be able to gain knowledge and perspectives about cultures or groups with which they may have limited familiarity, gaining a greater appreciation for the lived experiences of others.

Assignment

C. The student will complete a 10-15 minute presentation using the material and conclusion generated through the research constructed from option A or B. The presentation will be done to either the class as a whole or in another venue approved by the instructor.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students benefit tremendously from involvement in hands-on research experiences and develop valuable practical and analytical skills from their participation. The oral presentation will challenge Honors students to develop their talents to their fullest potential. This promotes critical thinking and problem solving from perspectives that cut across standard disciplinary boundaries.

Assignment

D. The student will interview current law enforcement, corrections, or court professionals. Students will collaborate with their instructor to select an appropriate person to interview, develop questions, review interview protocols, and determine the best method to present their findings (e.g. written, oral presentation, video presentation).

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

Organizing an interview with a law enforcement professional will require Honors students to develop leadership skills as they select, organize, implement, report, and reflect on the significance of their interview.

Assignment

E. The student will complete a project outside normal class time assisted by the instructor. For example, students will sign up for a "ride-a-long" with a local agency or view an ongoing criminal trial. The instructor may wish to collaborate with the agency or court to assist in this project. The student will complete a two-to-three-page brief on the activity. The Riverside County Sheriff's Department, the Hemet Police Department, the Menifee Police Department, the Riverside County Coroner's Office, the Riverside County Courthouse, are examples of local agencies for the ride-a-longs. These projects will encourage students to experience "first-hand" what it's like to be inside of a police car or observe a criminal trial within a courthouse. The student will complete a 2-3 page paper outline their experiences.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Field trips, and in this case a "ride-a-long" or watching a "court trial" offers students a chance to learn about the criminal justice field outside of the classroom. It also encourages networking with professionals in the field, and to consider real-world scenarios.

Course Materials**Textbooks**

Criminal Law Today Seventh Edition, Frank Schmalleger, Pearson Publishing (2022), ISBN #978-0-13-597-038-6.

Hall, Daniel (2023). Criminal Law and Procedure 8th Edition., Cengage Publishing, ISBN #9780357619339.

Berman, Sara. Bergman, Paul. (2024). Criminal Law Handbook 18th Edition, NOLO Publishing. ISBN #9781413331479

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes additional language and content related to diversity and inclusion within the course materials and in the discussion areas; specifically, as it pertains to race, gender identity, sexual orientation, and cultural differences. Language has been included in the course to be inclusive of these items through awareness of audience and differences when researching case laws, applying laws and sentencing, analyzing arrest procedures, and distinguishing elements of crimes. Recognizing the importance of representing diverse voices, the curriculum emphasizes the inclusion of all applicable perspectives in discussions and research, as outlined in the course materials. The class involves students of all genders and races and encourages class participation from all students. In this course, students will learn the theoretical approach to criminal investigations as well as real-world applications. One of the objectives is to “analyze and evaluate the legal principles of criminal law and how they are applied to the criminal justice process”, which might include how race or cultural bias impacts due process for underrepresented groups, e.g., minorities, low socioeconomic status, gender, etc. Students will also examine sensitive legal issues and form individual conclusions as to the equity of justice.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is structured to ensure equitable access and participation for diverse learners. Students have equal opportunities to all learning resources as well as one on one capabilities via accessible video conferencing platforms with the professor. Discussion boards are designed to facilitate interactions in two formats: student-to-student and student-to-professor, providing all students with equal opportunities for both engagement and support. To accommodate different learning preferences and accessibility needs, various media formats, including accessible video are incorporated into the curriculum. Live accessible video lectures are also supplemented with recorded sessions for students unable to attend live, promoting inclusivity and flexibility. Students will participate in class via discussions in asynchronous discussions using accessible CMS video conferencing platforms. For discussions and other exercises, students can submit in one of two formats: written or via recorded video using Canvas Studio within the CMS. All Power-points will be uploaded on to Canvas for student use. Exams and/ or tests are administered fully online. They will be evaluated through CMS. The format may include multiple choice, short answer, essay, or other formats. Exams/ tests will be evaluated based on the demonstration of identification and understanding of the applications of major topics and described in the course content. This is in alignment with the learning objectives. All exams/ tests must meet accessibility guidelines. Instructor feedback will be provided via CMS, within 2 weeks. The class has been revised with the focus on accessibility. The course has been revised with a focus on accessibility, with the most current texts being used to promote students' academic pursuits. Through instructor-to-student and student-to-student engagement, students are encouraged to reflect on equitable treatment of each other and their communities.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course (AJ-101) incorporates student-to-student interaction through various collaborative learning methods and activities such as discussions, chapter exercises, case law studies, and other related projects. Students will participate in small group discussions to analyze laws and their application to criminal justice, fostering peer learning and diverse perspectives. Chapter exercises focus on crime and punishment, allowing students to engage in dynamic conversations while presenting diverse ideas and opinions. Collaborative projects such as case studies where students work together to examine U.S. Supreme Court case laws and their impact on the criminal justice system as well as communities, encouraging the sharing of ideas and insights. Online discussion forums will allow students to respond to each other's ideas, promoting critical thinking and respectful dialogue outside the classroom. Peer review sessions will enable students to give and receive feedback on assignments, enhancing their analytical skills and understanding of the course material.

Explain how the course will incorporate instructor-to-student interaction.

This course (AJ-101) incorporates instructor-to-student interaction through regular lectures, instructor feedback, and open communication channels. The instructor will present interactive lectures, encouraging questions and discussions to clarify complex concepts related to criminal law and the application of these laws within California and the United States. Student support hours will offer students opportunities for one-on-one discussions with the instructor, addressing individual learning needs and interests (meetings can also be scheduled as needed). Timely and constructive feedback on assignments will guide students in their understanding of criminal law theory, practice and application. The instructor will facilitate classroom and online discussions, posing

thought-provoking questions and engaging with student responses to strengthen the learning experience. Regular announcements and check-ins will keep students informed and connected to the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be fostered through a variety of instructional methods, learning materials and activities that promote active engagement with the course content. Students will research and read key informational source documents such as the United States Constitution, landmark U.S. Supreme Court case decisions, significant case briefs or other related articles/writings. Interactive assignments, such as analyzing current trends, events, and theories in criminal law and the ever-changing application of laws, will enable students to apply concepts to real-world situations. Multimedia resources, including videos, podcasts, recorded oral arguments and online simulations, will provide diverse ways to explore criminal law structures and issues. Regular quizzes and reflective essays will prompt students to think critically about the material and assess their understanding.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course (AJ-101) encourages student-to-self interactions by promoting metacognitive activities and/or exercises that help students reflect on their learning processes and personal development. Metacognition involves not only understanding the content but also understanding one's own thinking processes and strategies for learning. Reflective articles and case briefs will be assigned, where students critically examine their evolving understanding of criminal law concepts and their own beliefs about law and legislative policy. Self-assessment exercises will enable students to identify their strengths and areas for improvement, setting personal learning goals. Students may be asked to write reflective papers on how both historical developments and ever-changing shifts in criminal law have influenced or impacted their rights and responsibilities as citizens, connecting course content to their personal experiences. Class discussions will often include prompts that encourage students to consider how their identities and backgrounds shape their perspectives on issues relating to crime, laws, and the application of law. Ultimately, the goal of this metacognitive approach is to empower students to become more aware of their own learning processes and to develop strategies for effective learning and critical thinking that extend outside of the classroom.

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