

### Basic Course Information

Semester:	<b>Fall 2025</b>	Instructor Name:	<b>Kathy Rodriguez</b>
Course Title & #:	<b>Legal Aspects of Evidence</b>	Email:	<b>Kathy.kathy.rodriguez@imperial.edu</b>
CRN #:	<b>10554</b>	Webpage (optional):	<b>None</b>
Classroom:	<b>Online</b>	Office #:	<b>3209</b>
Class Dates:	<b>08/11/2025-12/06/2025</b>	Office Hours:	<b>M/W 5:15 pm-6:30 pm Tuesday-12:45-1:15</b>
Class Days:	<b>Online</b>	Office Phone #:	<b>760-355-6245</b>
Class Times:	<b>Online</b>	Emergency Contact:	<b>760-355-6280</b>
Units:	<b>3</b>	Class Format/Modality:	<b>Online</b>

### Course Description

This course examines the origin, development, philosophy, and constitutional basis of evidence; constitutional and procedural considerations affecting arrest, search and seizure; kinds and degrees of evidence and rules governing admissibility; judicial decisions interpreting individual rights and case studies.

### Course Prerequisite(s) and/or Corequisite(s)

None

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify the historical development and the constitutionality of the rules of evidence and how it ties into the criminal justice system. (ILO2, ILO4)
2. Explain and identify the procedural rules and constitutionality for arrest, search and seizure. (ILO1, ILO2, ILO4, ILO5)
3. Identify hearsay, rules of admissibility, and the exceptions to the Hearsay Rule. (ILO2, ILO4))

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe the historical development and the constitutionality of the rules of evidence.
2. Explain the procedural rules and constitutionality of arrest, search and seizures.

Updated 11/2024



3. Describe the admissibility and categories of privileged communication.
4. Recognize the different requirements and responsibility of lay and expert witnesses.
5. Define hearsay, the rules of admissibility, and the exceptions to the Hearsay Rule.
6. Describe the rules and procedures used to determine the admissibility of confessions and admission.
7. Identify different kinds of documentary evidence and the rules relating to admissibility.
8. Explain the preservation and custody of physical and scientific evidence.

### **Textbooks & Other Resources or Links**

Criminal Evidence 9<sup>th</sup> edition by Norman M. Garland: Publisher: McGraw-Hill Higher Education  
Print ISBN 9781264296804, 1264296800/e-text ISBN 9781265289850, 1265289859

### **Course Requirements and Instructional Methods**

**We will be using Canvas to conduct this online course.**

Logging into Canvas

- a. Go [to http://imperial.canvas.com](http://imperial.canvas.com) and follow the login instructions to login.
- b. Once logged in, click on the 'courses' tab located on the top right of the page.
- c. Click on the class to enter the course.
- d. Read the course syllabus.
- e. Read the document under each Week called "Objectives and Assignments." This will provide you with information regarding each week's course studies and tasks to complete.

The online version of this course is not self-paced. There are strict deadlines that need to be met every week. You will be given a list of weekly deliverables that you will be responsible for. You can find these under the appropriate weekly heading (i.e., Week 1). Any questions you may have about the course can be posted in the 'Ask the Instructor' forum inside Canvas.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

## Course Grading Based on Course Objectives

***\*\*\*Tentative, subject to change without prior notice\*\*\****

Assignment Descriptors	Points
1. Assignments/Reviews	300 (10)
2. Discussions	50 (10)
3. Quiz	100 (10)
2. Exam	100 (4)
3 Final Exam	50 (1)



<b>TOTAL POINTS</b>	600
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### ***What Each Grade Represents:***

#### **GRADE OF F:**

Here are typical characteristics of the work of a student who receives an F.

A close examination reveals:

The student does not understand the basic nature of philosophical reasoning and argumentative writing, and in any case does not display the philosophical reasoning and argumentative writing skills and abilities which are at the heart of this course. The work at the end of the course is vague, imprecise, and unreasoned as it was in the beginning. There is little evidence that the student is genuinely engaged in the task of taking charge of his or her thinking. Many assignments appear to have been done pro forma, the student simply going through the motions without really putting any significant effort into thinking his or her way through them. Consequently, the student is not analyzing issues clearly, not formulating information clearly, not accurately distinguishing the relevant from the irrelevant, not identifying key questionable assumptions, not clarifying key concepts, not identifying relevant competing points of view, not reasoning carefully from clearly stated premises, or tracing implications and consequences. The student's work does not display discernible reasoning, problem solving, and argumentative writing skills.

#### **THE GRADE OF D:**

D level work shows only occasional most assignments are poorly done. There is little evidence that the student is reasoning through the assignment. Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it. D work rarely shows any effort to take charge of ideas, assumptions, inferences, and intellectual processes. In general, D level thinking lacks discipline and clarity. In D level work, the student rarely analyzes issues clearly and precisely, almost never formulates information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never reasons carefully from clearly stated premises, or recognizes important implications and consequences. D level work does not show good reasoning and problem-solving skills and frequently displays poor reasoning, problem solving, and argumentative writing skills.

#### THE GRADE OF C:

C level work illustrates some but inconsistent achievement. Though some assignments are reasonably well done, others are poorly done; or at best are mediocre. There are more than occasional lapses in reasoning. Though philosophy terms and distinctions are sometimes used effectively, sometimes they are used quite ineffectively. Only on occasion does C level work display a mind taking charge of its own ideas, assumptions, inferences, and intellectual processes. Only occasionally does C level work display intellectual discipline and clarity. The C level student only occasionally analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, and reasons carefully from clearly stated premises, or recognizes important implications and consequences. Sometimes the C level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it. On the whole, C level work shows only modest and inconsistent reasoning, problem solving, and writing skills, and sometimes displays weak reasoning, problem solving, and argumentative writing skills.

#### THE GRADE OF B:

B-level work represents at the end of the course is, that the work is overall, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning. Overall, philosophy terms and distinctions are used effectively. The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes. The student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows a general tendency to reason carefully from clearly stated premises, as well as noticeable sensitivity to important implications and consequences. B level work displays good reasoning, problem solving and argumentative writing skills.

#### THE GRADE OF A:

A level work demonstrates real achievement and the work at the end of the course is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning. In A-level work, philosophy terms and distinctions are used effectively. The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes. The A-level student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows a general tendency to reason carefully from clearly stated premises, as well as noticeable sensitivity to important implications and consequences. A-level work displays excellent reasoning, problem-solving, and argumentative writing skills. The A student's work is consistently at a high level of excellence.

#### **Disability Statement**

Updated 11/2024



Imperial Valley College abides by the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that prohibits federal and state agencies or programs from discriminating against qualified individuals with disabilities. Students in this course who have a documented disability, that limits a major life activity which may have some impact on your work in this class and for which you may require accommodations should meet with a counselor in Disabled Students Programs and Services (DSP&S) as soon as possible.

**PLEASE NOTE:** Assignments are due on the date stated on the syllabus. No late assignments accepted. Make every effort to turn in assignments on time or you may receive a zero for those assignments.

### Finding Grades

The Grades page displays your grades for all course assignments. View the following video to see how to find your Grades. **Feedback**

- I will provide feedback to you for all assignments and grade discussions within one week of the due date.
- I will be using a rubric to grade your assignments and discussions.
- I will add comments and annotations on your submitted files.

For information on how to view your feedback, go to the following Canvas Student Guides:

[Canvas Student Guide: Grades](#)

[How do I view assignment comments from my instructor?](#)

[How do I view rubric results for my assignment?](#)

[How do I view annotation feedback comments from my instructor directly in my assignment submission?](#)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to

reach out to their instructors for clarification.

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality.

Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodation through **DSPS**, contact them for additional

### Academic Honesty (Artificial Intelligence -AI)

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Updated 11/2024



documents. You will receive a zero for a score if you submit an uploaded document for your assignment. Must be typed in the Canvas box

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

***Anyone using AI for their assignments will receive a 0 for the entire assignment. NO tolerance for AI.***

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct. Plagiarism is taking and presenting as one's own writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

Cheating is defined as fraud, deceit, dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

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Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

## Accessibility Statement

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We are here to support you and ensure that you have equal access to all course materials.



## Course Policies

It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details. Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for Week 1 will be dropped and students who fail to complete required activities for two consecutive weeks may be dropped. Do not assume I will drop you off the course.

## Financial Aid

Your Grades Matter! To continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 11 - 17	Syllabus & Introduction Chapter 1 Introduction to the Law of Evidence and the Pretrial Process	Assignments/Quiz
Week 2 August 18 - 23	Chapter 2 The Trial Process	Assignments/Quiz
Week 3 August 24-3	Chapter 3 Evidence-Basic Concepts	Assignments/Quiz
Week 4 September 1-7	Chapter 4 witnesses-Competency and Privileged Communications	Assignments/Quiz
Week 5 September 8-14	Chapter 5 Witnesses-Lay and Expert	Assignments/Quiz
Week 6 September 15-21	Chapter 6 Credibility and Impeachment	Assignments/Quiz
Week 7 September 22-28	Chapter 7 The Hearsay Rule	Assignments/Quiz
Week 8 September 29- October 5	Chapter 8 Opposing Party's Statement and Confessions	Assignments/Quiz
Week 9 October 6-12	Chapter 9 The Exclusionary Rule	Assignments/Quiz
Week 10 October 13-19	Chapter 10 Exclusionary Rule -Identification Procedures	Assignments/Quiz





<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 11 October 20-26	Chapter 11 Circumstantial Evidence	Assignments/Quiz
Week 12 October 27- November 2	Chapter 12 Documentary Evidence and the Right of Discovery	Assignments/Quiz
Week 13 November 3-9	Chapter 13 Physical Evidence	Assignments/Quiz
Week 14 November 10-16	Chapter 14 Photographic, Recorded, and Computer-Generated Evidence	Assignments/Quiz
Week 15 November 17-23	Chapter 15 How to Testify Effectively	
	Thanksgiving Break-No Class	
Week 16 December 1-6	Finals Week	Final Exam

**\*\*\*Subject to change without prior notice\*\*\***