



# **INSTRUCTIONAL PACKAGE**

CRJ 120  
Constitutional Law

Effective Term  
Fall 2024/Spring 2025/Summer 2025

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2023/Spring 2024/Summer 2024

COURSE PREFIX: CRJ-120

COURSE TITLE: Constitutional Law

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

### **RATIONALE FOR THE COURSE:**

This course is to acquaint the student with basic constitutional guarantees enumerated in the Bill of Rights. The course is designed to familiarize the student with the use of the Fourteenth Amendment to apply constitutional rights to the States. The course includes not only reading and understanding the meanings and implications of Supreme Court decisions but also researching previous decisions and studying their application and effect on the criminal justice system.

### **COURSE DESCRIPTION:**

This course covers the analysis of the historical development of the United States Constitution and the relationship of rights contained therein to the state and the individual. The application of the Bill of Rights to federal and state systems is examined.

### **PREREQUISITES/CO-REQUISITES:**

\***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in MyHGTC under the My Student tab.

### **REQUIRED MATERIALS:**

This course uses available online education resources (OER) rather than a textbook. The resources used are from verifiable, reliable, and trustworthy websites, webpages, and library databases that are free to the public rather than a purchased textbook.

### **ADDITIONAL REQUIREMENTS:**

None.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college’s primary official form of communication.

Whether traditional, hybrid, or online, all criminal justice courses require students to access the course in D2L through a personal computer. Therefore, students should have reliable access to a computer with a dependable Internet connection to succeed in this course or any criminal justice course. Students will be required to access, download, or print material from the course in D2L, which is accessible through MyCourses and the student’s account. Students should pay particular attention to the course outline under Content as well as the course calendar. Students will be able to monitor grades and attendance through the course in D2L. Whether traditional, hybrid or online, criminal justice courses **require** students to complete some, if not all, course work – assignments, exams, and other activities - through an online environment in D2L. Traditional and hybrid require students to complete a portion of the required work online. The amount of online activity depends on the course format; therefore, students should pay particular attention to the course information and documents. Courses with an online component move very rapidly, with graded requirements typically due each week. Students **must** be aware of the calendar and mindful of updates and announcements; therefore, a student **must** have access to a reliable computer and a dependable Internet connection. Criminal justice courses use D2L as a platform for course activities.

When having technology problems find another computer. Computers are open to students at numerous locations on all campuses of Horry-Georgetown Technical College, including open computer labs and libraries. Computers are available for use in public locations, including public libraries. A final option would be to contact a friend or relative to borrow a computer. When technology issues are related to the system (e.g., D2L) and not the result of a broken computer, contact TECH Central at (843) 3498324 or [https://www.hgtc.edu/admissions/student\\_information/index.html](https://www.hgtc.edu/admissions/student_information/index.html). Technology issues or technical problems are **not** an acceptable excuse for missing a course requirement that **must** be completed through D2L. When having difficulty accessing the course or its components, or email function, it is a good idea to notify the course professor about the problem or difficulty.

### **STUDENT IDENTIFICATION VERIFICATION:**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

### **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

According to the Student Code for the South Carolina Technical College System (3-2-106.1), there are numerous forms of academic misconduct, including, but not limited to, cheating on tests, plagiarism, collusion, and fabrication of information. Furthermore, as described under Section III, Student Conduct Regulations, inappropriate behavior can include but is not limited to (1) abuse of the privilege of freedom of speech or assembly, (2) falsification of information and other acts intended to deceive, (3) actions which endanger students and the college community, (4) infringement of rights of others, and (5) other acts which call for discipline (Catalog, 2020, p. 35).

All criminal justice students are expected to conduct themselves in a **professional and ethical** manner at all times in word or action. The standards of professional and ethical behavior will be enforced. Any violation associated with inappropriate behavior, including but not limited to statements or remarks made in class, during internships, or through emails, postings including Facebook or social media sites, text messages, or other communications, will **not** be tolerated.

At the discretion of the professor of record, academic misconduct or inappropriate behavior may be reported in writing as a violation of the Student Code under Section IV, resulting in disciplinary action (Catalog, 2020, p. 37).

All alleged acts of sexual violence or sexual harassment **must** be reported to the Title IX Coordinator or designee. Per the South Carolina Technical System Student Code Procedures for Addressing Alleged Acts of Sexual Violence and Sexual Harassment (3-2-106.2), "students may also contact any responsible employee, who has an obligation to report any claim of sexual harassment or sexual assault to the Title IX Coordinator, or designee" (Catalog, 2020, p. 40).

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

## Part II: Student Learning Outcomes

### COURSE LEARNING OUTCOMES and ASSESSMENTS\*:

UNIT 1	<p><b>HISTORY, STRUCTURE, AND CONTENT OF THE U.S. CONSTITUTION</b></p> <ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe each article of the U.S. Constitution.</li> <li>• <b>Student Outcome:</b> Describe the powers granted exclusively to the States.</li> </ul>
--------	--

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe the powers denied to the States.</li> <li>• <b>Student Outcome:</b> Describe the Tenth Amendment to the U.S. Constitution.</li> <li>• <b>Student Outcome:</b> Describe the rights set forth in the Bill of Rights.</li> <li>• <b>Student Outcome:</b> Describe what is meant by selective incorporation.</li> <li>• <b>Student Outcome:</b> Describe the application of the Bill of Rights to the States through the 14th Amendment.</li> <li>• <b>Student Outcome:</b> Compare and contrast the due process clause and equal protection of the law clause of the 14th Amendment.</li>   <li>• <b>Assessment:</b> Assignment #1</li> </ul>
<b>UNIT 2</b>	<p><b>FREEDOM OF SPEECH AND EXPRESSION</b></p> <ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe the application of freedom of religion under the First Amendment.</li> <li>• <b>Student Outcome:</b> Describe what free speech is compared to the freedom of the press under the First Amendment.</li> <li>• <b>Student Outcome:</b> Describe conduct versus message under the First Amendment.</li> <li>• <b>Student Outcome:</b> Describe the types of forums under the First Amendment.</li> <li>• <b>Student Outcome:</b> Describe the situations in which the government has a compelling interest in interfering with freedom of expression.</li> <li>• <b>Student Outcome:</b> Describe the types of speech exempted from the protection of the First Amendment.</li> <li>• <b>Student Outcome:</b> Describe the major U.S. Supreme Court rulings regarding obscenity under the First Amendment.</li> <li>• <b>Student Outcome:</b> Describe the implications of prior restraint under the First Amendment.</li>   <li>• <b>Assessment:</b> Assignment #2</li> </ul>
<b>UNIT 3</b>	<p><b>AUTHORITY TO DETAIN AND ARREST</b></p> <ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Compare and contrast reasonable suspicion [grounds] and probable cause.</li> <li>• <b>Student Outcome:</b> Identify and describe the types of seizures.</li> <li>• <b>Student Outcome:</b> Define arrest and its types.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe the criteria for investigatory stops and frisk for weapons under Terry V. Ohio (1968) and other decisions.</li> <li>• <b>Student Outcome:</b> Describe the constitutional authority to stop motorists, including pretextual traffic stops and roadblocks.</li> <li>• <b>Student Outcome:</b> Describe the requirements for constitutional roadblocks.</li> <li>• <b>Student Outcome:</b> Compare and contrast a warrantless arrest with an arrest with a warrant.</li> <li>• <b>Student Outcome:</b> Describe the scope of a search to execute an arrest warrant, including no announcement executions.</li>   <li>• <b>Assessment:</b> Assignment #3</li> <li>• <b>Assessment:</b> Exam #1</li> </ul>
<b>UNIT 4</b>	<p><b>SEARCH AND SEIZURE</b></p> <ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe a reasonable expectation of privacy.</li> <li>• <b>Student Outcome:</b> Describe search incidental to an arrest, including the requirements and vehicles.</li> <li>• <b>Student Outcome:</b> Describe plain view and open field.</li> <li>• <b>Student Outcome:</b> Discuss permission to search, the criteria to request permission, and the constitutional limitations on the search.</li> <li>• <b>Student Outcome:</b> Describe the requirements for a valid search warrant and the exceptions to the warrant requirement.</li> <li>• <b>Student Outcome:</b> Describe using informants as the basis of probable cause, including the Aguilar - Spinelli Test and the totality of circumstances in Illinois v. Gates (1983).</li> <li>• <b>Student Outcome:</b> Describe the Exclusionary Rule and Fruits of the Poisonous Tree.</li> <li>• <b>Student Outcome:</b> Describe the exceptions to the Exclusionary Rule, including Good Faith, Inevitable Discovery Rule, and Independent Source Rule.</li>   <li>• <b>Assessment:</b> Assignment #4</li> <li>• <b>Assessment:</b> Assignment #5</li> </ul>
<b>UNIT 5</b>	<p><b>LAWS GOVERNING AND CONSTITUTIONALITY OF POLICE SURVEILLANCE AND INTERCEPTION OF COMMUNICATIONS</b></p>

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe the principal laws governing interception.</li> <li>• <b>Student Outcome:</b> Describe the historical approach to the government's interception of communication.</li> <li>• <b>Student Outcome:</b> Compare and contrast eavesdropping with electronic intrusion or interception.</li> <li>• <b>Student Outcome:</b> Describe protected conversations and an invitation to listen.</li> <li>• <b>Student Outcome:</b> Discuss how emails, voice mails, and text messages are viewed when seizing for evidence.</li> <li>• <b>Student Outcome:</b> Describe interception under Title III.</li> <li>• <b>Student Outcome:</b> Describe the emergency exceptions to Title III.</li> <li>• <b>Student Outcome:</b> Describe the implications of the USA PATRIOT Act on Title III and electronic intrusion.</li>   <li>• <b>Assessment:</b> Assignment #6</li> </ul>
<b>UNIT 6</b>	<p><b>INTERROGATIONS AND CONFESSIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe the Miranda Rule, including identifying and describing the warning and where and when the ruling does and does not apply.</li> <li>• <b>Student Outcome:</b> Describe the rules governing custodial interrogation.</li> <li>• <b>Student Outcome:</b> Describe free and voluntary, the suspect's susceptibility, and the interview environment.</li> <li>• <b>Student Outcome:</b> Describe the privilege against self-incrimination.</li> <li>• <b>Student Outcome:</b> Describe the "Public Safety Exception."</li> <li>• <b>Student Outcome:</b> Describe the use of an inadmissible confession for impeachment.</li> <li>• <b>Student Outcome:</b> Describe the requirement of corroborating a confession.</li> <li>• <b>Student Outcome:</b> Describe the case law associated with jailhouse or incarcerated informants.</li>   <li>• <b>Assessment:</b> Assignment #7</li> <li>• <b>Assessment:</b> Exam #2</li> </ul>
<b>UNIT 7</b>	<b>COMPULSORY SELF-INCRIMINATION</b>

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe invoking the Fifth Amendment.</li> <li>• <b>Student Outcome:</b> Describe self-incrimination and compulsion.</li> <li>• <b>Student Outcome:</b> Describe the different types of immunity.</li> <li>• <b>Student Outcome:</b> Describe a Subpoena Duces Tecum and how it can be used to lawfully secure evidence in an investigation.</li> <li>• <b>Student Outcome:</b> Describe non-testimonial evidence.</li> <li>• <b>Student Outcome:</b> Discuss the implications of <i>Schmerber v. California</i> (1966) and the other landmark cases regarding bodily self-incrimination or non-testimonial evidence.</li> <li>• <b>Student Outcome:</b> Describe the types of appearance evidence and the constitutional implications of each.</li> <li>• <b>Student Outcome:</b> Describe the legal standards for conducting strip and body cavity searches.</li>   <li>• <b>Assessment:</b> Assignment #8</li> </ul>
<b>UNIT 8</b>	<p><b>RIGHT TO COUNSEL</b></p> <ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Discuss the Sixth Amendment right to legal counsel.</li> <li>• <b>Student Outcome:</b> Describe the landmark cases addressing the Right to Legal Counsel.</li> <li>• <b>Student Outcome:</b> Describe the “critical stage” concerning the right to counsel.</li> <li>• <b>Student Outcome:</b> Describe the defendant’s right to self-representation and discuss the ineffective assistance of legal counsel.</li> <li>• <b>Student Outcome:</b> Discuss the warning and waiver under <i>Miranda</i> regarding the right to legal representation and police responsibilities to provide legal counsel, allow counsel to participate, and intrusion upon the right of counsel.</li> <li>• <b>Student Outcome:</b> Describe the pretrial identification procedures and compare and contrast the constitutional requirements and implications when using a photographic line, a show-up, and a lineup.</li> <li>• <b>Student Outcome:</b> Describe the right to counsel during pretrial identification procedures.</li> <li>• <b>Student Outcome:</b> Describe the right to effective legal counsel.</li>   <li>• <b>Assessment:</b> Research Paper</li> </ul>



	<ul style="list-style-type: none"><li>• <b>Assessment:</b> Assignment #9</li></ul>
<b>UNIT 9</b>	<p><b>CONSTITUTIONAL RIGHTS IN TRIAL</b></p> <ul style="list-style-type: none"><li>• <b>Student Outcome:</b> Describe the double jeopardy prohibition.</li><li>• <b>Student Outcome:</b> Describe the tests of double jeopardy.</li><li>• <b>Student Outcome:</b> Describe the right to a speedy trial.</li><li>• <b>Student Outcome:</b> Describe the right to a fair, impartial, and public trial.</li><li>• <b>Student Outcome:</b> Describe a grand jury right under the Fifth Amendment and South Carolina law.</li><li>• <b>Student Outcome:</b> Describe jurisdiction and venue.</li><li>• <b>Student Outcome:</b> Describe the constitutional right to a jury, including identifying each landmark case and its significance.</li><li>• <b>Student Outcome:</b> Describe the constitutional requirement of preservation and disclosure of evidence, including evidence favorable to the defendant and the obligation of law enforcement to preserve and disclose exculpatory evidence.</li></ul> <ul style="list-style-type: none"><li>• <b>Assessment:</b> Assignment #10</li></ul>
<b>UNIT 10</b>	<p><b>CONSTITUTIONAL RIGHTS IN POST-TRIAL AND CONSTITUTIONAL CONSIDERATIONS IN SENTENCING</b></p> <ul style="list-style-type: none"><li>• <b>Student Outcome:</b> Discuss plea bargaining and constitutional implications.</li><li>• <b>Student Outcome:</b> Describe the different types of plea bargains.</li><li>• <b>Student Outcome:</b> Discuss the types of pleas and the constitutional implications.</li><li>• <b>Student Outcome:</b> Describe the Eighth Amendment.</li><li>• <b>Student Outcome:</b> Describe the death penalty landmark cases.</li><li>• <b>Student Outcome:</b> Describe a Writ of Habeas Corpus and how it can be used.</li><li>• <b>Student Outcome:</b> Describe the Antiterrorism and Effective Death Penalty Act of 1996 and its impact on appeals.</li><li>• <b>Student Outcome:</b> Describe the path of appeal in the federal and state court systems, including a direct review.</li></ul> <ul style="list-style-type: none"><li>• <b>Assessment:</b> Exam #3</li></ul>

--	--

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*:**

Students’ performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

#### **EVALUATION\***

Exams .....	45%
Assignments .....	40%
Project .....	<u>15%</u>
Total	100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

#### **GRADING SYSTEM:**

State the College’s or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## **Part IV: Attendance**

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require

up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources



### THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



### STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.



## **HGTC LIBRARY:**

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

## **STUDENT TESTING:**

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Horry-Georgetown Technical College shall not discriminate in employment or personnel

decisions or in student admissions or in student decisions, or in all other segments of the College community on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, in the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws.

### **TITLE IX REQUIREMENTS:**

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement\*.

\*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu).

### **OTHER INQUIRIES REGARDING THE NON-DISCRIMINATION POLICIES:**

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [jacquelyne.snyder@hgtc.edu](mailto:jacquelyne.snyder@hgtc.edu).

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu).