

I. CATALOG INFORMATION

- A. Discipline: CRIMINAL JUSTICE
- B. Subject Code and Number: CJ M17
- C. Course Title: Anatomy of a Murder

- D. Credit Course units:
Units: 3
Lecture Hours per week: 3
Lab Hours per week : 0
Variable Units : No

- E. Student Learning Hours:
Lecture Hours:
Classroom hours: 52.5 - 52.5
Laboratory/Activity Hours:
Laboratory/Activity Hours 0 - 0

Total Combined Hours in a 17.5 week term: 52.5 - 52.5

- F. Non-Credit Course hours per week _____

- G. May be taken a total of: ☒ 1 ☐ 2 ☐ 3 ☐ 4 time(s) for credit

- H. Is the course co-designated (same as) another course: No ☒ Yes ☐
If YES, designate course Subject Code & Number: _____

- I. Course Description:

Examines the historical and contemporary analysis of criminal homicide. Uses case studies to examine the nature and extent of murder, including serial murder and sex crime related murder. Includes victimology, suspect profiling and investigative techniques and procedures for the identification, collection, preservation and presentation of evidence from a homicide crime scene.

- J. Entrance Skills

*Prerequisite: No ☒ Yes ☐ Course(s)

*Corequisite: No ☒ Yes ☐ Course(s)

Limitation on Enrollment: No ☒ Yes ☐

Recommended Preparation: No ☐ Yes ☒ Course(s)
CJ M01 or CJ M01H or CJ M11

Other: No ☒ Yes ☐

K. Other Catalog Information:

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	identify key items of evidence at a homicide crime scene.	Oral presentations Student-as-Instructor presentations Empirical research Essay exams
2	explain the characteristics of and differences among the various modes of death.	Essay and objective exams Oral presentations Case review and evaluation
3	develop victim profiles and risk assessments.	Empirical research project Student-as-Instructor presentation Written literature review
4	compare and contrast the motivational typologies of offenders.	Essay and objective exams Oral presentations Case review and evaluation
5	identify and differentiate among the various types of offender characteristics.	Essay and objective exams Debates and oral presentations reflecting student research Essay exams
6	illustrate successful investigative strategies to be used in homicide investigations including the appropriate procedures for the collection of evidence at a homicide crime scene.	Essay and objective exams Oral presentations Case review and evaluation
		Debates

7	discuss the evolution of homicide investigations.	Oral presentations reflecting student research Case review and evaluation
8	analyze the specific traits needed to be a successful and professional homicide investigator.	Empirical research project Student-as-Instructor presentation Written literature review Essay exam

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
10.00%	I. Introduction - Murder in America A. Murder definitions and history 1. Homicide is the killing of one person by another 2. Murder is the UNLAWFUL killing of one person by another B. Legal degrees of murder C. Methods of homicide 1. Common methods 2. Exceptional methods 3. Rare methods 4. Traits of a superior homicide investigator D. General typologies of murderers 1. Violent behavior 2. Brutal behavior 3. Psychopathic behavior 4. Anti-social behavior 5. Impulsive behavior	2, 4, 5, 7, 8
20.00%	II. Serial Murder A. Serial killers in the United States 1. Spatial mobility and male serial killers 2. Phases in serial murder B. Typology of male and female serial killers 1. Traits of male serial killers 2. Traits of female serial killers	4, 5
20.00%	III. Mass Murder A. Definition 1. Difference between mass and serial murder 2. Motivations B. Incidents of mass murder in the United States 1. Classification of mass murder 2. Typology of mass murder	2, 3, 4, 5
5.00%	IV. Children Who Kill A. Homicidal trends among youthful offenders 1. Motivation 2. The etiology of the juvenile homicidal offender B. Youth killers and school shootings 1. Victim traits 2. Prediction of fatal events	2, 3, 4, 5

	3. Motivation	
5.00%	V. Domestic Murder A. Statistics on partner homicide 1. Perpetrator profiles 2. Legal defenses in cases of spousal homicide B. Traits of domestic killers 1. Weapons used 2. Geographical locations 3. Predictors	2, 3, 4, 5
5.00%	VI. Parents Who Kill A. Infanticide B. Typology of a child killing incident 1. Mothers who kill 2. Fathers who kill 3. Stepparents who kill	2, 3, 4, 5
5.00%	VII. Sex-Related Homicide A. Sexual homicide - definition B. Elements in sexual homicides 1. Crime scene characteristics 2. Power-control 3. Victim selection C. The lust murderer 1. Spatial considerations 2. Methods of murder	2, 3, 4, 5
5.00%	VIII. Murder in the Workplace A. Profile of the workplace killer B. Committed by people who work at the business 1. Motivation 2. Victim traits C. Committed by people who are or were customers of the business 1. Motivation 2. Victim traits D. Committed by people who have no relationship with the business 1. Motivation 2. Victim traits	2, 4, 5
10.00%	IX. The Homicide Crime Scene - Investigative Considerations A. The crime scene 1. Definition 2. Crime scene control issues 3. Locard's Exchange Principle 4. Types 5. Reconstruction B. Beginning the investigation 1. Note taking 2. Preliminary inspection of the body C. Investigative strategies 1. Coordinate with forensics personnel 2. Crime scene integrity procedures D. Interviewing suspects 1. Preparation 2. Location	1, 6, 7, 8
	X. Criminal Profiling A. Definition B. Inductive profiling 1. Inductive generalization 2. Statistical argument B. Deductive profiling	

10.00%	1. Definition 2. General 3. Specific C. Case assessment 1. Forensic and behavioral evidence 2. Victim 3. Suspect D. Victimology 1. Risk assessment 2. Understanding the victim's last twenty-four hours E. Ethics and the criminal profiler	3, 4, 5, 6, 7, 8
5.00%	XI. Case Study Analysis	1, 2, 3, 4, 5, 6, 7, 8

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	write answers to questions on essay exams.
2	write up crime scene investigative reports.
3	prepare and write a research paper evaluating and assessing appropriate investigative techniques applied to a murder case investigation.
4	write critiques and evaluations of Internet, periodical and professional journal articles.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	assigned readings and writings as reflected in course outline.
2	conduct collaborative interviews.
3	crime lab field trip participation.
4	cooperative group planning for assigned crime scene reenactment and documentation.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	apply case law decisions to proper crime scene investigatory procedures.
2	group analysis of murder investigations relative to current and historical practices.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- ☒ Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- ☒ Lecture/Discussion
- ☒ Laboratory/Activity
- ☒ Other (Specify)
Collaborative learning activities; seminar discussion, role playing, and examination

of crime scene scenarios.

☒ Optional Field Trips

☐ Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam | <input checked="" type="checkbox"/> Classroom Discussion | <input type="checkbox"/> Skill Demonstration |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation |
| <input checked="" type="checkbox"/> Objective Exams | <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Other (specify) |

Papers will be assessed using departmental rubric.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Fox, James Alan, Jack A. Levin, and Kenna Quinet. The Will to Kill: Making Sense of Senseless Murder. 4th ed. Pearson, 2012.

Hare, Robert. Without Conscience: The Disturbing World of the Psychopaths Among Us. Guilford, 1999.

Holmes, Ronald, and Stephen Holmes. Murder in America. 2nd ed. Sage, 2000.

Rhodes, Richard. Why They Kill: The Discoveries of a Maverick Criminologist. Vintage, 2000.

VIII. STUDENT MATERIALS FEES

☒ No ☐ Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
Santa Barbara City College	AJ 250	The Study of Murder	3
Ventura College	CJ V19	Anatomy of Murder	3

X. MINIMUM QUALIFICATIONS

Courses in Disciplines in which Masters Degrees are not expected:

Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- ☐ Pass/No Pass only (no letter grade possible); or
☒ Letter grade (P/NP possible at student option)

2. Degree status:

Either ☒ Associate Degree Applicable; or ☐ Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: ☐ No: ☒ If YES, what section(s)?

- ☐ A1 - Natural Sciences - Biological Science
- ☐ A2 - Natural Sciences - Physical Science
- ☐ B1 - Social and Behavioral Sciences - American History/Institutions
- ☐ B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- ☐ C1 - Humanities - Fine or Performing Arts
- ☐ C2 - Humanities - Other Humanities
- ☐ D1 - Language and Rationality - English Composition
- ☐ D2 - Language and Rationality - Communication and Analytical Thinking
- ☐ E1 - Health/Physical Education
- ☐ E2 - PE or Dance
- ☐ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: ☒ No: ☐

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: ☐ No: ☒ If YES, which area(s)?

- | | | | | | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|
| A1 <input type="checkbox"/> | A2 <input type="checkbox"/> | A3 <input type="checkbox"/> | B1 <input type="checkbox"/> | B2 <input type="checkbox"/> | B3 <input type="checkbox"/> | B4 <input type="checkbox"/> |
| C1 <input type="checkbox"/> | C2 <input type="checkbox"/> | D1 <input type="checkbox"/> | D2 <input type="checkbox"/> | D3 <input type="checkbox"/> | D4 <input type="checkbox"/> | D5 <input type="checkbox"/> |
| D6 <input type="checkbox"/> | D7 <input type="checkbox"/> | D8 <input type="checkbox"/> | D9 <input type="checkbox"/> | D10 <input type="checkbox"/> | E <input type="checkbox"/> | |

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: ☐ No: ☒

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: ☐ No: ☒

IGETC Area 1: English Communication

- ☐ English Composition
- ☐ Critical Thinking-English Composition
- ☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

☐

☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

☐ Arts

☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

☐ Anthropology and Archaeology

☐ Economics

☐ Ethnic Studies

☐ Gender Studies

☐ Geography

☐ History

☐ Interdisciplinary, Social & Behavioral Sciences

☐ Political Science, Government & Legal Institutions

☐ Psychology

☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

☐ Physical Science Lab or Physical Science Lab only (non-sequence)

☐ Physical Science Lecture only (non-sequence)

☐ Biological Science

☐ Physical Science Courses

☐ Physical Science Lab or Biological Science Lab Only (non-sequence)

☐ Biological Science Courses

☐ Biological Science Lab course

☐ First Science course in a Special sequence

☐ Second Science course in a Special Sequence

☐ Laboratory Activity

☐ Physical Sciences

IGETC Area 6: Language other than English

☐ Languages other than English (UC Requirement Only)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research, using the Library's print and online resources, for a paper that

develops and presents an extensive criminal profile of a murderer based on archival data and/or evaluating a criminal homicide case from an historical perspective.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

CJ M17: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will organize, plan, and allocate appropriate time to engage in the learning process involving classroom activities and individual research.
2. Interpersonal: the students will work with others as a team member exercising leadership as well as engaging in active participation in group activities, and demonstrate ability to work with diversity.
3. Information: the students will acquire, evaluate, organize, and interpret information and communicate this acquisition to fellow students and the instructor; and use information sources such as computer, text, and library periodicals to obtain this information.
4. Systems: the students will access the Moorpark College Library's print and online resources as well as search the Internet.
5. Technology: the students will be encouraged to use multiple website-based information systems to examine the criminal justice system and obtain appropriate investigatory information.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will demonstrate reading, writing and oral presentation skills and will be required to respond to the oral presentations as active listeners.
2. Thinking Skills: the students will engage in critical thinking, decision-making, and problem solving scenarios that support the application of learned techniques.
3. Personal Qualities: the students will demonstrate responsibility, sociability, self-management, and integrity.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

- ☒ Online (course will be delivered 100% online)
- ☐ Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- ☒ Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
 - ☐ Lab activities will be conducted onsite
- ☐ Televideo (Examinations and an orientation will be held onsite)
- ☐ Teleconference
- ☐ Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Online instructors will provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors may also meet with students for study sessions and online office hours using an online communication tool. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.

4. Describe how instructors teaching this course will involve students in active learning.

Instructors may involve students in active learning with the following activities: students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The following represent the methods by which content may be provided for learning: instructional videos; textbook and professional journals; links to online

resources that may include videos, quizzes, text explanations and extensions, and primary documents; homework assignments; case analysis.

6. Describe how instructors teaching this course will evaluate student performance.

Students may take objective and essay exams in an online teaching environment. Students may be required to do the following assignments: complete reflective writing assignments focused on application of course content; develop, implement, and evaluate business-related projects; complete regular online quizzes; complete written assignments related to key course concepts; participate in online discussion forums.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

CJ M17: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

CJ M17: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

CJ M17: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: CRIMINAL JUSTICE

Discipline Code and Number: CJ M17

Course Revision Category: Technical Course Revision

Course Proposed By:

Originating Faculty Leeann Mulville 08/31/2016

Faculty Peer: Chad Basile 08/31/2016

Curriculum Rep: Nadia Monosov 09/06/2016

Department Chair: Danielle Vieira 09/01/2016

Division Dean: Amanuel Gebru 09/08/2016

Approved By:

Curriculum Chair: Jerry Mansfield 10/14/2016

Executive Vice President: Julius Sokenu 09/18/2016

Articulation Officer: Letrisha Mai 09/15/2016

Librarian: Mary LaBarge 09/12/2016

Implementation Term and Year: Spring 2017

Approval Dates:

Approved by Moorpark College Curriculum Committee: 10/04/2016

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): 10/14/2016