Materials for the Criminal Procedure Course

On the first day of the activity, each participant was given written pages of an original factual scenario (See Appendix A) containing elements of criminal law, criminal procedure, evidence, and Constitutional law. Typical issues in criminal procedure were probable cause and search and seizure issues stemming from the Fourth Amendment and case law. Representative issues from criminal law were elements of crimes, such as murder and possession with intent to distribute drugs. Relating to evidence, issues pertained to the admissibility of evidence and the applicability of the Exclusionary rule. On the second day of the activity, each participant was provided with a summarized list of issues that were developed by collaborative consensus of the class at the end of the first day’s activity. Other useful materials included student textbooks and class notes which were furnished by the participants. Classroom materials such as markers, erasers and a whiteboard were a part of the in-class activity environment. At the end of the activity, a student self-assessment of perceived value, based on a 5-point Likert scale rating several dimensions of the activity, was distributed to the students (See Appendix B). A post-activity handout (See Appendix C) was also distributed, containing one to three additional questions over each cognate subject that students were instructed to complete, either individually or collaboratively, and turn in at the next class session.

Materials for the British Literature Course

At the beginning of the first seventy-five-minute class period, each participant was given a handout (See Appendix D) asking them to compose an explanation of a concept, such as the Byronic hero, from Romantic literature, to find evidence of this concept in a new textual passage supplied to them, to explain to each other how that evidence fits the concept, and to create an entirely new narrative illustrating that concept. Useful materials included student textbooks and class notes, which were furnished by the participants. Classroom materials such as markers, erasers and a chalkboard were a part of the in-class activity environment. At the end of the activity, a student self-assessment of perceived value, based on a five-point Likert scale rating several dimensions of the activity, was distributed to the students (See Appendix B).
Appendix A

Criminal Procedure: Factual Scenario

At approximately 2:30 a.m., city police officer John Jay observed a vehicle traveling 68 mph in a 35 mph residential zone. Officer Jay turned on his emergency lights and began to pursue the vehicle. While in pursuit of the speeding vehicle, Officer Jay observed the driver weaving between lanes. In addition to the speeding and failure to stay in a lane, the driver sideswiped two parked cars. After approximately one-half mile, the driver drove into a ditch and stopped. Officer Jay un-holstered his weapon and approached the vehicle. He instructed the driver to exit and lie face down on the ground. After the male driver complied, Officer Jay handcuffed the driver, stood him up, and walked him to the front of his patrol car.

Officer Jay observed that the driver was emotionally distraught, and had evidence of blood on one hand and on the sleeve of his shirt. Officer Jay did not smell alcohol on the driver’s breath, and he observed that the pupils of the driver’s eyes were normal. Officer Jay began to ask the man questions, regarding why he was out so late at night, where he was going, and why he was in such a hurry. Speaking almost incoherently, the driver informed the officer that he had been in a fight with a man in his living room, and that he had shot and killed the man. The driver informed the officer that the gun used to kill the man was lying on the passenger seat in the vehicle. Officer Jay went to the driver’s vehicle and retrieved a handgun from the seat. The driver informed Officer Jay that the victim was still lying on the floor just beyond the front door of his residence. Officer Jay placed him under arrest for reckless driving and murder.

Officer Jay radioed for help, and two other officers went to the driver’s home address. All exterior doors were locked. Through the glass in the front door, officers could see a man lying on the floor, adjacent to a large clay urn which contained a small tree. There was a broken piece of the urn lying nearby.

Officers forced open the door and, upon entering, confirmed that the man was dead. A pool of blood was observed near the victim’s head, and a bloody area was observed on the victim’s shirt, near his left shoulder. The victim’s clothes were in disarray and there was evidence of minor injuries to his face and hands, leading officers to conclude that the victim had been in a fight.

Officers searched the driver’s home and, in a bathroom cabinet, found a large quantity of methamphetamine. In a desk drawer in the den, officers found a large quantity of cash, estimated to exceed $10,000. Three days later, the medical examiner described the cause of death as blunt force trauma to the rear of the head, consistent with striking his head on the clay urn. The bloody area on the man’s shirt was caused by a bullet wound. The bullet had entered his body just below his collarbone and exited his body just above his shoulder blade. In addition to the traffic violations, the accused was charged with homicide and drug possession with intent to distribute methamphetamine.
**Appendix B**

**Perceived Learning Self-Assessment**

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<tbody>
<tr>
<td>1. I think the in-class activities are</td>
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<td>2. I think having an activity that teaches me how to identify important issues is</td>
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<td>3. I think working in groups on in-class activities is</td>
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<td>4. I think having to take apart a fact pattern and identify issues is</td>
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<td>5. I think constructing reasoning to understand the course material is</td>
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<td>6. I think having to construct situations to apply what I learn is</td>
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<td>7. I think having the opportunity to interact with my classmates during in-class activities is</td>
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<td>8. I think having the chance to be active in class is</td>
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<td>9. I think having the opportunity to discuss with a group and then talk about our group’s findings with other groups in class is</td>
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<td>10. I think working together as a class with the emphasis on group thinking and discussion is</td>
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<td>11. I think the instructor walking around the room and working as a facilitator of my learning rather than standing up front and talking to me is</td>
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<td>12. I think in class activities help me learn more than listening to an instructor lecture</td>
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<td>13. I think I understand more about the course material when I have in-class activities that allow me to use it</td>
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<td>14. I think I remember more when I have in-class activities that have me apply the material by creating scenarios or hypotheticals and then taking them apart to further understand the course material is</td>
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<td>15. I think learning how to analyze and critically think about the course material is</td>
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Appendix C
Post Activity Questions

**Criminal Law:**
1) The medical examiner found cause of death to be blunt force trauma, not a gunshot wound. Is it plausible that the victim fell during the fight, striking his head on the clay urn? Because the elements of the crime of homicide require that the accused to have caused the death of another person is this charge supported by the facts? Would the facts have better supported a charge of manslaughter, where the *mens rea* is recklessness?

2) The accused shot the victim, but the wound was not lethal. Would the facts support a charge of aggravated assault?

3) Will the fact pattern support the elements of the crime of drug possession and distribution?

**Criminal Procedure and Constitutional Law Issues:**

1) Was the authority for the officers to force entry into the man’s home supported by an exception to the warrant requirement of the 4th Amendment? Which exception?

2) Did the officers have probable cause to search the entire house?

3) Was the seizure of illegal drugs and cash legitimate?

**Evidence:**

1) Should the evidence associated with the drug possession/distribution crime be excluded?
Appendix D

British Literature: Class Handouts

Round One: Themes common in British Romantic literature
1. The importance of nature, man’s relationship with nature, organicism
2. The power of human imagination, thought, or memory
3. The importance of individual, subjective experience; the importance of affection and human relationship
4. New kinds of heroes—including the Byronic hero

Group Work: Once your group has gathered and been assigned a theme, select a recorder. Then, complete the following exercises. We will call time.

1. Explain the theme or concept you have been assigned. List the qualities or characteristics or the key ideas you have learned about this concept.
2. Create a narrative or some other kind of imaginative document that illustrates your theme or concept. Be ready to explain to the class how your creation does this.
3. Find examples from your reading that illustrate your themes. Record the name of the text, the author, the page and line number where your example appears. Be ready to explain how the passages you choose illustrate your theme.

Round Two: Activity-based Learning Project

Please gather in the same groups you worked with before (see back of this sheet) and work together on the following timed projects:

CONCEPT: The BYRONIC HERO

1. In one paragraph explain the concept of the Byronic Hero. Include the origins of this new kind of hero, what the characteristics of this hero are, how this concept has influenced Western art and literature, and anything else that your group believes will demonstrate your understanding of the concept.
2. Construct a short narrative passage that reflects the concept of the Byronic hero. Be ready to explain how the passage you composed illustrates the concept.
3. As a group, collect examples from *Jane Eyre* that illustrate the concept of the Byronic hero and/or how this new kind of hero has influenced literature since the Romantic Period. Write down the page numbers where these examples occur and/or describe the actions, descriptions, etc. involved.