

**San José State University**  
**CASA/Department of Justice Studies**  
**JS143, Criminal Evidence & Procedure, Section 1**  
**Fall 2012**

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<b>Office Hours:</b>	Tuesday –Thursday 8:00 am to 9:00 am
<b>Class Days/Time:</b>	Tuesday – Thursday 12:00 pm to 1:15 pm
<b>Classroom:</b>	MacQuarrie Hall, Room 523
<b>JS Competency Area:</b>	A: Theories

**Course Catalog Description**

Origin, development, philosophy and constitutional basis of evidence; administrative and judicial rules and procedures that govern admissibility; examination of judicial decisions interpreting individual rights; exploration of process by which attorneys introduce evidence as proof or exculpation of crime.

**Instructor's Course Description**

This course is an introduction to criminal evidence and the historical, constitutional, statutory, administrative and judicial rules and procedures that govern and often limit its admissibility into the criminal courts of the United States. In addition, this course will examine the process by which prosecutors and defense attorneys collect and introduce evidence as proof or exculpation of a crime and the reason courts ultimately admit or exclude such evidence.

## Goals and Student Learning Objectives

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

**SLO 1** – understand the historical and constitutional rights and limitations relating to the admission and/or exclusion of criminal evidence.

**SLO 2** – understand the historical and constitutional rules and procedures governing the rights and limitations of defendants in federal and state criminal courts in America.

**SLO 3** – brief and recite the material cases defining the rights and limitations relating to the admission and/or exclusion of criminal evidence and procedure.

## Required Texts/Readings/Assignments/Expectations

### Textbook

**Criminal Evidence: Principles and Cases (8<sup>th</sup> ed.)**, *Thomas J. Gardner and Terry M. Anderson* is available at the campus bookstore with supplemental readings held on e-reserve at the library as assigned by topic. In addition, the textbook publisher provides supplementary internet resources at [www.wadsworth.com](http://www.wadsworth.com).

### Supreme Court Cases

Specific Supreme Court Cases will be available online and assigned by topic.

### Reading Assignments

Students are expected to complete all reading assignments before their discussion in class.

### Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and

civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

### **Briefing Cases**

In addition to the reading assignments, students are required to submit written briefs for specific Supreme Court cases assigned throughout the semester. The briefs must be written in the proper format and submitted online before class on their respective due dates. The Briefs will be worth up to 10 points for each successfully completed brief and consist of 20% of a student's total grade.

### **Case Recitation**

Students must prepare to summarize the facts, identify the pertinent questions or issues and discuss (with fellow students and the instructor) the court's analysis or reasoning of a specific case during class. The instructor will call on individual students on the day of class scheduled for recitation of that case. Students unprepared or otherwise refusing to recite a case may "pass" on the recitation and make it up during another class. However, the instructor will allow only one "pass" per semester without consequence. Additional "passes" will receive a 10% grade deduction per "pass".

### **Written Assignments**

All writing assignments must adhere to the following *10 Rules of Formal Writing*. Written Assignments not conforming to these rules will receive a significant reduction in grade.

1. **DO NOT** write in the first person perspective.

**First Person Perspective:** A point of view in which *I, you* or *we* serve as the narrator or the narrative voice. Typically, found in journal writing, fiction, or other informal writing. The viewpoint is from the writer directly or as a person observing the action first-hand. Examples include a diary entry, a personal letter or the protagonist, David Copperfield in a Dickens novel *David Copperfield*. First person perspective is NOT acceptable when writing formally.

**Second Person Perspective:** A point of view in which uses the pronouns *you, your,* and *yours* to address a reader or listener directly. However, the second-person point of view only rarely serves as narrator or the narrative voice in fiction. However, it appears in letters, speeches, and certain forms of business and technical writing. An example is a systematic instruction manual for the assembly of a bicycle. Second person perspective is sometimes used when writing formally, but NOT for the purposes of this course.

**Third Person Perspective:** A point of view in which the writer relates information or action in the third person using proper nouns or third person pronouns such as *he, she* or *they*. Third person perspective may be omniscient (all-knowing) or limited. It is the primary characteristic of academic or formal writing. Examples include a textbook or an academic essay. Third person perspective is the ONLY perspective used for this course.

2. **DO NOT** use contractions.

A contraction is a shortened form of a word or series of words, usually missing letters marked by an apostrophe. Typically, contractions are used in informal writing. Examples include: *can't* for *cannot*, *doesn't* for *does not* and *should've* for *should have*. Contractions have NO place in academic or formal writing.

3. **DO NOT** write in the passive voice.

**Active Voice:** In an active sentence the *subject* is doing the action. An example of this is *Jack assisted Jill*. Jack is the subject of the sentence and he is doing something by *assisting Jill*, where Jill is the *object* of the sentence.

**Passive Voice:** A voice where the target of the action becomes the subject of the sentence. For instance, instead of writing, *Jack assisted Jill*; the author writes *Jill is assisted by Jack*. Jill becomes the subject of the sentence even though she is not doing anything. Jill is the beneficiary of Jack's help. The subject of the sentence changes from Jack to Jill. When writing formally it is important to avoid this change of the subject.

For more information regarding passive and active sentences go to: <http://owl.english.purdue.edu/owl/resource/539/01/>

4. **DO NOT** begin sentences with *it*, *and*, *but*, *this*, *so* or an ambiguous pronoun.

Although this is no longer a conventional rule, it is still good practice. Sentences that begin with these words generally sound vague, weak or choppy and lead to confusion in a paper. So ... just kidding. For the purposes of this course try to avoid using these words at the beginning of a sentence.

5. **DO NOT** use rhetorical questions.

Writing rhetorically does not mean using rhetorical questions. Defined as the use of *language to please and persuade*, rhetoric plays an important role in academic and formal writing. However, the practice of placing rhetorical questions in a paper does not. While this instructor encourages persuasive, pervasive and sometimes profound thoughts and ideas, it loathes them in the form of a rhetorical question. Formal or academic papers should attempt to answer questions rhetorically, not ask rhetorical questions.

6. **DO NOT** use clichés.

A cliché's is a phrase repeated so many times that it has lost its ingenuity. If heard before, the chances are it is a cliché. Not sure? Use the *Cliché Finder*: <http://www.westegg.com/cliche/>

7. **DO NOT** write fragments.

A fragment is a group of words beginning with a capital letter and ending in a period, question mark or exclamation point, but is otherwise grammatically incomplete. Typically, a fragment is a phrase or dependent clause. Disguised as a sentence, it often

is missing a subject, verb or a complete idea. The following are examples of sentence fragments and their missing parts:

- a. *Read about travelling to Europe.* (Missing subject) Correction → *Jack read about travelling to Europe.*
- b. *For example, Germany.* (Missing verb) Correction → *For example, Germany is nice in the summertime.*
- c. *Since Spain is warm.* (Incomplete idea) Correction → *Since Spain is warm, it is a nice place to visit in the wintertime.*

8. **DO NOT** write run-on sentences.

A run-on sentence is one that contains too many ideas and runs on too long. Typically, a run-on sentence contains two complete ideas (or independent clauses) not properly connected in a single sentence. Once identified, the sentence is easily corrected by inserting the proper connecting words (conjunction) or punctuation. For example:

- a. *Jack fell down the hill Jill laughed.* (Missing conjunction) Correction → *Jack fell down the hill and Jill laughed.*
- b. *Jack tumbled down the hill there was an incident with Jill.* (Missing punctuation) Correction → *Jack tumbled down the hill; there was an incident with Jill.*
- c. *Jack went up the hill Jill followed him.* (Create two sentences) Correction → *Jack went up the hill. Jill followed him.*
- d. *Jack does not go up the hill anymore he is scared of Jill.* (Use of conjunctive word) Correction → *Jack does not go up the hill anymore because he is scared of Jill.*

9. **DO NOT** overuse direct quotations and paraphrased material.

**Direct Quotations:** The use of direct quotations from a particular source or sources is necessary when supporting a thesis or position in an academic or a formal paper. Notwithstanding, the overuse of direct quotations can make a paper uninteresting, irrelevant and redundant. A paper comprised entirely of direct quotations is nothing more than a reproduction of the original work. Direct quotations should support and strengthen a student's thesis or position, not simply restate another person's ideas. For more information regarding the use of direct quotations and for specific examples, please see: <http://www.american.edu/ocl/asc/upload/To-Quote-Paraphrase-or-Summarize.pdf>

**Paraphrasing:** Paraphrasing is restating another person's ideas in the student's own words. That is, taking another person's thoughts, concepts, information and/or ideas, expressing in the words of the paraphraser, and then providing the proper citation and bibliographic information pursuant to APA format.

**Summarizing:** Summarizing is consolidating another person's ideas in the student's own words. That is, taking another person's thoughts, concepts, information and/or ideas,

expressing them in a concise manner, in the words of the paraphraser and then providing a citation and bibliographic information pursuant to APA format.

**WARNING: FAILURE TO QUOTE, PARAPHRASE OR SUMMARIZE PROPERLY AND/OR PROVIDE THE PROPER CITATION AND BIBLIOGRAPHIC INFORMATION PURSUANT TO APA FORMAT IS PLAGIARISM.**

For a tutorial regarding paraphrasing and summarizing, please visit:  
<http://www.wiziq.com/tutorial/95641-Paraphrasing3>

For a tutorial regarding APA Tutorial visit:  
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

10. **DO NOT** use symbols, slang, abbreviation or other colloquialisms.

When writing formally avoid using informal words, phrases and/or abbreviations. Present information first with proper nouns before using pronouns. There is no place in formal or academic writing for colloquialism (Remember, this is not a text, twitter or friendly email—this is formal writing). Here is a list of the top ten words to avoid when writing:

<http://www.freelancewriting.com/articles/ten-words-to-avoid-when-writing.php>

### **Class Participation**

Students are encouraged to participate in class discussion. Participating students who demonstrate they are prepared for class and provide a positive contribution to the class discussions may expect points toward their class participation evaluation.

### **Examination and Evaluation**

A student's final evaluation shall consist of two (2) in-class midterm examinations, ten (10) written brief assignments, case recitation and a cumulative final examination. Points and percentage of overall evaluation:

<b>Grade Item</b>	<b>Weight</b>	<b>Points</b>
First Midterm Examination ( <i>SLO's 1 - 2</i> )	20%	100
Second Midterm Examination ( <i>SLO's 1 -2</i> )	20%	100
Written Case Brief ( <i>SLO 3</i> )	20%	100
Case Recitation ( <i>SLO 3</i> )	5%	100
Class Participation ( <i>SLO's 1-3</i> )	5%	100
Final Examination ( <i>SLO's 1-3</i> )	30%	100
<b>Total</b>	<b>100%</b>	

Examinations consist of multiple choice, short answer and essay questions derived from the reading assignments and class lecture. Missed exams or assignments may only be made-up with proper documentation of illness, incapacity and/or prior and valid notification and reason for absence. Points for class participation are at the discretion of the instructor and may be added or withdrawn at any time before a student's final evaluation.

**+/- Grading:** This course will be using the +/- system on final grades based on the following percentages:

95-100:	A	74-76:	C
90-94:	A-	70-73:	C-
87-89:	B+	67-69:	D+
84-86:	B	64-66:	D
80-83:	B-	60-63:	D-
77-79:	C+	0-59:	F

Please note, a "C" or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

To receive a grade for this course, students must complete all course requirements. Failure to complete any of them may result in a failing grade for the course. Students may dispute assignment, examination and course grades at the instructor's convenience (or during office hours). It is important to note, however, that upon review, the instructor reserves the right to increase as well as decrease the grade in question. Students must submit all assignments online at the **Desire2Learn** website under the **Dropbox** menu. Instructor will not accept late assignments.

## Library Liaison

Nyle Monday *Senior Assistant Librarian, University Library, San Jose State University*

**Email:** nyle.monday@sjsu.edu

## Classroom Protocol

This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Further, please be respectful of others and show them common courtesy. Students may enrich the learning process by discussion. Respect and professionalism are the guiding principles of this class. Tardiness will not be tolerated, if you are late, do not disturb class—wait until break to enter the classroom.

**Electronic Devices:** Please turn off all cell phones, pages, PDA's or any other electronic device that "make noise". No text messaging in class, please turn off these devices, as they are

disruptive. Students may take hand written notes during class; however, students may not use computer and/or other recording devices.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

## **University Policies**

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

The University will not tolerate instances of academic dishonesty. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. Students must complete all assignments unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case of building evacuation, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD,

and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) located in Room 600 in the Student Services Center assists students in the development of their full academic potential and motivates them to become self-directed learners. The center provides support services, such as skill assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

### **SJSU Writing Center**

The SJSU Writing Center located in Room 126 in Clark Hall offers a variety of resources to help students become better writers, including one-on-one tutoring sessions and numerous writing workshops. All of the services are free for SJSU students. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

### **Peer Mentor Center**

The Peer Mentor Program was eased the transition to SJSU by empowering students to help each other and themselves. Peer Mentors are among the best, brightest, and most diverse SJSU students. Peer Mentors are in the MUSE classrooms as well as available in the Peer Mentor Center located in the Academic Success Center in Clark Hall. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

### **CASA Student Success Center**

The Student Success Center located in MacQuarrie Hall, Room 533 (top floor) provides advising for undergraduate students majoring or interested in majoring in programs offered by CASA Departments and Schools. The Student Success Center provides general education advising, assistance with changing majors, answers to academic policy related questions, meetings with peer advisors and/or various regularly scheduled presentations and workshops. [408.924.2910 http://www.sjsu.edu/casa/ssc/](http://www.sjsu.edu/casa/ssc/).

## JS143 / Courts & Society, Fall 2012

### Course Schedule

Week	Class	Readings, Assignments & Deadlines
1	Thursday	<b>Assignment:</b> None <b>Lecture &amp; Discussion:</b> Introduction; Syllabus; Class Mechanics; Class Policy and Procedures; the Syllabus, Brief Writing
2	Tuesday	<b>Assignment:</b> Text - Chapter 1 – History and Development of Criminal Evidence; <b>Read &amp; Brief:</b> <i>Schriro v. Landrigan</i> , 127 S.Ct 1933 (2007) <b>Lecture &amp; Discussion:</b> Early Developments of Trial & Evidence; Magna Carta; Habeas Corpus; Declaration of Independence; US Constitution; Bill of Rights; Modern Developments Regarding Evidence
	Thursday	<b>Assignment:</b> Text - Chapter 2 – Important Aspects of the American Criminal Justice System <b>Lecture &amp; Discussion:</b> Federalism; State & Federal Jurisdiction; Law Enforcement; Adversary System; Admissible Evidence; “Accusatorial” System; Disclosure; Due Process; Bad Evidence
3	Tuesday	<b>Assignment:</b> Text – Chapter 3 – Using Evidence to Determine Guilt or Innocence; <b>Lecture &amp; Discussion:</b> Evidence Evaluation; Criminal Procedure; Pleas at Arraignment; Plea Bargaining; The Guilty Plea; Pretrial Litigation; Prima Facie Case; Conviction
	Thursday	<b>Assignment:</b> Text - Chapter 4 – Direct and Circumstantial Evidence and the Use of Inferences <b>Lecture &amp; Discussion:</b> Evidence Definition Revisited; Proof and Its Burden; Beyond a Reasonable Doubt; Direct Evidence versus Circumstantial Evidence; Inferences; Presumptions
4	Tuesday	<b>Assignment:</b> Text – Chapter 5 – Witnesses and the Testimony of Witnesses <b>Read &amp; Brief:</b> <i>State v. Kelbel</i> , 648 N.W.2d 690 (2002) <b>Lecture &amp; Discussion:</b> Qualification of Witnesses; Credibility of Witnesses; Witness Rights; Expert & Opinion Evidence; Examination of Witnesses; Further Examination of Witnesses
	Thursday	<b>Assignment:</b> Text - Chapter 6 – Judicial Notice and Privileges of Witnesses <b>Lecture &amp; Discussion:</b> Judicial Notice; Privileges (Self-incrimination, Attorney-Client, Husband-Wife, Physician-Patient, Psychotherapist-Patient, Counselor, Clergy-Penitent, National Security, Presidential, Grand Jury); Witness Privileges; Shield Laws; Immunity
5	Tuesday	<b>Assignment:</b> Text – Chapter 7 – The Use of Hearsay in the Courtroom <b>Lecture &amp; Discussion:</b> History of Hearsay; Definition of Hearsay; Not Hearsay
	Thursday	<b>Assignment:</b> Text – Chapter 8 – Exceptions to the Hearsay <b>Read &amp; Brief:</b> <i>Crawford v. Washington</i> , 541 U.S. 36 (2004) <b>Lecture &amp; Discussion:</b> Confrontation Clause; Exceptions to Hearsay Rule; Indicia of Reliability Test
6	Tuesday	<b>Assignment:</b> Text – Chapter 8 - Exceptions to the Hearsay <b>Lecture &amp; Discussion:</b> The New Rule ( <i>Crawford v. Washington</i> ); Fresh Complaint Exception; Modern Exception in Child Sex Abuse Cases

	Thursday	<b>Assignment:</b> Review Chapters 1 through 8 of Text <b>Lecture &amp; Discussion:</b> First Midterm Review
7	Tuesday	<b>First Midterm Examination</b> October 2, 2012 (Scantron and Blue Book Required)
	Thursday	<b>Assignment:</b> Chapter 9 – The Exclusionary Rule <b>Read &amp; Brief:</b> <i>Mapp v. Ohio</i> , 81 S.Ct. 1684 (1961) <b>Lecture &amp; Discussion:</b> Warrant Requirement; Definition of Exclusionary Rule; Fruit of the Poisonous Tree; Miranda Revisited; Modification of the Exclusionary Rule
8	Tuesday	<b>Assignment:</b> Text – Chapter 10 – Where the Exclusionary Rule Does Not Apply <b>Read &amp; Brief:</b> <i>United States v. Johnson</i> , [380 F.3d 1013 (7 <sup>th</sup> Cir. 2004)] [Docket Nos. 03-3192][03-3195] <b>Lecture &amp; Discussion:</b> Exclusionary Rule Does Not Apply When?; After Government Intrusion; <i>US v. Dunn</i>
	Thursday	<b>Assignment:</b> Text – Chapter 11 – Evidence is Admissible if Obtained During an Administrative Function Under the “Special Needs” of Government <b>Lecture &amp; Discussion:</b> Special Needs Exception to Warrant Requirement; Special Needs Exceptions; Correctional Programs and the Privilege Against Self-incrimination; Other Special Needs Exceptions; Evidence Obtained in Foreign Countries
9	Tuesday	<b>Assignment:</b> Text – Chapter 12 – Obtaining Statements and Confessions for Use as Evidence <b>Read &amp; Brief:</b> <i>Miranda v. Arizona</i> , 384 U.S. 436 (1966) <b>Lecture &amp; Discussion:</b> Confessions versus Incriminating Statements; Corpus Delicti; Voluntary Statements; “Custodial Interrogation”
	Thursday	<b>Assignment:</b> Text – Chapter 12 – Obtaining Statements and Confessions for Use as Evidence <b>Lecture &amp; Discussion:</b> <i>Massiah Doctrine</i> ; <i>Bruton Rule</i>
10	Tuesday	<b>Assignment:</b> Text – Chapter 13 – The Law Governing Identification of Evidence <b>Read &amp; Brief:</b> <i>Terry v. Ohio</i> , 392 U.S. 1 (1968) <b>Lecture &amp; Discussion:</b> Evidence Needed for Conviction; Mistaken Identity; Detailed Descriptions; Reliability of Evidence; Police Line-ups & Photograph Arrays; Other Means of Identification; Courtroom Identification
	Thursday	<b>Assignment:</b> Text - Chapter 14 – Obtaining Physical and Other Evidence <b>Read &amp; Brief:</b> <i>Davis v. Mississippi</i> , 89 S.Ct. 1394 (1969) <b>Lecture &amp; Discussion:</b> Voluntary Encounters or Conversations; Terry Stop; Evidence Obtained by Entry into Private Premises; Traffic Stops and Vehicle Searches
11	Tuesday	<b>Assignment:</b> Text - Chapter 15 – Obtaining Evidence from Computers, or by Use of Search Warrants, Wiretapping, or Dogs Trained to Indicate an Alert <b>Lecture &amp; Discussion:</b> Computers; Search Warrants; Wiretaps and Electronic Surveillance; Situations Where Court Orders Not Required; Informants; Dogs
	Thursday	<b>Assignment:</b> Review Chapters 9 Through 14 <b>Lecture &amp; Discussion:</b> Second Midterm Review

12	Tuesday	<b>Second Midterm Examination Review</b> November 6, 2012 ( <i>Scantron and Blue Book Required</i> )
	Thursday	<b>Assignment:</b> <i>Chapter 16 - The Crime Scene, The Chain of Custody Requirement, and the Use of Fingerprints and Trace Evidence</i> <b>Lecture &amp; Discussion:</b> <i>The Crime Scene; Exigent Circumstances; Tracking Devices; Standing; Searching the Crime Scene</i>
13	Tuesday	<b>Film or Makeup Lecture</b>
	Thursday	<b>Film or Makeup Lecture</b>
14	Tuesday	<b>Assignment:</b> <i>Chapter 16 - The Crime Scene, The Chain of Custody Requirement, and the Use of Fingerprints and Trace Evidence</i> <b>Read &amp; Brief:</b> <i>Kirk v. Louisiana, 536 U.S.635 (2002) and State v. Kirk, [833 So.2d 418 (La. App. 2002)]</i> <b>Lecture &amp; Discussion:</b> <i>Chain of Custody Requirement; Finger Prints; Trace Evidence; Other Types of Evidence</i>
	Thursday	<b>Assignment:</b> <i>Text – Chapter 17 – Videotapes, Photographs, Documents and Writings</i> <b>Lecture &amp; Discussion:</b> <i>Photo &amp; Videotapes; Video Surveillance &amp; the Warrant Requirement; Best Evidence Rule; Reasonable Expectation of Privacy; Self-incrimination Considerations</i>
15	Tuesday	<b>Assignment:</b> <i>Text – Chapter 18 – Scientific Evidence</i> <b>Read &amp; Brief:</b> <i>Daubert v. Merrill - Dow Pharmaceuticals Co., 509 U.S. 579 (1993)</i> <b>Lecture &amp; Discussion:</b> <i>Uses of Scientific Evidence; Frye test; Judicial Notice</i>
	Thursday	<b>No Class, Thanksgiving Break</b>
16	Tuesday	<b>Assignment:</b> <i>Text – Chapter 18 – Scientific Evidence</i> <b>Lecture &amp; Discussion:</b> <i>DNA Profiling; Forensic Entomology; Ballistic Fingerprinting; Other Forms of Scientific Evidence</i>
	Thursday	<b>Assignment:</b> <i>Review Chapters 1 Through 18</i> <b>Lecture &amp; Discussion:</b> <i>Final Exam Review, Parts 1 &amp; 2</i>
	Wednesday	<b>Final Examination</b> December 12, 2012 (9:45 am to 12:00 pm)