

INVESTIGATIVE INTERVIEWING

CRJ 310

CHAMPLAIN COLLEGE

INSTRUCTOR CONTACT INFORMATION:

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REQUIRED TEXT:

“The Art of Investigative Interviewing” Charles L. Yeschke

“Essence of Reid Technique: Criminal Interrogation”Inbau

COURSE DESCRIPTION:

This is an introductory course dealing with the principles and practices of interviewing. The course will include a review of interviewing theory and practical exercises intended to enable students interested in public service to gather information and make observations more effectively. Students will eventually be encouraged to develop interviewing techniques based on unique individual characteristics and career choices. The course content will consist of:

- Introduction the student into the disciplines of body language & non-verbal cue assessment, and evaluate the student’s ability to observe and interpret such cues. (PowerPoint, lecture notes, discussion questions, examinations, field assignments)
- Discussions and practice in the approaches and preparation of questioning individuals: suspects, victims, and witnesses from culturally diverse backgrounds. (PowerPoint, lecture notes, discussion questions, examinations)
- Familiarization with legal issues involved in conducting interviews, interrogations, and release of information. (PowerPoint, lecture notes, discussion questions, examinations)
- Applications of interviewing tactics and environmental techniques. (PowerPoint, lecture notes, discussion questions, examinations)
- Expectation of building a flexible approach to interviewing based in communicative skill, not limited by position, personal values, beliefs, and prejudices. (PowerPoint, lecture notes, discussion questions, examinations, field assignment)

The global expectations for the student include the ability to effectively practice
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and illustrate components of the interview process, and to be able to articulate an understanding of legal principles and prevailing guidelines.

Seven core competencies:

- Critical Thinking is addressed through lectures and practical exercises where students are required to assess available information and formulate articulate and sound decisions as to how to proceed with the interview.
- Written Communication is addressed through assignments, and through lectures on report/affidavit preparation and note taking.
- Oral Communication is directly addressed through classroom role participation, field assignments, and during practical interviews.
- Technology Competence is primarily addressed through the use of the on-line classroom components, and through the evaluation of tools selected by the student utilized during practical interviews, for report preparation and in assignment presentation
- Global Awareness is addressed through lecture on cultural communication issues, and is evaluated through the assessment of student interview strategies and questioning compositions relating to cultural/ideological differences.
- Quantitative Literacy is addressed through the integration of numerous former criminal justice, psychological, and communicative skills, coupled with lessons which stress applications in many diverse environments.
- Ethical Reasoning is addressed through lectures, primarily legal and value based lessons, which include discussion on recognizing norms, values, and legal requirements of communication, while also covering the importance of perceptions, and the “reasonableness” of actions.

B. METHODS AND/OR CONTENTS:

Weekly textbook readings, lectures and classroom participation will form the background for the course. Students will be expected to interact, participate in discussions, and complete all assignments.

C. COMPLETION REQUIREMENTS/ CRITERIA FOR EVALUATIONS:

Students will be evaluated on class participation (considers: quality with quantity), tests, practicals and other assignments.

Grade Criteria

Two exams - worth 20 points each for a total of **40 points**.

One assignment - worth **10 points** (each worth 5 points).

Three interview evaluations – worth **30 points** (three worth 10 points each.)

Classroom participation - worth **20 points**

Classroom Participation

Classroom participation includes attendance, contributions during in-class discussions/role playing, and being able to display a breadth of knowledge related to the weeks readings. In addition, as part of this criteria, it is expected that the student arrive to class with all applicable lecture notes and materials.

Attendance is evaluated accordingly: 1st absence may be excused at instructors discretion. 2 or 3 absences will result in a drop of ½ letter grade, 3 or 4 absences will result in the drop of one full letter grade, more than 4 will result in an incomplete. Being absent on the day of a Practical Interview will result in a failure for the practical, 2 missed Practical interviews will result in a failure for the course.

Classroom disruptions, sidebar conversations, late returns from breaks, etc. will result in the drop of a student's grade in this area. Such issues may or may not be addressed with the student during the semester.

In class assignments count towards this grade.

Assignment

There will be one observation assignment worth **10 points**. See the attached overview.

Interviews:

Each must be verifiable and well articulated. All must be according to the issued format.

Academic Honesty

In the preparation and presentation of any assigned work including examinations, tests, quizzes, term papers, reports, themes and other written or oral exercises every student shall conform to a strict standard of academic honesty. Any attempt to deceive a faculty member or to help another student do so will be considered a violation of this standard. In all assignments, students must acknowledge the words and/or ideas of others taken from print or electronic media (including the Internet), whether a direct quotation or a paraphrase; any omission of this is dishonest.

Cheating on examinations or tests consists of knowingly giving, receiving or

using or attempting to give, receive or use unauthorized assistance during an examination or test. A faculty member may record a grade of “zero“ for any assignment on which a student has plagiarized or cheated. A second violation of this policy may result in further penalties as serious as dismissal from the College. A student may appeal these decisions according to the Academic Grievance Procedure. The Standard of Conduct provides additional guidance to the student regarding academic honesty.

SOURCE: STUDENT HANDBOOK, RUDDER 2004 -2005

Field Observation Assignment:

The purpose of this assignment is to practice “non-verbal” observation skills.

We will pick a public location, such as a Mall, Club, Coffee House, etc. and identify at least three forms of body language. The best interactions would be to watch for the dynamics between young adult men and women.

You will be required to provide a full description of the location and the individuals. In addition, you will provide a narrative about the body language noted, and any possible significance. You are basically looking for signs of openness/closure, interest, dominance, etc.

Do not evaluate friends, enemies, or Law Enforcement Officers on duty!!!!

Your observations should be done at a distance and be un-noticed by your subjects. If asked what you are doing, be honest and explain it is a classroom assignment.

Evaluation:

Format – 10%

Observations – 50%

Interpretations of observations – 40%

Assignment #1 Example

(name)

(date)

Date of Observation:

Time:

Location:

Weather:

Setting: (lighting, decor, open area, tight area, etc.)

#of people in the area: (w/in the immediate room, or if outside w/in 50 meters)

Distance to subject:

Subject - (# of the subject, add additional blocks for additional subjects)

Sex:

Age:

Height:

Weight:

Hair Color & Length:

Eye Color:

Clothing: (type, color, style, include shoes)

Body Language Noted: (include a detailed description of the transition of the body, and the possible significance between the subjects, included any reciprocated responses)

Interviews:

- 1. Interview a family member/friend concerning a SEE, significant emotional event. You may change names/dates but you must. It must be about an incident you were not present for, have no or limited knowledge of. The interview must be recorded, audio only.**
 - a. Document your questions in writing, verbatim! I will compare them to the audio
 - b. Measure their emotional/kinesic response
 - c. Provide a synopsis of their ability to recall details, ask them when their memory was sharpest and when it began to fade.
 - d. Provide an evaluation of their feelings

An outline will be handed out in class. You will be provided class time for this work.

- 2. Identify someone in the business community who does commission sales or significant HR work involving interviewing applicants. Provide a contact name & number. Conduct an interview of them concerning the following:**
 - a. Evaluate their verbal & non-verbal communication style.
 - b. Document your observations during the interview
 - c. Question them as to what they look for in the body language of others.
 - d. Write a letter to the interviewee with constructive, professional feedback in writing (it will not be sent)

An outline will be handed out in class. You will be provided class time for this work.

- 3. Interview a member of the LEO/LEA community. You may change names or dates but you must provide a contact name and number to verify that the interview took place. Provide a contact name & number.**
 - a. Focus your interview on how they determine/detect deceit
 - b. Question them on their greatest communicative success
 - c. Question them on their greatest communicative failure
 - d. Question them on what they look for in the body language of others.
 - e. Question them on their extent of training in the area of interviewing

An outline will be handed out in class. You will be provided class time for this work.

OUTLINES AND GRADING MATRIXES WILL BE PROVIDED LATER IN THE SEMESTER!