Faculty Teaching Guide

CCJS 230
Introduction to Criminal Law
About CCJS 230

Listed below are important concepts and highlights about the nature of this course and its students.

- CCJS 230 is a highly recommended course for the CCJS major.
- This course is intended to introduce students to the legal aspects of the criminal justice system.
- The focus of the course is criminal law, at the federal and state level, and how criminal laws control the processes of the criminal justice system.
- This course uses an authentic assessment project in lieu of a proctored final examination.
Using this Guide

This guide is designed to help faculty members teach the course effectively as well as to help the department maintain the appropriate alignment with the program curriculum. The guide and the course syllabus should be provided to faculty members teaching the course and should be regularly reviewed and updated. When you have suggestions and recommendations for the guide, see the corresponding 999 conference discussion.

How can you use this guide to help you teach your course? It’s a long-term resource to consult as you progress, but here are some immediate ideas to:

Plan the flow of your class—Look at the assignments and activities in the guide—they are extended descriptions of what you will find in the model syllabus, and will help you think about timing.

Introduce and explain your course to students—Deliberately point to the intended course outcomes—you'll find them right after the course description. Also be sure to explain the level and place of the course and the kind of activities the students will experience. Students need to understand the focus and purpose of their learning.

Choose topics for class discussions—Besides the outcomes, look at the Learning Activities section, which may give you ideas for discussions or techniques. The Required Concepts, Skills, and Issues to Be Covered section will also remind you of content to present to achieve the outcomes.

Explain class assignments—Sample language is provided for major assignments, as well as assistance with grading weights and criteria. Feel free to cut and paste this language into your explanations. The assignments are designed to fit coherently with the course design. Make sure you specify the course outcomes for each assignment. This will show students there is purpose in the assignment.

Monitor student progress—The course design and guide are planned for a sequence to achieve the learning outcomes. Look at how assignments are split up or staged in the syllabus and the suggestions in the guide for evaluating student work. You may want to institute subprojects, such as deadlines for drafts or pieces of larger projects, to let you know if students are ready for the big assignments.

Make sure you are teaching at the right level—Besides the explanation of the place and level of the course at the beginning of the guide, review the Bloom's taxonomy chart at the end, which gives a quick picture of the cognitive level for this course. It can help you make sure you aren’t teaching an introductory course at a level beyond your students' abilities or, conversely, teaching an advanced course at too low a level.
Course Number and Title

CCJS 230: Introduction to Criminal Law

Course Description

Recommended: CCJS 100 or CCJS 105. A study of the history, nature, sources, and types of criminal law. The objective is to identify the elements of crime, recognize parties to crime, and explain the historical development of criminal law and punishment in the United States. Topics include behavioral and legal aspects of criminal acts and the classification and analysis of select criminal offenses. Students may receive credit for only one of the following courses: CCJS 230 or CJUS 230.

Intended Course Outcomes

After completing this course, students should be able to
1. explain the historical development of criminal law and punishment in the United States
2. describe the structure and personnel of the criminal court system
3. identify the elements of substantive crimes, including crimes against the person, property, and the public
4. recognize parties to crime and their levels of culpability, including applicable defenses

Position of Course in Curriculum

Role in Program and Degree Requirements

This course is not required for the CCJS major, but it is highly recommended. This course complements CCJS 100 and CCJS 105 in that it focuses on the laws underpinning the CCJS system.

Program Outcomes to Which this Course Maps

P1. Accurately communicate orally and in writing to complete organizational missions in order to ensure public safety.

P2. Apply critical thinking skills and logic to analyze and solve a variety of complex problems in the criminal justice environment.

P5. Develop specialized technical knowledge and skills relevant to subspecialties within the field of criminal justice in order to ensure public safety.

Relation to Hallmark Competencies, if Appropriate

H1. Historical and Cultural Perspectives
H2. Written Communications
H3. Information Literacy
H4. Ethics
H5. Critical Thinking

**Level of Course (100, 200, 300, or 400)**

This is a 200-level course requiring comprehension. The course introduces students to the building blocks of the laws pertaining to the criminal justice system. As this is an introductory course, it provides students with the legal foundation to continue as a criminal justice major.

**Relation to or Sequencing with Other Courses**

CCJS 230 is highly recommended for criminal justice majors. Although it is not required, it is listed as a recommended course for all CCJS courses except for CCJS 100.

**Importance of the Course to Other Majors and/or Disciplines**

This course is intended to be a foundational course for CCJS majors. However, students in related majors, such as legal studies, investigative forensics, fire science, and homeland security, can also take this course as an elective.
Approach to Course

Required Concepts, Skills, and Issues to Be Covered

Concepts
- common law statutes
- statutory crimes
- crimes against the public substantive crimes defenses
- courts
- *mens rea*
- crimes against the person parties to crime punishment
- crimes against property
- IRAC (issue, rule, analysis, conclusion)
- legal brief case analysis
- statutory interpretation legal analysis
- issue spotting
- history of criminal law derivations of law criminal prosecution

Skills
- case analysis
- synthesize law (sources)
- critical thinking legal writing

Issues
- accuracy
- objectivity
- bias
- formal legal writing (inability to follow a formula)

Assessment and Learning Activities

Assessments, Projects, and Assignments
- write a case analysis of the O. J. Simpson case
- write an IRAC (issue, rule, analysis, conclusion) memo (three to five pages)
- conferences
- authentic assessment: write a case brief

The student will receive the following instructions:

**Project Descriptions**
**Assignment 1: Case Analysis**
O. J. Simpson Trial
Students are to use the following two links ONLY to obtain information about the Simpson trial:

http://walraven.org/simpson/#prelim

http://law2.umkc.edu/faculty/projects/ftrials/Simpson/simpson.htm

The links are also provided in the Course Content area of the WebTycho classroom. After studying the information provided, do you believe that the prosecution proved beyond a reasonable doubt that Simpson was guilty? Write a four- to five-page paper analyzing the following items. Structure your paper as follows:

I. Introduction
- Give a brief explanation of the burden of proof, which is proof beyond a reasonable doubt in a criminal prosecution.
- Give a brief explanation of prima facie.
- Give a brief explanation of the applicable code the prosecution was brought under.
- Give a brief explanation of why the Simpson trial was so pivotal to the prosecution of crimes in the United States.

II. Opening Statements
- Which attorney was most persuasive?
- Which attorney gave the jury more significant facts to consider?

III. Establishing/Challenging a Prima Facie Case for Murder
- Name one key witness who helped establish a prima facie case of homicide for the prosecution or challenged a prima facie case for the defense, and explain why he or she helped or hurt the prosecution of the case.

IV. Evidence
- What other evidence (than testimony) was significant in establishing or challenging a prima facie case of murder? (e.g., the glove, blood)

V. Closing Arguments
- Describe why one was more persuasive than the other, and how the jury would have been persuaded one way or the other based on the closing statements.

VI. Outside Factors
- Are there any other outside factors, other than those listed in the book that affected this case (e.g., the media, society)?
- Why do you think this is such a divisive case in the United States?
VII. Concluding thoughts

- As a budding criminal justice scholar, discuss briefly why this case is important to the study of criminal justice and criminal prosecution, and how reading primary documentation about it has changed your own perspective on the case.

Assignment 2: Legal Analysis Memorandum

Pretend you are a new associate at a criminal defense firm in Washington DC. Write a two- to three-page internal memorandum to your supervising attorney regarding the legal issues of this particular fact pattern (see the memorandum from your supervisor below).

Focus your analysis on the Fourth Amendment and its right-to-privacy aspects.

Using the criminal statute provided, compare the two legal cases indicated below using only the links supplied below against the facts to determine whether the rules from those cases apply to the facts. It is a given that the criminal statutes provided apply.

In addition, use your textbook at least once (one citation) as secondary source material to support your explanation of the issues of this fact pattern or to support your legal opinion. No other material should be used for this assignment.

Structure the body of your memo to the supervising attorney using the IRAC method:

I. Issue. Explain the material facts presented in the memo from the supervising attorney, and clearly state whether the drugs and/or guns found should be admissible or not.

II. Rule. Address the relevant criminal procedure issues, the applicable fundamental rights established by the Fourth Amendment, and the issues and rules clarified in the case law given that are relevant to whether the drugs found on Mr. Blake should be admissible or not. (e.g., stop and frisk, plain view)

III. Analysis. Using the relevant facts presented, determine whether or not they meet the requirements set out in the DC Code, the amendments, or Mapp v. Ohio and Minnesota v. Carter regarding the admissibility of evidence (drugs and guns) in the criminal prosecution against Mr. Blake.

IV. Conclusion. Restate your legal opinion.

Case Law Supplied by the Firm's Law Librarian


Criminal Statutes supplied by the Firm's Law Librarian (Use ONLY the elements of the crime
as described below.)

**Possession of a Controlled Substance**
**Type of Offense**: Misdemeanor. **DC Code Citation**: §48-904.01, §48-904.08
**Charge Elements**: The elements of this offense are as follows:

1. The defendant possessed a controlled substance.
2. The defendant did so knowingly and intentionally. This means consciously, voluntarily, and on purpose, not mistakenly, accidentally, or inadvertently.

**Possession of a Controlled Substance**
**Type of Offense**: Felony. **DC Code Citation**: §48-904.01
**Charge Elements**: The elements of this offense are as follows:

1. The defendant distributed a controlled substance. To *distribute* means to transfer or to attempt to transfer an item to another person. The government need not prove that the defendant received or expected to receive anything of value in return.
2. The defendant distributed the controlled substance knowingly and intentionally. This means consciously, voluntarily, and on purpose, not mistakenly, accidentally, or inadvertently.
3. When the defendant distributed the controlled substance, he was at least 21 years of age.
4. When he distributed the controlled substance, the person to whom the substance was distributed was under 18 years old.
5. The amount or quantity of the controlled substance distributed was ____________ grams or more.

In the District of Columbia, if the controlled substance is marijuana and this is the offender's first conviction for distribution and/or possession of a controlled substance with intent to distribute, then the maximum exposure of incarceration is 180 days.

**Unregistered Firearm**
**Type of Offense**: Felony/Misdemeanor. **DC Code Citation**: §7-2502.01, §7-2507.06
**Charge Elements**: The elements of this offense are as follows:

1. The defendant knowingly possessed a firearm.
2. The defendant did so knowingly and intentionally.
3. The defendant had not registered the firearm as required by District of Columbia law, or the defendant possessed a pistol or firearm in his dwelling place or place of business or on other land possessed by the defendant that could have been registered.
4. The defendant knowingly distributed a firearm to a person under 18 years of age, or the defendant had a prior conviction for a violation of this section, in which cases, the offense is a felony.

**Fact Pattern supplied by your Supervisor**

**Memorandum**
To: Junior Associate
From: Supervising Attorney
Re: *DC v. Blake*

Mr. Jonathan Blake, a new client of the firm, recently requested our legal services in a criminal matter.
Mr. Blake was recently arrested for possession of a controlled substance by the Metropolitan Police Department. According to Mr. Blake, the facts are as follows: Jessie Smith and his wife are the co-owners of a residence at 3630 16th St. NW, Washington DC, 20015. Jessie Smith and Jonathan Blake run a catering business in the Smiths' basement.

Jonathan Blake was at the Smiths' house on Sunday, February 6, 2011, watching the Super Bowl. Mr. Blake and two other guests were sitting on the couch watching television and smoking marijuana. The Smiths' home has a very large living room window. Police officers responded to a call from a neighbor about noise emanating from the Smith household. Officers observed Mr. Blake and his friends smoking marijuana through the large living room window. Officers also observed Mr. Blake hand a baggie of white powder to someone standing near the couch.

Officers then knocked on the door. After hiding the drugs, Mr. Smith opened the door and granted the officers access. When the officers came inside, they informed Mr. Blake and his friends that they had witnessed the transfer of a baggie of white powder between Mr. Blake and another gentleman and that everyone in the room had been observed smoking marijuana through the living room window. Police then observed what looked like a shotgun sandwiched between the cushions of the couch near Mr. Blake. Upon further inspection, the officers discovered three other guns underneath the same couch. The ownership of all four confiscated firearms is in dispute.

The officers then conducted a pat-down search of Mr. Blake and everyone else in the room. The officers found that Mr. Blake had on his person a large amount of suspected marijuana, suspected cocaine, and money ($400). Another occupant of the room had a baggie of suspected cocaine (white powder). Mr. Blake was then charged with possession of a controlled substance, distribution of a controlled substance, and possession of an unregistered firearm.

Authentic Assessment
The School of Undergraduate Studies (SUS) is moving away from traditional final examinations as the only form of final assessment in certain courses. The new cumulative assignments are known as authentic assessments. This course has been identified as having objectives that are more accurately evaluated through authentic assessment than through a traditional final exam.

In the final assignment for this class, you will research a court case in which the defendant is charged with arson. The court case must have been tried within the United States. Also, there must have been an actual trial; plea bargains or other truncated cases are not appropriate for this assignment. You must attach the case along with your paper in WebTycho as part of this assignment. Failure to submit the actual case will result in a lower grade. [Instructor Note: you may choose any other common law felony charge for students to research.]

This assignment will introduce you to the concept of case briefing and will also have you explain additional items of concern that will help you build an understanding of the case and the criminal prosecution. In completing the assessment, use information from the text, supplemental readings, videos, classroom conferences/discussions, and external sources, including electronic and print sources.

Use either American Psychological Association (APA) guidelines or Bluebook citation format. Please
be cognizant that, when using sources not normally considered scholarly—e.g., videos, television programs, and newspaper and magazine articles—you will be held responsible for determining their scholarly value. If you are in doubt, contact me.

The final product page count should be between six and ten pages. Use a 10- or 12-point font with one-inch page margins (top, bottom, right, and left). There must be a cover page and Works Cited page(s). These will not count toward the required page count.

You are required to submit different exercises during the semester, which include identifying the case to be analyzed, drafting the brief, and providing other information as needed via the conferences or Assignments folder. You must gain clearance from me to move forward. The primary purpose of these assignments is to encourage you to collect and analyze information throughout the semester and to prepare preliminary drafts, not wait until the end of the semester.

The required sections of the paper are as follows:

I. Elements of the crime. Identify and discuss the elements of the crime, as the prosecution proved them.

II. Defenses claimed by the defense. Identify and discuss any defenses claimed by the defendant.

III. Constitutional protection issues. Identify and discuss any constitutional protection issues (e.g., Miranda warnings, search and seizure).

IV. Case brief. Use the required formula:

1. Title and citation  
2. Facts of the case  
3. Issues  
4. Holding (the final decision)  
5. Reasoning (how the court arrived at this holding)  
6. Analysis (how the facts of the case meet the legal criteria for prosecution)

V. Your judgment. If you were the judge or a juror in this case, would you have agreed with the outcome? If yes, explain why; if no, explain why.

Learning Activities

Generally, instructors are encouraged to use their own experience and discretion concerning materials, resources, and lessons that may help to introduce, emphasize, and assess legal research knowledge and skills.

A Word about Conferences

Each week, a series of questions that prompt deeper exploration of the readings should be posted in the Conferences section of the classroom. Conferences or assignments or both should be
relevant to the concepts studied the week the conference is assigned. Conference discussions help students to interact and learn from one another, and assignments can focus students on a particular task or objective.

Activities in the conferences will vary. Responses need not be lengthy, but they should be thoughtful and well-developed. In instances where there is one clear answer (as in legal research), instructors may present the question or exercise within the Conferences area but require students to submit assignments within the Workbook or Assignments folder to ensure the integrity of individual responses and to encourage thorough, individualized feedback.

### Cognitive Level and Assessing Course Outcomes

#### Course Outcomes Mapped to Bloom's Taxonomy

<table>
<thead>
<tr>
<th>Course Outcome</th>
<th>Cognitive Demand Level—Based on Bloom's Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>explain the historical development of criminal law and punishment in the United States</td>
<td>Comprehension</td>
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<td>Comprehension</td>
</tr>
</tbody>
</table>

**Bloom's Taxonomy Terms**

<table>
<thead>
<tr>
<th>Higher levels</th>
<th>Analysis</th>
<th>Interpret, classify, analyze, arrange, differentiate, group, compare, organize, contrast, examine, scrutinize, survey, categorize, dissect, probe, create an inventory, investigate, question, discover, inquire, distinguish, detect, diagram, chart, inspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesis</td>
<td></td>
<td>compose, set up, plan, prepare, propose, imagine, produce, hypothesize, invent, incorporate, develop, generalize, design, originate, formulate, predict, arrange, assemble, construct, create</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td>judge, assess, decide, measure, appraise, estimate, evaluate, rate, deduce, compare, score, value, predict, revise, choose, conclude, recommend, determine, criticize, test</td>
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</table>