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2020

## Interviews and Interrogations

North Carolina Agricultural and Technical State University

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# NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

## COURSE SYLLABUS

College Name: College of Arts, Humanities and Social Sciences  
Department Name: Criminal Justice  
Course Name: Interviews and Interrogations

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## COURSE INFORMATION

- Course Number/Section: CRJS 270
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

## INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

*Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.*

*If there's a graduate teaching assistant assigned to work with this course, please include their names also.*

## STUDENT HOURS

*These are times students may visit the professor without an appointment to request the assistance they need.*

*NOTE: Students are responsible for reading, understanding, and following the syllabus.*

: AM ☐ / PM ☐ – : AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

## COURSE PREREQUISITES

*Course Syllabus (rev 05-15-20 by the Extended Campus)*

None

## **COURSE DESCRIPTION**

This course will focus on the art of inquiry and persuasion. Its aim is to compliment standard techniques of communication while offering options for eliciting information. Interviewing procedures for obtaining statements from children and difficult adult populations will be explored. Emphasis is on investigative methodologies consistent with federal and state constitutional principles.

## **STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)**

*Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.*

*If the course is a General Education Course, the SLO should be listed and labeled as "General Education."*

- SLO 1: Students can identify communication theories from multiple disciplines which provide the basis for professional interviewing techniques
- SLO 2: Students can articulate the pros and cons of cognitive inquiry
- SLO 3: Students can describe issues of concern for interviewing or interrogating children and vulnerable adults.
- SLO 4: Students can describe how law influences policies that guide criminal justice action
- SLO 5: Students can conduct interviews that are designed for specific outcomes
- SLO 6: Students can translate judicial decisions that shape professional criminal justice practices
- SLO 7: Students can outline controversies in interrogation that have contributed to false imprisonment in the U.S.
- SLO 8: Students can express the ethical dilemma of interviewing and interrogating youthful offenders, older adults, and impaired persons as a societal need with competing interests

## **REQUIRED TEXTBOOKS AND MATERIALS**

*Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.*

### **REQUIRED TEXTS:**

Gosselin, D. K. (2018). *Interviewing and investigation: SmartTalk*. Pearson

### **REQUIRED MATERIALS:**

## **SUGGESTED COURSE MATERIALS**

### **SUGGESTED READINGS/TEXTS:**

## **SUGGESTED MATERIALS:**

## GRADING POLICY

### ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

**For GRADUATE COURSES:** See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

### GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Discussion Boards	6	15
Assignment	5	20
Exams	5	40
Project	1	25
<b>Total</b>	<b>17</b>	<b>100%</b>

## COURSE POLICIES

### USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

**Note:** Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

### MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

**For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54  
EXTRA CREDIT**

## **LATE WORK**

## **SPECIAL ASSIGNMENTS**

**For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)**

**For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)**

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

## **CLASSROOM CITIZENSHIP**

Courtesy, civility, and respect must be the hallmark of your interactions.

## **COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT**

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at [accessibilityresources@ncat.edu](mailto:accessibilityresources@ncat.edu). Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

**Please note:** Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

## **TITLE IX**

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

## **TECHNICAL SUPPORT**

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

## **FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES**

*If applicable:*

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

## **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## **STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER**

[https://hub.ncat.edu/administration/student-affairs/staff-resources/student\\_activity\\_travel\\_waiver.pdf](https://hub.ncat.edu/administration/student-affairs/staff-resources/student_activity_travel_waiver.pdf)

## **OTHER POLICIES** (e.g., Copyright Guidelines, Confidentiality, etc.)

### **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

### **SEXUAL MISCONDUCT POLICY**

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

<https://www.ncat.edu/registrar/ferpa.php>

### **STUDENT COMPLAINT PROCEDURES**

<https://www.ncat.edu/current-students/student-complaint-form.php>

## STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin  
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog  
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook  
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

**For GRADUATE STUDENTS:** Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59



## ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.\*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Module 1 - Laying the Groundwork	ULO 1: Explain Berlo's SMCR Model. (SLO 1) ULO 2: Examine U.S. Constitution and Garrity Rule. (SLO 4) ULO 3: Analyze the U. S. Supreme Court decision regarding Miranda Rights/Warnings. (SLO 6)	1) <b>Read Textbook:</b> Gosselin, D. K. (2018). <i>Interviewing and investigation: SmartTalk</i> . Pearson a) Chapter 1: Interview and Interrogation b) Chapter 2: The Interview Process c) Chapter 3: Investigative Interviewing 2) <b>See PowerPoint</b> Lectures: a) Chapter 1: Interview and Interrogation b) Chapter 2: The Interview Process c) Chapter 3: Investigative Interviewing 3) <b>Complete</b> Assignment #1: Summary Writing (ULO 4) 4) <b>Complete</b> Discussion Board #2 (ULO 1) 5) <b>Complete</b> Exam #1 (ULO 5)
	Module 2 - Methods and Techniques	ULO 1: Examine the three (3) steps to a structured approach. (SLO 5) ULO 2: Describe the four steps of the cognitive interviewing method. (SLO 2) ULO 3: List and Explain the four approaches in Differential Recall Enhancement (DRE) category. (SLO 5) ULO 4: Summarize the principles of deception. (SLO 1)	1) <b>Read Textbook:</b> Gosselin, D. K. (2018). <i>Interviewing and investigation: SmartTalk</i> . Pearson a) Chapter 4: Unstructured and Structured Interviewing with Online Application and Scan b) Chapter 5: Memory Enhanced and Retrieval Interviewing c) Chapter 6: Principles to Detect Deception 2) <b>See PowerPoint</b> Lectures: a) Chapter 4: Unstructured and Structured

		ULO 5: Explain categories of nonverbal indicators. (SLO 4)	<p>Interviewing with Online Application and Scan</p> <p>b) Chapter 5: Memory Enhanced and Retrieval Interviewing</p> <p>c) Chapter 6: Principles to Detect Deception</p> <p>3) <b>Complete</b> Assignment #2: Summary Writing (ULO 2)</p> <p>4) <b>Complete</b> Discussion Board #3 (ULO 1 &amp; 5)</p> <p>5) <b>Complete</b> Exam #2 (ULO 3)</p>
	Module 3: Interviewing Special Populations	<p>ULO 1: Describe the trauma-informed victims' approach. (SLO 7)</p> <p>ULO 2: Describe when the NICHD protocol is used. (SLO 3, 6, 8)</p> <p>ULO 3: Describe the types of elder abuse and the pre-interview process. (SLO 3 &amp; 8)</p> <p>ULO 4: Summarize effective communication methods for individuals with defined disabilities listed under ADA. (SLO 8)</p>	<p>1) <b>Read Textbook:</b> Gosselin, D. K. (2018). <i>Interviewing and investigation: SmartTalk</i>. Pearson</p> <p>a) Chapter 7: Trauma-Informed Victim Approach</p> <p>b) Chapter 8: Interviewing Children</p> <p>c) Chapter 9: Interviewing Older Adults</p> <p>d) Chapter 10: Interviewing Persons with Disabilities and Mental Illness</p> <p>2) <b>See PowerPoint</b> Lectures:</p> <p>a) Interviewing Children</p> <p>b) Interviewing the Elderly</p> <p>c) Interviewing Persons with Disabilities and Mental Illness</p> <p>3) <b>Complete</b> Assignment #3: Summary Writing (ULO 2)</p> <p>4) <b>Complete</b> Discussion Board #4 (ULO 1)</p> <p>5) <b>Complete</b> Exam #3 (ULO 3)</p>
	Module 4: Interrogation	<p>ULO 1: Describe the importance of the Fourth, Fifth, and Sixth Amendments. (SLO 4 &amp; 7)</p> <p>ULO 2: Analyze the categories that allows for police officers to make arrest. (SLO 6 &amp; 7)</p> <p>ULO 3: Explain how does the Supreme Court</p>	<p>1) <b>Read Textbook:</b> Gosselin, D. K. (2018). <i>Interviewing and investigation: SmartTalk</i>. Pearson</p> <p>a) Chapter 11: The Interrogation Process and the Law</p> <p>b) Chapter 12: Confessions in the Justice Context</p> <p>2) <b>See PowerPoint</b> Lectures:</p> <p>a) Interrogation Process</p> <p>b) Confessions</p>

		defines interrogation. (SLO 7)	c) Techniques for Interrogations 3) <b>Complete</b> Assignment #4: Summary Writing (ULO 2) 4) <b>Complete</b> Discussion Board #5 (ULO 1) 5) <b>Complete</b> Exam #4 (ULO 3)
	Module 5: Interrogation Continued	ULO 1: List and explain the various types of interrogations. (SLO 1) ULO 2: Describe the issues Todd Warner identifies concerning juveniles and false confessions. (SLO 3 & 7)	1) <b>Read Textbook:</b> Gosselin, D. K. (2018). <i>Interviewing and investigation: SmartTalk</i> . Pearson a) Chapter 13: Techniques for Interrogation b) Chapter 14: Juvenile Rights and Interviewer Responsibilities 2) <b>See PowerPoint</b> Lectures: a) Juvenile Rights and Police Responsibilities 3) <b>Complete</b> Assignment #5: Summary Writing (ULO 2) 4) <b>Complete</b> Discussion Board #6 (ULO 1 & 2) 5) <b>Complete</b> Project #1 (ULO 1 & 2)

\* These descriptions and timelines are subject to change at the discretion of the instructor.