CRIJ 4312, Criminal Procedure (Online)
Fall 2025; CRN 12373

Professor: Dr. Barbara Sims, Department of Criminal Justice
Preferred contact method: E-mail: basims@utep.edu

Virtual Office Hours: Contact the instructor at basims@utep.edu to arrange an appointment. I can be flexible when it comes to days and times that will work for students. Make use of office hours for assistance with the clarification of assignment guidelines or to consult with me about your progress in this course. There are times when email communication is not working; at those times, it is best to set up a virtual meeting.

Class begins August 25, 2025.

Class ends December 4, 2025.

The final exam period is December 8 – 12, 2025.

Grades are due December 17, 2025.

CATALOG COURSE DESCRIPTION: This course presents an overview of the constitutional rules governing the criminal investigation, detention, prosecution and adjudication of persons in the United States with focus on the Fourth, Fifth, and Sixth Amendments to the United States Constitution and the Supreme Court decisions that have interpreted the meaning of these amendments.

LEARNING OBJECTIVES: At the end of this course, students should be able to:

1. Describe the U.S. court system and the sources of constitutional rights.

2. Demonstrate knowledge about the criminal justice process and the procedures in place to ensure fundamental due process for criminal defendants.

3. Explain the role of the U.S. Supreme Court as the arbiter of the application of the Fourth, Fifth, Sixth, Eighth, and 14th Amendments to the U.S. Constitution.

4. Identify and analyze findings in the scholarly literature.
5. Demonstrate a mastery of writing and critical thinking skills.

REQUIRED TEXT: Del Carmen, R.V. and Hemmens, C. (2025). *Criminal Procedure: Law and Practice*, 11th edition, Cengage Learning.

ONLINE COURSE OVERVIEW: Online teaching and learning provides students with flexibility to work and study at times that fit each person's schedule during the day or night, and not to have to

attend class face-to-face (F2F). However, all students must still meet weekly course deadlines. In this course, you will see weekly learning modules that open on Sunday night after midnight (Mountain Time) and close the following Sunday at midnight.

The course requires that students engage with the course material across each week and meet the Sunday night deadline (unless otherwise specified via Blackboard (Bb) and/or the course syllabus (see the Course Calendar at the end of the syllabus) for each assignment. You can expect, for example, to be engaged online at least three times EVERY WEEK so that you can complete the assigned readings, review the PPT slides or any other posted course material, and complete either that week's discussion board or some other focused assignment (described below). **Remember, each learning module will close and disappear each Sunday at 11:59 p.m. Mountain Time.** If you get behind or miss some components, you will NOT be able to go back and finish later/make up the discussion questions, module content, or tests.

GRADED ASSIGNMENTS:

Discussions Boards - In the weeks where a discussion board is assigned, that space will open each Monday morning and close the following Sunday at midnight. There is a grading rubric associated with this assignment that is uploaded in Bb for perusal. Please review the rubric carefully and become acquainted with the stated criteria. As you will see, you should plan on posting first no later than Thursday of each week and write an answer that is comprehensive and demonstrates knowledge of the assigned content for the week. Exemplary (A) grades will be given for those who then sign on at least two additional days and respond to at least one or two peers during those sessions. Note that part of the grading rubric calls for students to post in a way that might encourage others to respond or to post material that somehow adds to the learning of other students about the issue at hand. It would be a good idea to return to the grading rubric or this syllabus each week a discussion board is due in order to ensure that you understand the grading criteria.

Chapter Quizzes – These are brief quizzes over the assigned chapters and consist of all objective questions such as multiple choice and T/F. Chapter quizzes are administered in the weeks in which there is no assigned discussion board.

Exams – There are three exams associated with this course that count for 100 points each, a total of 300 points. Each exam will consist of both objective test items (multiple choice, true/false, matching) and subjective questions (short answers and/or essays). The exam will take place during the learning module posted on the course syllabus and in Bb. These are open book/notes exams and will be timed. Please pay close attention to the guidelines and expectations about the exam that will be posted during the learning module (see Bb) associated with the exam. Even though you are free to use all course material when taking an exam, you are still held to an ethical requirement that you will not collaborate with other students in any way about the exam. This includes in the time after you complete the exam when you might be asked by others who have not yet taken the exam about the questions that were included on the exam. Remember, Bb will scramble the questions and will rotate

the possible answers (e.g., for multiple choice answers). If you try to collaborate you risk running out of time and being locked out of the exam space. Thus, it is ethically right and more beneficial to you to complete your own work. If it is found out that any collaboration occurred, I will exercise my right and responsibility to address the matter as outlined below in the discussion about academic integrity.

Group Project: PPT presentation with audio on assigned criminal procedure issue. The topic or issue for these group presentations will be randomly assigned. Early in the semester, students will be notified about their group status as well as the topic on which they will focus across the semester. Please refer to the guidelines for this assignment posted in Bb on the Start Here page and view the PPT slides with audio lecture that goes over the assignment in a bit more detail.

Access to UTEP'S Writing Center can be found at: https://www.utep.edu/uwc/.

Access to UTEP's Library can be found at: https://www.utep.edu/library/.

Class Participation/Attendance Points - Unlike a traditional, instructor-led course, this course does not require students to show up to class at a specific time. Instead, they must make a consistent effort to actively participate in the online learning environment. The Federal Government's Department of Education requires a certain amount of activity on the part of students in the classroom environment. This rule applies to both residential and online courses. Merely signing into Blackboard, for example, does not reach the level of sufficient "class time" for Federal reporting purposes. Here is a list of activities that do count and that will be used when determining how many of the possible points associated with class participation/attendance will be awarded to each student:

- Submitting an assignment (reflection paper; quiz, or some other type of focused assignment);
- Completing a mandated activity (e.g., problem-based exercises, team-building exercises, etc.);
- Taking an exam;
- Participating in online discussion boards; and,
- Initiating contact with an instructor for clarifying any part of the course content.

Summary of Graded Assignments:

Discussion board/quizzes	10 @ 20 points each	200 points
Exams	3 @ 100 points each	300 points
Group project		80 points
Class participation/attendance		20 points

Total points 600 points

Grading Scale:

A = 540-600 points

B = 480 – 539 points

C = 420 – 479 points

D = 360 – 419 points

F = 359 or less

Please note that grades are assigned according to the total points earned. There is no rounding or curving or moving a student to the next letter grade if they are one point away, for example. The cutoff points are predetermined as noted above.

Extra credit work: There are two extra credit opportunities for this course. The first is five points for completing the syllabus quiz during the first week of classes. The second is related to the completion of the end-of-the-semester online course evaluation. If at least 70% of the students in the class complete the Course Evaluation which becomes available near the end of the semester, then all students will receive five extra credit points. To let you know how this works, you will receive email reminders about evaluating the course at least twice from UTEP in your miners.utep.edu email account. If you don't receive these emails, then contact UTEP's HelpDesk. After the course evaluation period is over, I will receive an email from UTEP stating what percentage of students in the class completed the course evaluation. If this figure is at or above 70% then all students in the class will receive the extra credit points. Do not contact me about your completion of the evaluation as these points are a group effort.

Make-Up Policy: Late assignments and examinations will not be accepted without the instructor's prior consent. When late work is accepted, the student should expect a grade reduction at the discretion of the instructor. If an assignment is missed, it is the student's responsibility to contact me in advance of the due date if that is a possibility. If not, please contact me within 48 hours beyond the due date of the missed assignment.

UTEP COURSE DROP POLICY: If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses might affect financial aid. Students are limited to dropping no more than six courses over their entire academic career of all courses taken at any public college or University in Texas. Here is some additional information about UTEP's policy:

1. For students who drop a course before the official census date, the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.

2. Dropping a course after the official census date, but before the course drop date will generate a "W" in the course. Although the drop shows on your transcript, a "W" does not lower your GPA. However, a "W" counts against your 6-course drop limit.
3. If the course is dropped after the course drop date, or if the student just stops participating, taking texts, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
4. UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6-course drop limit.

TECHNOLOGICAL PROBLEMS/QUESTIONS: For all technological, hardware, software problems, lost files, and/or questions with Blackboard, as well as difficulties you are having during an exam, contact **Technology Support Help Desk 24 hours a day, 7 days a week**. Tech support is set up to specifically address technical questions and problems about Blackboard. Professors are not technical support staff.

Phone: 915.747.4357 or toll free: 1-877-382-0491
Email: helpdesk@utep.edu http://admin.utep.edu/Default.aspx?tabid=74092
In person meeting: UTEP Library, Room 300

Check Your Technology

1. Computer with a reliable internet connection. Mobile devices are not reliable to access exams and use the discussion board.

2. Blackboard (BB) Learning Management System. The entire course is run through UTEP's BB system, so students must activate and use their BB accounts regularly. Always log in using your UTEP name and password, and never as a "guest". (The guest option will kick you out after 15-20 minutes, which is problematic when taking a test because you will not be able to finish your test). All students are responsible for regularly logging in and checking for posted announcements, submitting assignments, participating in discussion boards, and taking tests through BB. Contact UTEP tech support for any questions or concerns regarding navigating in BB or learning how to do something in BB.

3. Browser Information (*See the left side of the menu on the main BB page for hardware, software, and browser checks)* **Firefox** seems to consistently work the best, but other supported Browsers include Chrome, Safari, and Internet Explorer.

Be sure to "Allow pop-ups" for Blackboard Clear your browser cache.

4. Verify that you have the most updated version of "Java" http://java.com.

5. Additional Software you may be Using All word documents should be saved with a "docx" extension identifying it as a Microsoft Word file or compatible with MS Word, Windows Media Player, Quick Time, Adobe Reader, Adobe Flash Player.

Center for Accommodations and Support Services (CASS): UTEP students with a permanent or temporary disability can request an accommodation through Accessible Information management System (AIM) by logging into: cassportal.utep.edu using their UTEP credentials. CASS staff develop a plan to determine which accommodations will help you be successful at UTEP. You can contact the CASS staff by phone at 915.747.5148 or via email at cass@utep.edu.

ACADEMIC DISHONESTY: Academic dishonesty includes cheating on an exam/not taking the test yourself, turning in someone else's assignment from a previous class, and/or plagiarism. Plagiarism is defined as one or more of the following: "(1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or biographical reference; (2) unacknowledged use of work/materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators."

I take cases of alleged academic dishonesty seriously. For students who are found to have allegedly engaged in any form of academic dishonesty, the case will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR). While the case is being investigated by OSCCR, an "I" (Incomplete) will be assigned until the case is resolved. If the student is found by OSCCR to have engaged in misconduct, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University.

Copy/paste plagiarism: One of the more widespread problems we see when it comes to breeches in academic integrity is copy/paste plagiarism. Often referred to as Mosaic plagiarism, this occurs when a student borrows phrases from a source without using quotation marks or finds synonyms for the author's language while keeping to the same general structure and meaning of the original. Paraphrasing the work of another person (i.e., scholarly sources) is an art form and must be approached with caution. Please refer to a document on Bb that illustrates what is, and what is not, appropriate paraphrasing. In my estimation, based on about 30 years of classroom teaching, students get themselves in trouble when they procrastinate and find themselves in a crunch for time. Or they question their own writing ability and are tempted to just type verbatim lines from a source. Even if the source is cited, that is still plagiarism as the student did not "write" anything; rather, he/she merely lifted the writing of another person. Struggle with your writing; flex that muscle and it will get stronger. Seek me out for advance reviews of any assignment that requires the use of source material. Read again the document on Bb and learn to appropriately paraphrase your sources.

COMMUNICATION: I will make every attempt to grade student work within one week's time and to respond to student emails within 24 hours (or the following Monday for any emails submitted over the weekend). Please take advantage of Virtual Office hours and make an appointment with me

that best meets your schedule should you need any assistance with the course material, assignments, or to discuss your ongoing progress in the course. Emails sent to me must be sent from your UTEP email address. If I send an email, it will automatically be assumed that you received and read it.

Please review the "How to Write a Professional Email" document that is posted in Bb. Although this is an upper-level course and it is expected that you do, in fact, write professional emails, it never hurts to make sure we are all on the same page about the matter. I get busy sometimes and it is tempting to write an email in a more relaxed fashion. This is especially true when I am away from a computer and attempting to respond via my cell phone. I will, however, make every effort to ensure that all email communications I send out adhere to professional standards.

Classroom Netiquette**:** It is expected that each student will work with me and their peer students in a civil and collegial manner in the virtual classroom. Disrespect directed toward either me or other students will not be tolerated. Nor will inappropriate language or disparaging comments be allowed. If any of these behaviors occur, the student will be given a warning and asked not to repeat such behavior. If the problem continues, the student may be removed from the course. If this unlikely situation does occur, we will follow the UTEP guidelines for how to handle the grade the student will receive in the course if the time for dropping a course without receiving a grade has passed.

DIVERSITY STATEMENT: Your experience in this course is important to me and I am committed to an inclusive learning environment. All members of our community should enjoy an environment free from any form of harassment, discrimination, or sexual misconduct. We acknowledge that our intellectual community is enriched when we embrace diversity along many dimensions, including race, ethnicity, gender and gender identity, sexuality, religion, and class. I encourage each of you to engage in what may be difficult and uncomfortable conversations with respect for your classmates and for me.

Course Calendar*

Module 1: Week of 8/25 – 8/31

- Watch the "Welcome, Introduction to CRIJ4312 video in Bb.
- Review the course syllabus and all other posted material in Bb (see the Start Here page.)
- Take the syllabus quiz (will count for extra credit points).
- Read Chapter 1, The Court System, Sources of Rights, and Fundamental Principles.
- Review PPT slides.

Module 2: Week of 9/1 – 9/7

- Read Chapter 2, Overview of the Criminal Justice Process
- Review PPT slides.
- Complete the chapter quiz.
- Review email from Dr. Sims about your group assignment and issue.

Module 3: Week of 9/8 – 9/14

- Read Chapter 3, Probable Cause and Reasonable Suspicion
- Review PPT slides.
- Complete the discussion board.

Module 4: Week of 9/15 – 9/21

- Read Chapter 4, The Exclusionary Rule
- Review the PPT slides.
- Complete the quiz associated with the YouTube video on the Exclusionary Rule (The link to this video is found on Bb under this week's learning module.)
- Begin to reach out to group members and schedule regular meetings.
- Begin to prepare for Exam 1.

Module 5: Week of 9/22 – 9/28

Complete Exam 1 no later than Sunday, midnight (9/28).
This exam covers Chapters 1, 2, 3, and 4.

Module 6: Week of 9/29 – 10/5

- Read Chapter 5, Stop and Frisk and Stationhouse Detention.
- Review PPT slides.
- Complete the discussion board.
- Spend some time on your assigned task within the group setting.

Module 7: Week of 10/6 – 10/12

- Read Chapter 6, Arrests and Use of Force.
- Review PPT slides.
- Complete the chapter quiz.
- Don't forget to complete some work on the group project!

Module 8: Week of 10/13 – 10/19

- Read Chapter 7, Searches and Seizures of Things.
- Review PPT slides.
- Complete the discussion board.
- If you have not done so already, this would be a good time to schedule a second group meeting for the project!

Module 9: Week of 10/20 – 10/26

- Read Chapter 9, Plain View, Open Fields, Abandonment, and Border Searches.
- Review PPT slides.
- Complete the chapter quiz.

Module 10: Week of 10/27 – 11/2

Complete Exam 2 no later than Sunday, midnight (11/2). This exam covers Chapters 5, 6, 7, and 9.

Module 11: Week of 11/3 – 11/9

- Read Chapter 11, Confessions and Admissions: *Miranda v. Arizona*.
- Review PPT slides.
- Complete the discussion board.
- Begin within the group to work on the PPT slide presentation for your project!

Module 12: Week of 11/10 – 11/16

- Read Chapter 12, Basic Constitutional Rights of the Accused During Trial.
- Review PPT slides.
- Complete the chapter quiz.

Module 13: Week of 11/17 – 11/23

- Read Chapters 13 and 15, Sentencing, The Death Penalty, and Other Forms of Punishment and Electronic Surveillance and the War on Terror.
- Review PPT slides for both chapters.
- Complete the discussion board.
- Begin to prepare for Exam 3.

Module 14: Week of 11/24 – 11/30

Complete Exam 3 no later than Sunday midnight, 11/30.
This exam covers Chapters 11, 12, 13, and 15.

Module 15: Week of 12/1 – 12/4 – Last of class is 12/4.

Now is the time to work together within the group setting to complete and review the group presentation. Use these few days this week to complete this project. All members of the group should review the final document for errors and to see how it might be graded using the posted grading rubric. Make final changes and prepare to upload the document.

Final Exam Period – 12/8 – 12/12

Task 1: No later than 12/12, the assigned group member should upload the final PPT document to the space provided in Bb.

Task 2: No later than 12/12, all group members should complete the peer review form that can be downloaded in Bb in the space associated with the Group Project (you will find this folder on the Start Here page). Upload the completed form in the space provided. Be honest in your assessment of each peer. This is a completely anonymous task so no one other than the instructor can see how you rated each of your group peers.

***I reserve the right to make changes to this course calendar in the event of unforeseen circumstances.**