

ITT Technical Institute

LE1430T

Fundamentals of Criminal Law

Onsite Course

SYLLABUS

Credit hours: 4.5

Contact/Instructional hours: 54 (54 Theory Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: EN1320 Composition I or equivalent, PL1110 Introduction to Paralegal or equivalent or CJ1110 Introduction to Criminal Justice or equivalent

Course Description:

This course is an overview of criminal law, criminal procedures and crimes against person, property or public order. Students also explore the distinction between criminal law and civil law.

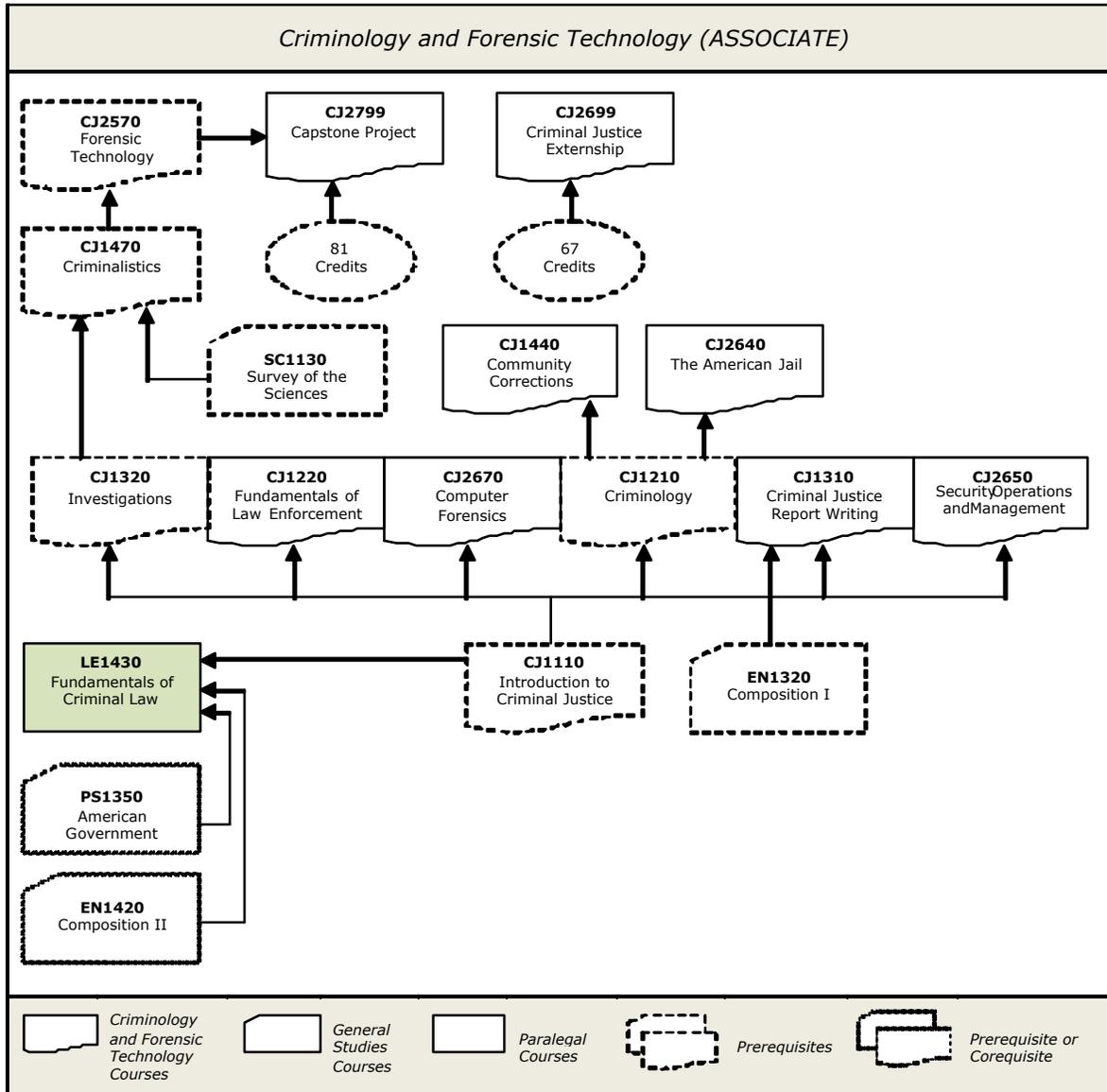
Where Does This Course Belong?

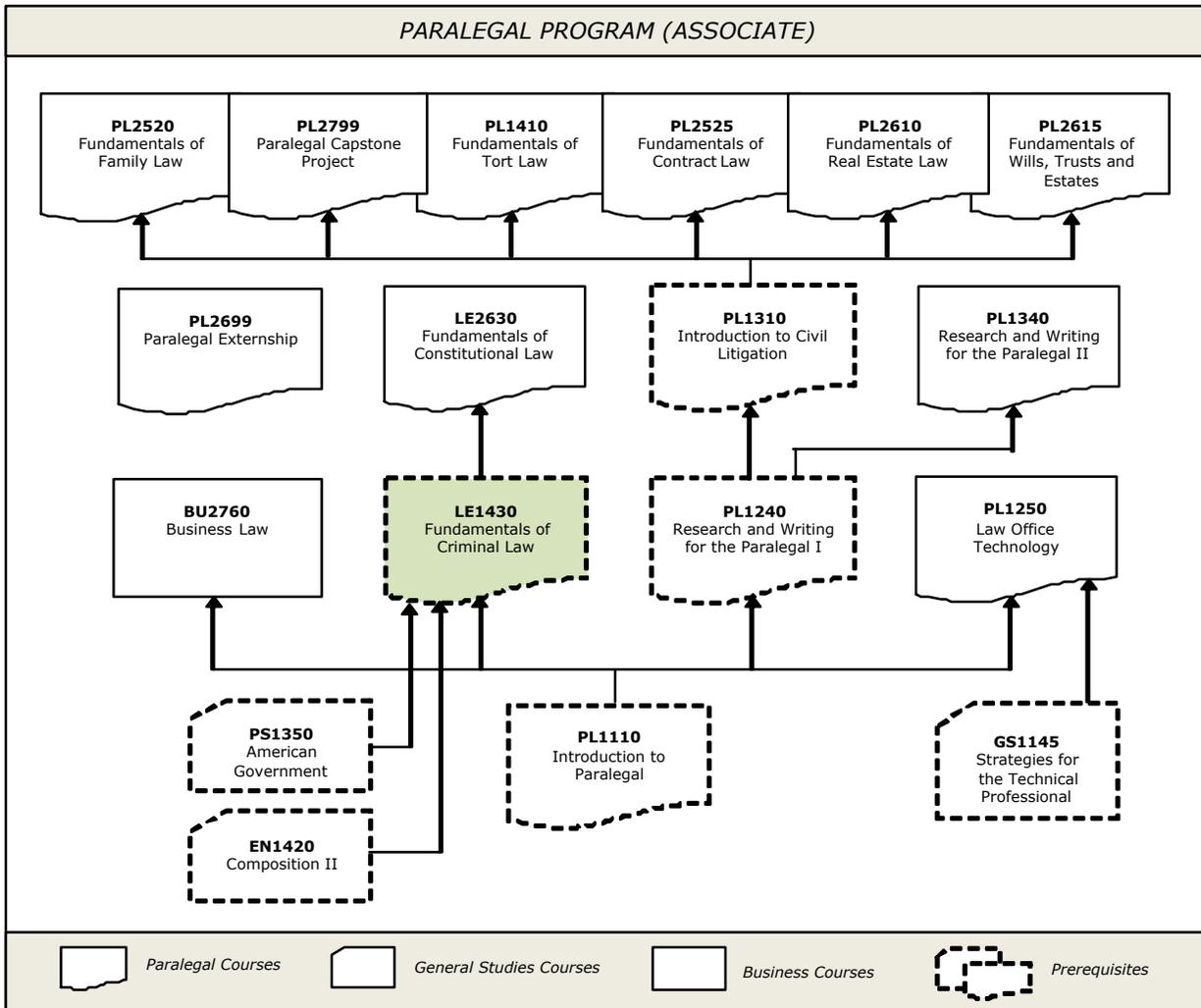
This course is offered in both the Criminology and Forensic Technology associate degree program and the Paralegal associate degree program in the School of Criminal Justice. The Criminology and Forensic Technology degree from ITT Technical Institute helps to prepare students for meaningful careers as a private investigator, detention officer, corrections officer, crime scene technician, crime scene investigator, loss prevention specialist, and other areas of the criminal justice system primarily in five main areas:

- Law Enforcement
- Adjudication
- Corrections
- Forensics
- Security

Depending on each agency and organization's special requirements and selection process, careers in Criminal Justice may be pursued at four levels: local, state, federal, and private. The Paralegal degree from ITT Technical Institute helps to prepare students for meaningful careers as paralegals and legal assistants working in civil litigation, family law, criminal, real estate law, and/or probate law.

The following diagrams demonstrate how this course fits in the CFT and PL Programs:





NOTE: Refer to the catalog for the state-specific course information, if applicable.

Course Summary

Major Instructional Areas

1. Fundamentals of criminal law
2. Substantive criminal law
3. Procedural criminal law
4. Matters affecting criminal responsibility
5. Crimes against persons
6. Crimes against property
7. Juvenile law and the courts
8. Crimes against public order
9. Crimes against the judicial system
10. Organized, white-collar, and environmental crimes

Course Objectives

1. Explore the historical background of criminal law.
2. Identify the fundamentals of criminal law.
3. Identify the criminal act and mental elements in the commission of a crime.
4. Describe affirmative defenses.
5. Classify crimes against persons.
6. Classify sex offenses.
7. Define the essential elements of theft and robbery.
8. Define the essential elements of false imprisonment, abduction, and kidnapping.
9. Analyze property crimes.
10. Identify drug and alcohol offenses.
11. Define crimes against public order.
12. Analyze offenses by and against juveniles.
13. Analyze crimes affecting the judicial system.
14. Identify organized, white-collar, and environmental crimes.

Learning Materials and References

Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Wallace, H., & Roberson, C. (2012). <i>Principles of criminal law</i> (5 th ed.). Upper Saddle River, NJ: Prentice Hall.	■		■

Recommended Resources

Books, Professional Journals

- Journal of Criminal Justice and Popular Culture

http://www.albany.edu/scj/jcipc/jcipc_vol17.html

Published by the School of Criminal Justice, University of Albany.

- Law Library Research Guide: A Dictionary for First Year Students

<http://gmu.edu/departments/law/libtech/dictionary.html> (accessed 8/16/11)

This site is George Mason University's online glossary of terms for new law students.

Professional Associations

- National Association of Criminal Lawyers

<http://www.nacdl.org/public.nsf/freeform/publicwelcome?opendocument>

- National Criminal Justice Association

<http://www.ncja.org>

- The American Bar Association (ABA)

<http://www.americanbar.org/aba.html> (accessed 8/16/11)

Largest voluntary professional association in the world with more than 400,000 members, the ABA provides law school accreditation, continuing legal education, information about the law, programs to assist lawyers and judges in their work, and initiatives to improve the legal system for the public.

- National District Attorneys Association

<http://www.ndaa.org/index.html> (accessed 8/16/11)

The National District Attorneys Association was created to be the voice of America's prosecutors and to support their efforts to protect the rights and safety of the people.

- The National Association of Drug Court Professionals

<http://www.nadcp.org/nadcp-home/> (accessed 8/16/11)

The National Association of Drug Court Professionals seeks to reduce substance abuse, crime, and recidivism by promoting and advocating for the establishment and funding of Drug Courts and providing for collection and dissemination of information, technical assistance, and mutual support to association members.

ITT Tech Virtual Library (accessed via Student Portal)

Log on to the ITT Tech Virtual Library at <http://library.itt-tech.edu/> to access online books, journals, and other reference resources selected to support ITT Tech curricula.

Criminal Justice

Periodicals> ProQuest Criminal Justice Periodicals> Publications>

- Criminal Justice

A full-text version available online. Published quarterly by the Criminal Justice Section of the American Bar Association and intended for a national audience of defense lawyers, prosecutors, judges, academics, and other criminal justice professionals with a focus on the practice and policy issues of the criminal justice system. Each issue includes feature articles as well as regular columns. Occasional thematic issues focus on one particular aspect of the criminal justice system.

Crime and Delinquency

Periodicals> ProQuest Criminal Justice Periodicals> Publications>

- Crime and Delinquency

Published quarterly in cooperation with the National Council on Crime and Delinquency.

- Federal Probation

A Journal of Correctional Philosophy and Practice

Published by the Administrative Office of the United States Courts.

Reference Resources

You may click "Reference" on the home page to find the following reference resources.

- Additional Reference Resources> Law> Landmark Supreme Court Cases
- Additional Reference Resources> Law> Guide to Law Online

School of Study

You may click "School of Criminal Justice" on the home page to find the following links:

Professional Organizations>

- The American Society of Criminology. An international organization that pursues scholarly, scientific, and professional knowledge on measurement, etiology, consequences, prevention, control, and treatment of crime and delinquency.

Databases>

- LexisNexis Academic
Online research tool organized into five categories for researching international news and magazine articles, as well as transcripts, legal research, and medical journals.

Other References

The following resources may be found **outside** of the ITT Tech Virtual Library whether online or in hardcopy.

Websites

- The Center on Juvenile and Criminal Justice

<http://www.cjcj.org/> (accessed 8/16/11)

A private nonprofit organization whose mission is to reduce society's reliance on the use of incarceration as a solution to social problems.

- Federal Bureau of Investigation

<http://www.fbi.gov/> (accessed 8/16/11)

The home page for the FBI site with links to breaking news, the most-wanted list, and current and archived FBI cases.

- Fraternal Order of Police (FOP)

<http://www.grandlodgefop.org/> (accessed 8/16/11)

The Fraternal Order of Police is the world's largest organization of sworn law enforcement officers, with more than 2000 lodges and 294,000 members.

- Office of National Drug Control Policy

www.whitehousedrugpolicy.gov (accessed 8/16/11)

The principal purpose of the Office of National Drug Control Policy is to establish policies, priorities, and objectives for the nation's drug control program, the goals of which are to reduce illicit drug use, manufacturing, and trafficking; drug-related crime and violence; and drug-related health consequences.

- Oyez Project

<http://www.oyez.org/> (accessed 8/16/11)

This multimedia archive is devoted to the Supreme Court of the United States and its work. It aims to be a complete and authoritative source for all audio recorded in the Court since the installation of a recording system in October 1955.

- U.S. Department of Justice

<http://www.justice.gov/> (accessed 8/16/11)

This is the home page of the United States Department of Justice.

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- Federal Rules of Criminal Procedure
- Federal Rules of Evidence
- Criminal law
- Social harm
- Legality
- Due process
- Causation

Course Plan

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none">▪ Do take a proactive learning approach.▪ Do share your thoughts on critical issues and potential problem solutions.▪ Do plan your course work in advance.▪ Do explore a variety of learning resources in addition to the textbook.▪ Do offer relevant examples from your experience.▪ Do make an effort to understand different points of view.▪ Do connect concepts explored in this course to real-life professional situations and your own experiences.	<ul style="list-style-type: none">▪ Don't assume there is only one correct answer to a question.▪ Don't be afraid to share your perspective on the issues analyzed in the course.▪ Don't be negative about the points of view that are different from yours.▪ Don't underestimate the impact of collaboration on your learning.▪ Don't limit your course experience to reading the textbook.▪ Don't postpone your work on the course deliverables – work on small assignment components every day.

Course Outline

Unit 1: SOURCES OF CRIMINAL LAW AND LIMITATIONS ON CRIMINAL LIABILITY			
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> ▪ Describe the origins of criminal law. ▪ Define the term <i>crime</i>. ▪ Describe the basic theoretical concepts of punishment. ▪ Identify the various classifications of criminal law. ▪ Distinguish among common law, case law, statutory law, and administrative laws as sources of criminal law. ▪ Differentiate between torts and crimes. ▪ Explain the U.S. Constitutional limitations on criminal liability. ▪ Explain the concepts of jurisdiction, venue, due process of law, right to privacy, double jeopardy, and cruel and unusual punishment. 			Out-of-class work: 9 hrs
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Wallace & Roberson, Chapters 1-2	Presentation	Unit 1 Presentation1: Sources of Law	2%
	Assignment	Unit 1 Assignment 1: Statutory Law	2.5%

Unit 2: BASIC REQUIREMENTS OF A CRIMINAL ACT			
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> ▪ Identify the required components of a crime to include the joiner of an actus reus and mens rea. ▪ Distinguish between crimes that are mala in se and those that are mala prohibita. ▪ Explain the distinction between intention and intent. ▪ Explain the difference between motive and intent. ▪ Describe the different types of intent involved in criminal behavior. ▪ Explain the differences between “willful” and “knowingly.” ▪ Describe what constitutes recklessness and criminal negligence. ▪ Describe the concept of “presumptions” and their role in proving culpability. ▪ Explain the rationale for strict liability crimes. 			Out-of-class work: 9 hrs

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Wallace & Roberson, Chapter 3	Presentation	Unit 2 Presentation 1: Vertical Growth of Criminal Codes	2%
	Assignment	Unit 2 Assignment 1: <i>United States v. Bailey</i> Case Study	2.5%

Unit 3: INCHOATE CRIMES, CRIMINAL LIABILITY AND DEFENSES

Upon completion of this unit, students are expected to:

- Explain the reasons that society punishes inchoate crimes.
- Define what constitutes attempt, solicitation, and conspiracy to include the elements of each of these crimes.
- Describe what makes a person an accomplice or accessory and explain why society holds this person liable for his/her acts.
- Explain the differences between criminal responsibility, justification or excuse defenses, and procedural defenses.
- Describe the different types of insanity defenses.
- Explain the various syndrome defenses such as premenstrual, post-traumatic, and battered-woman syndromes.
- Describe the situations when the use of deadly force is justified in defense of self or others.
- Explain the justification for allowing defendants to assert duress, insanity, entrapment, syndrome defenses, or procedural defenses.

Out-of-class work:
9 hrs

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Wallace & Roberson, Chapters 4-5	Presentation	Unit 3 Presentation 1: Tests of Insanity	2%
	Quiz	Unit 3 Quiz 1	5%
	Assignment	Unit 3 Assignment 1: Entrapment	2.5%

Unit 4: HOMICIDE			Out-of-class work: 9 hrs
Upon completion of this unit, students are expected to:			
<ul style="list-style-type: none"> ▪ Describe the elements of each of the types of homicide. ▪ Explain and justify the reasons for the felony-murder rule. ▪ Differentiate among each of the types of homicide. ▪ Justify society’s interest in establishing negligent homicide classifications. ▪ Explain the difference between suicide and euthanasia and explain society’s interest in regulating assisted suicide. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Wallace & Roberson, Chapter 6	Presentation	Unit 4 Presentation 1: Murder and <i>mens rea</i>	2%
	Assignment	Unit 4 Assignment 1: Felony Murder and Federal Law	2.5%
	Project	Unit 4 Project Part 1 due (PORTFOLIO)	5%

Unit 5: SEX OFFENSES, KIDNAPPING, TRAFFICKING, AND STALKING			Out-of-class work: 9 hrs
Upon completion of this unit, students are expected to:			
<ul style="list-style-type: none"> ▪ Describe the nature of the crime of rape. ▪ Explain the justification for rape shield laws. ▪ Explain other sex offenses. ▪ Explain the rationale behind sexual predator statues and sex offender registration legislation. ▪ Explain the elements of the crimes of kidnapping, false imprisonment, trafficking in humans, and stalking. ▪ Explain the distinction between property crimes and crimes against persons and know the violations of personal liberty associated with crimes against persons. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Wallace & Roberson, Chapter 7 and Chapter 8, pp. 166-176	Presentation	Unit 5 Presentation 1: Punishments for Sex Offenses	2%
	Quiz	Unit 5 Quiz 2	5%

	Assignment	Unit 5 Assignment 1: SORNA and Sex Offender Registries	2.5%
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Unit 6: OTHER CRIMES AGAINST PERSONS

Upon completion of this unit, students are expected to:

- Describe the elements of simple and aggravated assault, mayhem, and terrorism.
- Realize and apply the role of intent in assault cases to include the legal application of transferred intent.
- Explain why robbery is considered a distinct type of larceny.
- Explain the difference between robbery and extortion.
- Describe the elements of extortion and bribery.
- Distinguish the difference between these crimes against persons and property crimes.

Out-of-class work:
9 hrs

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Wallace & Roberson, Chapter 8 pp. 176-183 and Chapter 9	Presentation	Unit 6 Presentation 1: Property Crimes Versus Crimes Against the Person	2%

Unit 7: THEFT AND OTHER PROPERTY CRIMES

Upon completion of this unit, students are expected to:

- Describe the elements of larceny, embezzlement, forgery, money laundering, counterfeiting, and identity theft.
- Distinguish between embezzlement and larceny.
- Explain the degrees of larceny.
- Explain the principle that a person cannot be convicted of both stealing and receiving stolen property.
- Explain the difficulties in investigating and prosecuting identity theft.
- Explain federal and state Racketeer Influenced and Corrupt Organizations (RICO) acts.
- Justify the federal government's involvement in RICO investigations for major theft enterprises.

Out-of-class work:
9 hrs

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Wallace & Roberson, Chapter 10	Presentation	Unit 7 Presentation 1: The Elements of Theft	2%
	Quiz	Unit 7 Quiz 3	5%
	Assignment	Unit 7 Assignment 1: RICO	2.5%

Unit 8: CRIMES AGAINST HABITATION AND THE PUBLIC MORALS

Upon completion of this unit, students are expected to:

- Describe the elements of the crimes of burglary, criminal trespass, and arson.
- Justify why society imposes greater penalties in burglaries than it does in other larceny related crimes.
- Identify the issues prosecutors face in establishing the necessary intent in the offense of burglary.
- Describe the motives or reasons involved in the crime of arson.
- Distinguish between the crimes of criminal trespass and burglary.
- Identify the essential elements necessary to constitute prostitution.
- Explain the issues faced by society in regulating and criminalizing so-called “victimless crimes” such as prostitution.
- Explain the government interest in enacting and enforcing laws regarding incest, bigamy, and polygamy.
- Describe the problems involved in enforcing state and federal gambling statutes.
- Explain public corruption, bribery, and breach of the public trust.

**Out-of-class
work:**
9 hrs

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Wallace & Roberson, Chapters 11-12	Presentation	Unit 8 Presentation 1: Arson or Not?	3%
	Assignment	Unit 8 Assignment 1: Victimless Crimes	2.5%

<p>Unit 9: NARCOTICS, ALCOHOL, AND SPECIAL CRIMES AND OFFENSES</p>			
<p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> ▪ Recognize the nature and scope of the problems that face our society as a result of drugs and alcohol. ▪ Explain the controlled-substance statutes. ▪ Distinguish among the crimes of possession, possession for sale, and sale of controlled substances. ▪ Relate the different types of alcohol-related crimes. ▪ Analyze the various proposed alternative solutions to narcotic and alcohol offenses. ▪ Describe the different types of abuse (child, elder, and spousal). ▪ Explain the extent and the physical and emotional impact of these crimes of abuse. 			<p>Out-of-class work: 9 hrs</p>
<p>READING ASSIGNMENT</p>	<p>GRADED ACTIVITIES / DELIVERABLES</p>		
	<p>Grading Category</p>	<p>Activity/Deliverable Title</p>	<p>Grade Allocation (% of all graded work)</p>
<p>Wallace & Roberson, Chapters 13-14</p>	<p>Presentation</p>	<p>Unit 9 Presentation 1: The Underlying Crimes Involved in Abuse Cases</p>	<p>3%</p>
	<p>Assignment</p>	<p>Unit 9 Assignment 1: Drugs in the Workplace</p>	<p>2.5%</p>

<p>Unit 10: SENTENCING AND PUNISHMENT</p>			
<p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> ▪ Explain the various purposes behind sentencing in the United States. ▪ Identify the constitutional issues that are involved in sentencing. ▪ List the types of sentences and understand the advantages and disadvantages of each type. ▪ Identify alternatives to incarceration and understand the pros and cons of these alternatives. ▪ Explain the current trends to identify and promote victim’s rights. ▪ Identify the legal, moral, and ethical issues surrounding the imposition of the death penalty including the U.S. Supreme Court’s prohibition of execution of individuals for crimes they committed as juveniles. 			<p>Out-of-class work: 9 hrs</p>

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Wallace & Roberson, Chapter 15	Quiz	Unit 10 Quiz 4	5%
	Project	Unit 10 Project Part 2 (due) (PORTFOLIO)	15%

Unit 11: COURSE REVIEW AND FINAL EXAMINATION			
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> ▪ Clarify issues and student concerns in class discussion reviewing all of the concepts taught in Units 1-10. ▪ Evaluate learning through the administration of a comprehensive final examination. 			Out-of-class work: 6 hrs
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
None	Final Exam	Final Examination	20%

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Presentation	20%
Assignment	20%
Quiz	20%
Project	20%
Final Exam	20%
TOTAL	100%

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)