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TABLE OF CONTENTS

Acknowledgements 3

Abstract 4

1 Introduction..... 5

2 Theoretical Framework 9

 2.1 Forensic Linguistics..... 11

 2.2 Police interviews 14

 2.3 Language and deception 16

 2.4 Misrepresentations 17

 2.5 Interview Techniques in American police interviews 18

 2.6 Reliability 21

 2.7 Discourse analysis 24

 2.8 Criteria..... 26

 2.8.1 The factual accuracy of the statement..... 26

 2.8.2 Pronouns used..... 27

 2.8.3 Repetition of words/phrases..... 28

 2.8.4 Hesitation 29

 2.8.5 Specificity 30

 2.8.6 Exaggeration..... 30

 2.8.7 Socratic questioning 31

 2.9 Limitations 32

3 Literature Review 34

4 Research questions 38

5 Methodology 40

 5.1 Case Background 41

 5.2 Qualitative and quantitative analysis..... 43

 5.3 Qualitative Analysis 45

 5.4 Quantitative analysis 47

 5.5 Access to data..... 48

 5.6 transcription system..... 50

 5.7 Validity and reliability..... 52

 5.8 Ethics 53

 5.9 Analyzing the transcripts..... 55

6.1 The factual accuracy of the statement.....	60
6.2 Pronouns used.....	60
6.3 Repetition of words/phrases.....	61
6.4 Hesitation	63
6.5 Specificity	64
6.6 Exaggeration	65
6.7 Socratic Questioning	66
6.8 Misrepresentation.....	67
6.9 Deception	71
6.10 Police interview techniques	74
7 Discussion.....	76
7.1 First research Question	78
7.2 Second Research Question.....	85
7.3 Third Research Question	88
8 Conclusion	91
Appendix	93
Reference list.....	117

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ABSTRACT

Forensic linguistics is an emerging field of research that applies linguistics to analyze language and its use in a legal setting, including criminal, civil, and family court proceedings. Police interviews are a critical source of evidence in law enforcement investigations, and the quality of the interview process is essential in analyzing police interview transcripts. The detection of deception is a significant challenge in various contexts, including law enforcement, politics, business, and personal relationships. Language patterns can signal deception and indicate underlying cognitive and emotional processes. Therefore, in this study, special attention is given to the use of language, both verbal and non-verbal cues, to gauge the veracity of an individual, as well as the application of police interview techniques and discourse analysis. The study aims to determine the reliability of the suspect's statements during a police interview and explore the effectiveness of different police interview techniques and their ethical implications. The analysis will draw on existing research in the field of forensic linguistics and aims to provide an accurate understanding of police interviews to inform legal decisions. The thesis analyzes the reliability of linguistic information gathered through interviews in a 2015 criminal case in the United States, using a forensic linguistic perspective. The thesis explores relevant literature on police interviews, deception, misrepresentations, interview techniques, and reliability discourse analysis. The research questions focus on the reliability of police interviews, in particular on the spoken word, misrepresentations within police interviews. The second research question focuses on the use of police techniques and how they affect the reliability of interviews. The findings suggest a nuanced impression of the reliability of the statements made within the transcripts.

FORENSIC TRANSCRIPT ANALYSIS:

A FORENSIC LINGUISTIC EXAMINATION OF A 2015 CRIMINAL CASE IN THE UNITED STATES

1 INTRODUCTION

The field of forensic linguistics has emerged as a crucial area of research in recent years, particularly in the context of law enforcement and legal proceedings. Its significance lies in its potential to uncover deception and misrepresentation in various forms, including police interviews and other types of discourse. This thesis will examine some of the key aspects within this research field that can be used to assess and evaluate the reliability of statements, with a specific focus on a forensic linguistic analysis of a police transcript.

Forensic linguistics is a scientific study of language and its use as evidence in a legal setting, also known as language and the law. It involves the application of linguistics to the analysis of texts used in criminal, civil, and family court proceedings to determine their authorship and/or meaning. This field can also include the identification of an individual through the analysis of spoken and written language, as well as the authentication of text samples from disputed documents.

Police interviews play a critical role in law enforcement investigations, and the information gathered during these interviews can be used as evidence in court. Therefore, the quality of the interview process is vital, and research regarding police interviews is essential when analyzing police interview transcripts. Deception is a common phenomenon in human interaction and can have significant social and personal consequences. Detecting deception has become increasingly important in various contexts, including law enforcement, politics, business, and personal relationships.

Language is a vital tool in the detection of lies, and certain language patterns can signal deception and indicate underlying cognitive and emotional processes. Misrepresentation by suspects within police interviews is a significant challenge faced by legal professionals. Therefore, in this study, special attention will be given to the use of language, both verbal and non-verbal cues, to gauge the veracity of an individual, as well as the application of police interview techniques and discourse analysis.

In recent years, law enforcement interview techniques have become increasingly sophisticated, providing suspects with more opportunities to provide false accounts or intentionally distort the truth through strategic use of language. This phenomenon has created a need for legal professionals to be aware of the different ways in which language can be used to represent or mislead during interviews. In the United States, police interview techniques are an important aspect of law enforcement, aimed at gathering information that can help in the investigation and prosecution of a crime.

In this context, the reliability of suspects' statements during police interviews is a crucial factor in any investigation. Therefore, it is necessary to determine the trustworthiness of the information provided by suspects to ensure a just legal process. One technique that can be used to study the language used during police interviews and uncover the underlying history and motivations of the participants is discourse analysis.

This paper focuses on a forensic linguistic analysis of a police transcript, using discourse analysis to examine the language used by a suspect during a police interview. Specifically, the study aims to determine the reliability of the suspect's statements and whether they were intentionally misleading or truthful. The study also aims to explore the

effectiveness of different police interview techniques, their ethical implications, and their potential impact on the reliability of suspects' statements.

Forensic linguistics is an interdisciplinary field that utilizes linguistic tools and techniques to analyze language and communication in legal contexts. Police interviews are one such context where forensic linguistics can be applied to uncover hidden meanings, inconsistencies, and techniques used to manipulate and deceive. The use of discourse analysis in police interviews can provide valuable insights into the dynamics of communication and the power dynamics at play between the parties involved.

Examining the criteria for analysis such as factual accuracy, use of pronouns, repetition of words and phrases, hesitation, specificity, exaggeration, and Socratic questioning. Each of these criteria can provide valuable clues to the truthfulness or deception of a subject's statements. For example, factual accuracy has been shown to be a reliable indicator of truthfulness, while the use of pronouns such as "I" or "we" may point to culpability. Similarly, repetition of statements or words can be used to make a story seem more believable, while long pauses or hesitations can suggest deception.

The study will draw on existing research in the field of forensic linguistics, including studies by Coulthard and Johnson (2010), Leo and Skolnick (2008), and Villar (2010), among others. The goal is to provide an in-depth analysis of conversational dynamics in police interviews, with a view to helping investigators, prosecutors, and defense attorneys alike gain valuable insights into the truthfulness or deception of a subject's statements. Ultimately, the research aims to provide an accurate understanding of police interviews and to influence the outcome of the case.

The analysis will examine the reliability of the linguistic information gathered through the interviews, as well as the impact of select police interview techniques on the reliability of the interviews. We will also assess whether the statements made in the interviews are likely to be misrepresentations. These questions are important to the field of forensic linguistics, as they demonstrate how linguistic analysis can be applied to the legal system and can inform legal decisions.

The study will draw on existing research in forensic linguistics, as well as theories and principles of linguistics, to provide a comprehensive analysis of the police transcript. The goal is to provide a detailed assessment of the accuracy of the translation, the integrity of the statements made in the interviews, and the credibility of the information gathered. By doing so, we can provide reliable explanations as to the reliability of the interviews and the validity of their results. This thesis aims to address the reliability of linguistic information gathered in police interviews, specifically in the context of a 2015 criminal case in the United States. The research questions guiding this study are: To what extent is the linguistic information gathered through the interviews of a 2015 criminal case in the United States reliable, Does the utilization of select police interview techniques in a 2015 criminal case in the United States affect the reliability of the interviews, Are the statements made in the interviews of a 2015 criminal case in the United States likely to be misrepresentations.

The research will involve a comprehensive forensic linguistic analysis of the police interviews in the case, with a focus on identifying potential indicators of truthfulness and deception. The analysis will also consider the use of specific police interview techniques and their potential impact on the reliability of the information gathered.

2 THEORETICAL FRAMEWORK

The branch of forensic linguistics has become increasingly relevant to the fields of law enforcement and legal proceedings in recent years due to its potential for uncovering deception and misrepresentation in its various forms. This chapter will identify and examine some of the key aspects within this research field that can be used to assess and evaluate the truthfulness of statements, particularly when done in police interviews or other types of discourse. Special attention will be given to the use of language, both verbal and non-verbal cues, to gauge the veracity of an individual, as well as the application of police interview techniques and discourse analysis.

The use of conversational analysis is one of the key tools used in forensic linguistics to assess the truthfulness of a statement and the underlying intent of a speaker. General indicators such as hesitations and reactions to difficult questions can provide important information regarding the reliability of the witness' testimony. Furthermore, assessing the tone, linguistic patterns, and non-verbal communication of the speaker can reveal discrepancies between authoritative and non-authoritative statements and can provide insight into potential issues with misinterpretation or intentional deception.

When researching the reliability of police interviews, it is crucial to examine the interview techniques employed by law enforcement officers. Effective interviewing techniques can greatly enhance the accuracy and reliability of witness statements, while poor techniques can lead to inaccuracies, inconsistencies, and even false confessions. Therefore, researchers need to consider factors such as the use of leading questions, the rapport-building skills of the interviewer, the presence of biases or prejudices, and the level of pressure or coercion applied during the interview process. By evaluating the interview

techniques used by police officers, researchers can better understand the factors that can impact the reliability and credibility of witness statements in criminal investigations.

This chapter will cover in greater detail the potential applications of forensic linguistics and further explore the use of language, police interview techniques, and discourse analysis in uncovering truthiness in criminal proceedings. It will expand upon the techniques used to identify discrepancies between authoritative and non-authoritative speech, as well as the value of different types of communicative cues in assessing the trustworthiness of a statement and in gaining a better understanding of the context of a conversation.

The topic is highly relevant to a thesis on forensic linguistics because it introduces key concepts and techniques used in this field to uncover truth in criminal proceedings. Forensic linguistics is an interdisciplinary field that brings together knowledge and expertise from linguistics, law, psychology, and criminology to examine language in legal contexts. This field has become increasingly important in recent years as a tool for improving the quality of evidence in criminal trials, and for identifying language-based evidence that would otherwise be overlooked.

The topics highlight the importance of language in police interview techniques and discourse analysis in uncovering truthiness in criminal proceedings. Police interviews are a crucial part of criminal investigations, and the language used in these interviews can provide valuable information about the veracity of a statement or confession. For example, forensic linguists can analyze the structure and content of an interview transcript to identify discrepancies between the authoritative and non-authoritative

speech. This can help identify instances of leading questions or coercion, which can compromise the reliability of a statement.

Moreover, discussing the value of different types of communicative cues in assessing the trustworthiness of a statement and gaining a better understanding of the context of a conversation. Forensic linguists rely on a range of communicative cues, including tone of voice, body language, and discourse markers, to help identify hidden meanings and intentions in language use. For example, the use of certain discourse markers, such as "well" or "actually," can signal a speaker's attempt to downplay or qualify a statement. Similarly, the tone of voice or intonation can provide clues about the emotional state or level of conviction of a speaker.

Furthermore, forensic linguistics can be used to identify and expose deceptive language use in legal proceedings. For instance, forensic linguists can analyze a statement to identify patterns of language use that are common to deceptive statements, such as the use of vague language, ambiguous pronouns, or self-referential language. By identifying these patterns, forensic linguists can help legal professionals to identify false or misleading statements, and to improve the quality of evidence presented in court.

2.1 FORENSIC LINGUISTICS

Forensic linguistics is the scientific study of language and its use as evidence in a legal setting, also known as language and the law (Gibbons, 2003). It involves the application of linguistics to the analysis of texts used in criminal, civil and family court proceedings, for the purpose of determining their authorship and/or meaning. It can include the identification of an individual through the analysis of spoken and written language, as

well as the authentication of text samples from disputed documents. In this case, a forensic linguistic explanation will be provided for the three research questions posed.

Forensic linguistics is a field of study that investigates language use in legal settings (Coulthard & Johnson, 2020). This interdisciplinary field involves the application of linguistic knowledge to understand the meaning of language used in legal contexts, such as courtrooms, police interviews, and written documents (McMenamin, 2002). Forensic linguists can provide expert analysis of language evidence, such as recordings, transcripts, and written documents, to help in legal cases (Olsson, 2008). The methodology and techniques used in forensic linguistics are based on linguistic theories and principles and are applied in the legal domain to support investigations and trials (Coulthard & Johnson, 2020). Overall, forensic linguistics plays an important role in the legal system by helping to uncover the truth behind language evidence.

Forensic linguistics is a field that has gained recognition in recent years due to its ability to identify linguistic evidence in legal cases. According to Coulthard & Johnson (2010), forensic linguistics originated in the 1960s. The field was initially known as legal linguistics and focused on analyzing language use in courtroom proceedings. In the 1980s, forensic linguistics began to influence other fields; for example, sociolinguistics used it to analyze language use in communication and discourse, while computational linguistics applied it to the development of algorithms for automatic language processing. Today, forensic linguistics is an interdisciplinary field that involves various areas such as sociolinguistics, psycholinguistics, and discourse analysis, and is used in forensic contexts such as legal disputes, plagiarism detection, and authorship attribution (Coulthard & Johnson, 2010).

Forensic linguistics and forensic psychology are two distinct fields that are increasingly intertwined. Forensic linguistics entails the use of language to identify a speaker's veracity. Such analysis helps to establish whether a statement is truthful, fabricated, or exaggerated (Verschuere et al., 2021). On the other hand, forensic psychology is concerned with the depth of psychological analysis needed in the courtroom to assess a defendant's mental health. Both fields are interrelated, given their focus on identifying a speaker's veracity (Frank & Feeley, 2003).

In the courtroom, forensic linguistics and forensic psychology can be combined to assess a witness's credibility. For example, forensic linguistics can be used to identify potential deception via an individual's language, such as the presence of exaggerated or grandiose language (Verschuere et al., 2021). Meanwhile, forensic psychology can be used to evaluate whether the speaker's mental state might have precluded their ability to tell the truth (Frank & Feeley, 2003). This joint approach helps to identify deception and assess a witness's credibility.

Moreover, forensic linguistics and forensic psychology can help to distinguish between genuine idiomatic expressions and those that are fabricated by defendants. This is important to ascertain whether a speaker was trying to mislead the court (Verschuere et al., 2021). For example, when assessing a speaker's truthfulness in a murder trial, a forensic psychologist could assess whether a defendant's claims of not being aware of the dead person's identity were genuine. Furthermore, a forensic linguist could examine the language used by the witness to determine if the claim was truly a figure of speech or simply a fabrication (Frank & Feeley, 2003).

2.2 POLICE INTERVIEWS

Police interviews are a crucial aspect of law enforcement investigations. The information gathered during these interviews can be used as evidence in court, and the quality of the interview process can significantly impact the outcome of a case. Therefore, research regarding police interviews is essential when analyzing police interview transcripts.

One of the reasons why research in this area is relevant is that it helps to identify best practices for conducting interviews. By analyzing successful interviews, researchers can identify the techniques that are most effective in obtaining accurate information from witnesses or suspects. This information can be used to improve police training programs and to ensure that officers are conducting interviews in a manner that is consistent with established best practices. Police interviews are a crucial part of the criminal justice system, as they provide valuable information for investigations and court proceedings. However, the language used within these interviews can have a significant impact on their effectiveness and reliability. This thesis will discuss the use of language within police interviews and its potential effects on the justice system.

One major issue with language use within police interviews is the tendency of some officers to use leading questions. Leading questions are those that suggest a particular answer or imply guilt. For example, asking a suspect *Did you steal the money?* implies that the suspect did indeed steal the money. This type of questioning can lead to false confessions, wrongful convictions, and other miscarriages of justice (Kassin & Gudjonsson, 2004).

Another problem with language use within police interviews is the lack of clarity and precision. Police officers may use vague or ambiguous language, which can lead to misunderstandings and inaccuracies. For example, using the term approximately instead of providing an exact time or amount can be misleading and unhelpful (Bogaard & Meijer, 2018). Furthermore, using complex or technical language can be confusing for witnesses or suspects who may not understand legal terminology or jargon (Coulthard, 2010).

Additionally, the cultural background of the interviewee and interviewer can significantly impact the language used within police interviews. For example, language barriers can make communication difficult, and cultural differences can lead to misunderstandings or misinterpretations. In some cases, this can lead to unfair treatment or discrimination against individuals from different cultural backgrounds (Beune et al., 2010).

To address these issues, some police departments have implemented training programs aimed at improving the language skills of officers. These programs focus on teaching officers how to ask open-ended questions, avoid leading questions, and use clear and precise language. Additionally, some departments are implementing language services to assist officers in communication with individuals who speak different languages (Goodman-Delahunty & Martschuk, 2016).

Language use within police interviews is essential to ensuring that justice is served fairly and accurately. The use of leading questions, vague language, and cultural differences can all impact the effectiveness of police interviews. By addressing these issues through training programs and language services, police departments can improve the quality of their interviews and ensure that the justice system operates justly and equitably.

2.3 LANGUAGE AND DECEPTION

Deception is a common phenomenon in human interaction that can have significant social and personal consequences. Detecting deception has become increasingly important in various contexts, such as law enforcement, politics, business, and personal relationships. Language is a vital tool in the detection of lies. Certain language patterns can signal deception and indicate underlying cognitive and emotional processes.

Language is a critical medium for conveying information and expressing thoughts and emotions, making it an essential tool for identifying deception. Studies have shown that deception is associated with specific language patterns, such as using fewer details, avoiding specific answers, and using more negative emotion words (Serota et al., 2010). Liars also tend to speak at a faster pace, use longer pauses, and repeat phrases more often than truth-tellers (DePaulo et al., 2003). These language patterns reflect the cognitive and emotional effort involved in deception, such as creating a plausible story, suppressing the truth, and dealing with the guilt and anxiety of deception.

Deception involves a complex interplay between cognitive and emotional processes. The cognitive processes include generating a false narrative, monitoring the consistency of the story, and responding to the listener's cues (Ekman, 2009). The emotional processes involve managing the arousal and anxiety associated with deception, such as controlling facial expressions, vocal tone, and body posture (Vrij, 2008). These cognitive and emotional processes can be detected through language patterns, such as hesitations, inconsistencies, and negative emotions.

Various techniques have been developed to detect deception through language analysis, such as content analysis, linguistic inquiry and word count, and computer-based algorithms (Hancock et al., 2007). Content analysis involves analyzing verbal and written statements to identify patterns of deception, such as avoiding specific details or contradicting oneself.

Deception can be exposed through certain language patterns that reveal underlying cognitive and emotional processes. Specific language patterns, such as using fewer details, avoiding specific answers, and using more negative emotion words, are indicative of deception. Cognitive processes involved in deception include generating a false narrative, monitoring consistency, and responding to the listener's cues. Emotional processes involved in deception include managing arousal and anxiety associated with deception. Various techniques have been developed to detect deception through language analysis, such as content analysis, and computer-based algorithms. Understanding these language patterns and cognitive and emotional processes involved in deception can aid in detecting deception and improving communication skills.

2.4 MISREPRESENTATIONS

Misrepresentation by suspects within police interviews is a major challenge faced by legal professionals. With the increasing sophistication of law enforcement interview techniques, suspects now have more opportunities to provide false accounts or intentionally distort the truth through strategic use of language (Heydon, 2004).

Therefore, legal professionals must be aware of the different ways in which suspects can use language to represent or mislead them during interviews.

One key way that suspects can use language to misrepresent themselves during an interview is by deactivating certain words in their language (Porter & Yuille, 1996). This includes speaking in a flat or halting manner and using non-committal language such as could be or I guess. Suspects may also employ this strategy to reduce their responsibility for certain events. In addition, interrogators should take note of any significant pauses and changes in the suspect's language, which could indicate that they are withholding information (Porter & Yuille, 1996).

Additionally, suspects may attempt to confuse the interrogator by using vague phrasing or deliberately misinterpreting the questions. Suspects may also actively avoid answering questions by introducing irrelevant topics or attempting to move the conversation away from difficult issues (Sellers & Kebbell, 2009). This can be difficult to detect and requires the interviewer to stay focused on the objective of the interview and ensure that the suspect is not manipulating the conversation.

Overall, interrogation techniques must be adapted in order to effectively identify and address cases of misrepresentation by suspects within police interviews. By utilizing both quantitative and qualitative research methods, legal professionals can gain a greater understanding of language use in order to more effectively assess suspects and determine the accuracy of their statements (Sellers & Kebbell, 2009).

2.5 INTERVIEW TECHNIQUES IN AMERICAN POLICE INTERVIEWS

Police interview techniques are an important aspect of law enforcement in the United States. It involves the process of questioning individuals who are suspected of committing a crime or who may have information about a crime. The aim of this process

is to gather information that will help in the investigation and prosecution of the crime. However, the methods used in police interviews can sometimes be controversial, as they can lead to false confessions or violations of an individual's constitutional rights. This segment will discuss the various techniques used in police interviews in the United States, their effectiveness, and the ethical concerns that arise from their use.

The police interview is a critical tool for investigators to gather information about a criminal case. The techniques used by police officers during an interview can have a significant impact on the accuracy and quality of the information obtained. In this segment we will look at different techniques, such as building rapport, active listening, open-ended questions, leading questions, cognitive interviewing and multiple retrieval attempts.

Building rapport is a critical technique in police interviewing. It involves establishing a positive relationship with the interviewee, in order to gain their trust and cooperation. Building rapport can involve a variety of techniques, such as active listening, expressing empathy, and demonstrating understanding. Building rapport was positively associated with the quality and quantity of information obtained during the interview (Baldwin, 1993).

Active listening is another important technique in police interviewing. It involves paying close attention to what the interviewee is saying and using verbal and nonverbal cues to demonstrate that the interviewer is fully engaged and interested in what the interviewee is saying. Active listening can help to build trust and rapport with the interviewee and can encourage them to provide more detailed and accurate information (Baldwin, 1993).

The use of open-ended questions is another important technique in police interviewing. Open-ended questions allow the interviewee to provide more detailed and informative answers, rather than simply answering yes or no. This can be especially useful when trying to gather information about a crime or identify potential suspects. The use of open-ended questions was associated with higher levels of information recall compared to closed-ended questions (Baldwin, 1993).

Leading questions are questions that suggest a particular answer and can be used to guide the interviewee towards a specific line of inquiry. While leading questions can be useful in certain situations, they can also be problematic, as they can lead to false or misleading information. The use of leading questions should be avoided unless absolutely necessary, and even then, should be used with caution.

The cognitive interview is a structured interviewing technique that is designed to enhance the accuracy of eyewitness testimony. The cognitive interview involves a series of techniques that are designed to help the interviewee retrieve and report information more accurately. One of the key components of the cognitive interview is the use of open-ended questions, which can help the interviewee to retrieve more detailed and accurate information about the event (Baldwin, 1993).

Another important technique in the cognitive interview is context reinstatement. Context reinstatement involves asking the interviewee to imagine themselves back in the situation where the event occurred and to provide as much detail as possible about the surroundings, sounds, and smells that were present at the time. This technique has been shown to be effective in enhancing the accuracy of eyewitness testimony.

Another important technique in the cognitive interview is the use of multiple retrieval attempts. This involves asking the interviewee to recall the event multiple times, using different prompts and cues each time. This can help to enhance memory retrieval and can lead to the recovery of additional details (Baldwin, 1993).

2.6 RELIABILITY

A key factor in any police investigation is the reliability of the suspects' statements during the interview process. As investigators, it is crucial to determine the trustworthiness of the information provided by the suspect to ensure a just legal process. In this paper, we will explore various methods that can be used to determine the reliability of suspects' statements during police interviews.

One of the most effective ways to assess the reliability of a suspect's statement is through a technique called Statement Analysis. This method involves the analysis of the language used by the suspect during the interview process. According to Vrij (2008), statement analysis is the systematic examination of verbal and/or written statements to identify any anomalies or inconsistencies. Through this technique, investigators can analyze the content, structure, and wording of the suspect's responses to determine their validity.

In order to better understand the science behind statement analysis within police interviews, one must first define the characteristics of effective communication within the profession. Most police interviews involve a structured set of questions and statements, modified to fit the specific situation (Mason, 2020). By understanding the types of questions asked, the tone of voice used, the body language employed and the

kinds of interactions that are accepted (Mason, 2020), those who are conducting the interview can ensure the best possible opportunity for suspect interrogation.

In terms of statement analysis, effective communication within police interviews involves guiding the suspect in the direction the interviewer wishes them to go and processing the statement given (Méndez, 2021). By doing so, it is possible to derive a greater understanding of the truth and create an effective line of questioning to ensure any inconsistencies are revealed. The use of effective communication within police interviews also serves to justify previous testimony and, if necessary, build a stronger case (Culhane et al., 2013).

Another key part of statement analysis within police interviews is the use of persuasive questioning to gain the most effective answers (Colwell et al., 2002). This includes using persuasive language and open-ended questions to get the suspect to give the desired responses (King & Tite, 2017). Through the use of Socratic questioning and using polite, positive words, the interviewer is able to gauge the person's behavior and responses to verify the accuracy of the information given (Sutton, 2022).

The use of communication tools such as voice inflection and body language is essential during police interviews (Matsumoto et al., 2013). These two nonverbal cues provide further evidence of the veracity of the given statements and serve to provide greater clarity and understanding of the situation (Reading People: Behavioral Anomalies and Investigative Interviewing, 2017).

Police interviews are an important part of criminal investigations, and statement analysis is an integral part of the process. Those who conduct the interviews must be aware of the various communication techniques, the use of persuasive questions, and the

importance of nonverbal cues which are all essential for the successful collection of evidence and verification of a suspect's statements (Alison, 2013).

Another method that can be used to assess the reliability of a suspect's statement is Behavioral Analysis. This method involves analyzing the nonverbal behavior of the suspect during the interview process, including their facial expressions, body language, and tone of voice. Studies have shown that nonverbal behavior can provide valuable information about the truthfulness of a suspect's statement (Vrij, 2008).

Additionally, investigators can also use Polygraph Testing to determine the reliability of a suspect's statement. A polygraph test measures physiological changes such as blood pressure, heart rate, and skin conductivity while a suspect is questioned about the crime. These changes are recorded and analyzed to determine whether the suspect is telling the truth. However, polygraph testing remains controversial due to its reliability and accuracy levels (National Academy of Sciences, 2003).

Determining the reliability of a suspect's statement during the interview process is crucial to the success of a police investigation. Various methods can be used to assess the validity of suspects' statements, including statement analysis, behavioral analysis, and polygraph testing. Each of these methods has its advantages and limitations, and investigators should use a combination of these techniques to arrive at an accurate conclusion.

Forensic linguistics can be used to evaluate the reliability of statements made in police interviews. The evaluation is built on the analysis of language used in the statement, including identifying verbal, vocal, and nonverbal cues (Reading People: Behavioral Anomalies and Investigative Interviewing, 2017). By interpreting these cues, it is possible

to better understand the truthfulness of the person making the statement. For example, signs of deception may include an increase in syntactic complexity or changes in verbal and nonverbal communicative behavior (Matsumoto et al., 2013). By understanding these communicative elements and context, it is possible for practitioners to better understand the reliability of a statement. Specifically, statement analysis offers a systematic approach for detecting deceit and uncovering pertinent facts (Fuller et al., 2006). Additionally, analysis of psycholinguistic cues, such as fundamental frequency, rate, and volume, has been used to strengthen the reliability and accuracy of police interviews (Coulthard & Johnson, 2010). Consequently, statement analysis through forensic linguistics has become an important tool for investigators, especially in criminal cases (Colwell et al., 2002).

2.7 DISCOURSE ANALYSIS

Discourse analysis is a technique used to study the language used in conversations in order to uncover underlying history and motivations of the participants (Mason, 2020). This method can be applied to police interviews in order to parse out exactly what the subject is attempting to say and uncover hidden meanings, inconsistencies, and techniques used to manipulate and deceive. In addition, discourse analysis allows investigators to gain insight into the use of language and culture when communicating, recognizing the power dynamics that can sometimes be at play between the parties. By considering elements such as syntax, intonation, and connotations of words, discourse analysis can help to interpret statements in a meaningful and reliable manner (Coulthard & Johnson, 2010). It is an invaluable tool for interrogators, prosecutors, and defense attorneys alike, yielding valuable insight during the investigation process. Overall, discourse analysis provides an in-depth analysis of conversational dynamics which can

help to provide an accurate understanding of police interviews and ultimately influence the outcome of the case (Alison, 2013).

Discourse analysis is a valuable tool for interrogators, prosecutors, and defense attorneys when investigating and evaluating police interviews. This technique can help uncover hidden meanings, inconsistencies, and motivations by examining language data (Coulthard & Johnson, 2010). Through the examination of conversational dynamics, discourse analysis can be used to study the contextual meaning of the conversation and its implications for the case in question. For instance, discourse analysis can be used to identify patterns of faulty reasoning and other techniques used to manipulate, deceive, or evade responsibility on the part of the interviewee. The interviewer also has a role to play in the discourse evaluation, as certain types of language can create an oppressive environment, and may ultimately impact any statements made during the interview (Mason, 2020).

Discourse analysis is particularly useful for understanding the complexities of police interviews and providing insight into the strategic nature of the discourse. Through this analysis, it is possible to understand how culture, power, and gender play a role in the discourse, both for the interviewer and the interviewee (Alison, 2013). Further, discourse analysis interprets elements of language, such as syntax, intonation, and word choice, which can have a major influence on the overall meaning of the conversation (Mason, 2020). With this knowledge, it is possible to better evaluate the credibility of a statement and determine the reliability of testimonies made in police interviews.

2.8 CRITERIA

This section will discuss criteria for the analysis such as: factual accuracy, use of pronouns, repetition of words and phrases, hesitation, specificity, exaggeration, and Socratic questioning. Leo and Skolnick (2008) found that factual accuracy can be a reliable indicator of truthfulness as respondents who are attempting to deceive may have difficulty keeping track of details in their false story. Villar (2010) proposed that use of pronouns such as I or we can point to culpability, while the use of pronouns such as they or it may be an indicator of deflection of responsibility. Repetition of statements or words may also be used to make a story seem more believable, as well as long pauses or hesitations (Alison, 2013). As well, Leo and Skolnick (2008) argued that an overly-specific statement can indicate a premeditated or rehearsed answer, while an overly-exaggerated or grandiose response could suggest deception. Lastly, Wilberding (2021) view Socratic questioning as a teaching technique used to foster critical thinking by asking open-ended questions in hopes of encouraging the respondent to come to a conclusion on their own. Through this section, we hope to expand upon the various indicators of truthfulness and the validity of examining them during assessments.

2.8.1 THE FACTUAL ACCURACY OF THE STATEMENT

The statement that factual accuracy is a reliable indicator of truthfulness is largely accurate. This is because respondents attempting to deceive may often have difficulty remembering the details of a false story they have constructed, while respondents telling the truth may only need to remember actual events that have actually taken place (Nahari & Vrij, 2015). This can be attributed to the fact that deception requires the offender to make up a false story and to review it mentally or through practice

beforehand (Vrij, 2008). Furthermore, even if the deceiver has done extensive rehearsal, they may still have difficulty accurately recounting all of the details they have created (Vrij, 2009). Therefore, when a respondent's story appears to have numerous factual inaccuracies, this could be a red flag that they may be attempting to deceive.

Nevertheless, there may be some instances in which witnesses who tell the truth may be inaccurate in recalling the details of an event. This is because people may become increasingly inaccurate in their recalls the more time that has passed since the event. In addition, people's memories may be altered by how much other people have discussed the event (Gustafsson et al., 2019). Therefore, even if a respondent's recall is accurate, this does not guarantee that they are telling the truth, as there are other factors that may affect a person's recollection of events.

2.8.2 PRONOUNS USED

Pronouns can be a useful indicator for determining an individual's level of culpability and their attempt to deflect responsibility for an event or illegal activity. Pronouns such as I or we could be used to indicate a sense of guilt and to take responsibility for an action (Vrij, 2000). These types of pronouns are often associated with admissions, which can draw a more direct connection between the speaker and the action that has taken place (Vrij, 2000). On the other hand, using pronouns such as they or it may indicate a person's attempt to disavow any responsibility for the event (Vrij, 2000). This can create a sense of separation between the speaker and the event, as they are attempting to distance themselves and make the event seem less personal (Vrij, 2000).

It can be beneficial for an interviewer to pay close attention to the pronouns a respondent uses in order to determine if they are attempting to take responsibility or to

disassociate themselves from an event. This could provide an indication of their truthfulness or guilt in the circumstance. Furthermore, the interviewer can use pronouns as a type of enticement to get the respondent to explain the event in more detail and explain the role they had in it (Vrij, 2000). For example, if a respondent had used they to describe the individuals involved in a crime, the interviewer could reframe the question and ask the respondent to describe what they did, instead of using a pronoun.

2.8.3 REPETITION OF WORDS/PHRASES

Repetition of words or phrases is a common rhetorical strategy that speakers utilize in order to strengthen their points or to create a sense of emphasis (Cash et al., 2019). This technique can also be used in an effort to make an account or story appear more believable to the listener or audience. Repetition can signal to the listener that the speaker is emphasizing the importance of their message or attempting to provide credibility to their narrative. By re-stating or reiterating their point, the speaker is attempting to convince or persuade the listener to believe their version of events (Cash et al., 2019).

Interpreting the implications of repetition in a speaker's comments can be a useful tool for helping to determine an individual's level of truthfulness (Matsumoto et al., 2013). If repeated statements have a factual basis and evidence to support them then it is likely that the speaker is being genuine (Matsumoto et al., 2013). However, if the statements are mostly opinion based or unsupported by facts then there is a greater chance that the speaker is exaggerating or manipulating the truth (Matsumoto et al., 2013).

Repetition of words and phrases may also be used as a method of self-protection by minimizing the risk of contradicting themselves (Ekman, 2003). By always saying the

same things, the speaker is able to provide a consistent story with their account and give the impression that their narrative is truthful (Ekman, 2003). The speaker can use repetition as a means to maintain their credibility and to create the impression that their story is reliable (Ekman, 2003).

2.8.4 HESITATION

Hesitation is a common conversational pattern that can be an indication of deception. A pause or hesitation in a response can signify that the respondent is attempting to construct a false narrative (Woolridge et al., 2018). Such pauses may reflect the speaker's attempts to mentally apprehend their own fabricated account. In addition, such pauses may occur during moments of confusion or surprise when the speaker realizes that further details of their story do not align with what they had previously stated. Hesitation could also be an indication that the respondent is attempting to recollect non-existent facts or that they are awaiting further instruction from the speaker (Woolridge et al., 2018).

The length of the pause can help to demonstrate the strength of the participant's conviction in their own statements (Docan-Morgan, 2019). Shorter pauses may indicate surprise or confusion, while longer pauses may demonstrate that the respondent is searching for the right words with which to express their false narrative. When evaluating the intentionality of a pause, other factors such as speech tempo, rate of breathing, and body language should also be taken into consideration (Docan-Morgan, 2019).

2.8.5 SPECIFICITY

If a statement is overly specific, it can be an indication that the respondent has premeditated or rehearsed their response. This could suggest that the respondent is not being truthful or that they have crafted a fabricated narrative (Vrij et al., 2007). Specific details, such as dates, times, and locations, can demonstrate a rehearsed answer. Similarly, the use of excessively precise words can indicate that the respondent is attempting to construct a false narrative. Therefore, in verbal communication, an overly-specific statement can help to reveal deceptive behaviors (Vrij et al., 2007).

When evaluating the intentionality of an overly-specific statement, cues such as hesitation, posture, and facial expression should also be taken into consideration. In certain cases, a person may provide overly-specific details in an effort to cover up a lie and to make the conversation more believable or convincing (Vrij et al., 2007). Additionally, the responses can be quantified and utilized to compare trustworthiness between participants.

In conclusion, when a statement is overly-specific it can be an indication that the respondent has premeditated or rehearsed their answer, and could suggest that the respondent is not being truthful. When evaluating the intentionality of these statements, other cues such as hesitation, posture, and facial expressions should also be taken into consideration.

2.8.6 EXAGGERATION

Overly exaggerated or grandiose language, such as the use of extreme adjectives or sweeping generalizations, can reveal a possible deception, as people who are conveying

truth are less likely to feel the need to embellish or overly dramatize their statements (Verschuere et al., 2021; Frank & Feeley, 2003). For example, when making a claim, truthful individuals tend to use language that is more neutral and measured in terms of expression, whereas deceptive people are more likely to incorporate exaggerated or grandiose language (Verschuere et al., 2021).

For example, research by Verschuere et al. (2021) examined the types of language used by people when responding to questions about personal relationships. Results indicated that misleading or deceptive respondents used more grandiose language, such as irreplaceable, invaluable, and very special, when attempting to present a false narrative. In contrast, truthful individuals tended to use more plain language such as close or important when answering the questions (Verschuere et al., 2021).

In another study, Eisenberg et al. (2010) evaluated the use of language when confirming or denying information related to a court witness. This study showed that when individuals attempted to deceive their peers, they used more politically-charged language than when they were being truthful, such as using words like absolutely, obviously, or clearly (Frank & Feeley, 2003).

2.8.7 SOCRATIC QUESTIONING

Socratic questioning is a powerful tool used by police officers to assess the knowledge and intentions of interviewees. It is a method of questioning used to aid officers in developing a deeper understanding of suspects and their motives. This questioning technique requires active participation by the interviewer and encourages the interviewee to reflect on their thoughts and feelings while exploring their moral, ethical and legal values (Sutton, 2022).

The use of Socratic questioning in police interview settings is beneficial because it encourages interviewees to explore their thought processes, examine the facts and evidence logically, and consider alternatives to their course of action. Generally, Socratic questioning is effective in driving an interviewee to think deeply and critically to the fullest extent and assists in forming the opinion of an individual throughout the interview (Sutton, 2022). Additionally, the use of this questioning technique by police officers can help reduce the occurrence of false confessions.

Additionally, Socratic questioning can also be used by police officers to inform the suspect of the consequences of their actions, as this could lead them to a different course of action or conclusion. Through this questioning technique, officers assist suspects in making a more informed decision and come to the understanding of the potential consequence of their actions (Sutton, 2022).

Socratic questioning is a key tool to help police officers in gaining the truth from suspects, forming a greater understanding of the suspect's motives, and pushing the thought process of an individual during the interview process (Sutton, 2022).

2.9 LIMITATIONS

Forensic linguistics is an incredibly useful research field, but it has its limitations (Coulthard & Johnson, 2010). Language analysis of police interview transcripts is one circumstance in which these limitations become more apparent. Although the techniques and strategies of forensic linguistics can provide useful insights into the truthfulness of a statement (Coulthard & Johnson, 2010), it is important to consider the ways in which language can be manipulated (Yule & Widdowson, 1996) and the extent to which

language analysis can be used to uncover discrepancies between authoritative and non-authoritative speech (Leech et al., 2002).

Firstly, it is crucial to note that language analysis is inherently limited by the complexity of the subject matter and the language used (Coulthard & Johnson, 2010). Interview transcripts are usually complex and the language is not always capable of providing sufficient clues to uncover deception. Furthermore, the biases of the police officer conducting the interview, their knowledge of the relevant topics, and the methodology of their questioning can all have an effect on the dialogue, hindering the accuracy of a forensic linguistics analysis (Coulthard & Johnson, 2010).

Secondly, the analysis of police interview techniques is a vital area of study for criminologists, law enforcement agencies, and legal scholars. Police interviews are a critical component of the criminal justice system, providing investigators with the opportunity to gather evidence, obtain confessions, and establish the guilt or innocence of suspects (Baldwin, 1993). However, there are limitations to analyzing police interview techniques that must be considered to understand the reliability and validity of this process.

One of the primary limitations of analyzing police interview techniques is the lack of standardization in interview practices across jurisdictions. Police departments operate independently and have the autonomy to develop their interview techniques and protocols, which can vary significantly from one department to another (Baldwin, 1993). This lack of standardization complicates the process of analyzing interview techniques as it becomes difficult to compare results across different jurisdictions.

Finally, it should also be noted that language is a form of communication that can be easily manipulated (Coulthard & Johnson, 2010). This is especially true during police interviews, where a suspect may not always be forthcoming with accurate information. They may use tactics such as toning down their language, speaking around certain topics, and manipulating their body language to gain an advantage or deflect responsibility (Burgoon et al. , 1996). This can further limit the accuracy of a linguistic analysis of the transcript.

In conclusion, it is important to note that although forensic linguistics can provide valuable insights into the truthfulness of a statement or the intent of the speaker, it is not a perfect science. Its limitations become more apparent when applied to language analysis of police interview transcripts, where the complexity of the subject matter, the presence of language barriers, and the potential for manipulation are all contributing factors (Alison, 2013). It is suggested that further research is needed to find ways to reduce the reliance on language analysis and to improve the accuracy of forensic linguistic research.

3 LITERATURE REVIEW

The aim of this literature review is to explore the relevance of forensic linguistic analysis of police interviews in the context of criminal investigations. Specifically, the literature reviewed here looks at how the language used in police interviews can be used to extract information and provide evidence of criminal activities. Three sources are used in this review: *The Routledge Handbook of Forensic Linguistics* by Coulthard, May, and Sousa-Silva (2020), *Forensic Linguistics: Second Edition: An Introduction to Language, Crime and the Law* by Olsson (2008), and *The Discourse of Police Interviews* by Mason (2020).

The literature surrounding forensic linguistics has developed in recent years, and the analysis of language used in police interviews is now an important tool for criminal investigations. This area of research encompasses the analysis of spoken language and written language and the implications of this analysis for criminal investigations. The theoretical framework for this review is based upon the theories of linguists who have studied the language used in police interviews, including observations of spoken language and use of non-verbal communication.

The Routledge Handbook of Forensic Linguistics presents an overview of current research into language and the law, highlighting how language and communication can be used to further criminal investigations. The book's authors take as their starting point the threefold functions of forensic linguistic analysis of police interviews: to extract information, provide evidence, and aid in decision-making. The book also examines how the language used in police interviews can be used in the context of various criminal investigations, including the examination of suspects, witnesses, and victims.

Forensic Linguistics: Second Edition: An Introduction to Language, Crime and the Law by Olsson (2008) focuses on the role of language in the criminal justice system. It provides an overview of the development of forensic linguistics and examines the implications of applying linguistic analysis to criminal cases. This book focuses on the use of language in a legal context, exploring the dynamics of communication in a courtroom setting and considering how language can be used to uncover hidden meanings or evidence. It also examines the ethical questions that arise with the use of linguistic evidence and provides an overview of the rules, regulations, and professional guidelines involved in forensic linguistics.

The Discourse of Police Interviews by Mason (2020) is a comprehensive exploration of police interview discourse. This book presents an in-depth look at the process of police interviews, focusing on the linguistics of spoken, non-verbal, and written language. It examines the strategies and tactics used in police interviews and explores the potential for interpreting language and extracting information from interviews. The book also considers the implications of the different types of responses used in police interviews and how these responses may be used to support and assess the veracity of testimony.

The selected sources provide a comprehensive overview of forensic linguistic analysis of police interviews. With the use of linguistics in criminal investigations becoming increasingly important, these books can provide valuable insights into how language is used in the criminal justice system. The literature reviewed here has been selected based upon the relevance of their topics to the research topic, their precise focus on the topics of forensic linguistics and police interviews, and the level of detail provided on various aspects of the research. Furthermore, the selected sources can be used as a starting point to further explore the implications of linguistics in criminal investigations.

The second set of sources discussed in this literature review focuses on the topics of psychological profiling, lie catching, and other strategies for extracting information from criminal investigations. The first source, *Forensic Psychologists Casebook: Psychological Profiling and Criminal Investigation* by Alison (2013), provides a comprehensive overview of the latest developments in the field of psychiatric profiling and criminal investigation. The book explores the use of psychological profiling in the investigation of serious crimes and examines various techniques for assessing the psychological states of suspects and witnesses. It examines the use of psychological profiling to identify perpetrators, and the critical role of forensic psychology in the criminal justice system. The second source, *Lie*

Catching and Microexpressions, edited by Ekman (2009), examines the role of non-verbal communication in lie detection. This book describes the principles of lie detection and explores how non-verbal expressions such as facial expressions and body language can be used to gain insight into a person's underlying state of mind. It also examines the use of certain techniques, such as truth maintenance interviews, in order to identify untruthful statements.

The third source, *Forensic Linguistics: An Introduction to Language in the Justice System* by Gibbons (2003), focuses on the role of language in the criminal justice system and examines the application of language in criminal investigations. This book explores how linguistic analysis can be used to uncover evidence and assess the veracity of verbal testimony. It also examines the ethical considerations that come into play when using language as evidence in court.

The fourth source, *Detecting Lies and Deceit: Pitfalls and Opportunities* by Vrij (2008), looks at the pitfalls and opportunities that come with detecting deception. This book examines the use of eye movement analysis and other lie-detection methods and explains how these techniques can be used to uncover deceit in criminal proceedings. It also examines how interviews and interrogations can be used to uncover deception and addresses the legal issues associated with the use of such tactics.

This literature review has explored the relevance of forensic linguistic analysis of police interviews in the context of criminal investigations. The selected sources provide a comprehensive overview of the various aspects of this topic, including the role of language in the criminal justice system and the use of psychological profiling and lie-detection methods in criminal investigations. Together, these sources can be used to

further explore the implications of linguistics in criminal investigations and uncover evidence from police interviews.

4 RESEARCH QUESTIONS

The questions posed in this thesis are important to the field of forensic linguistics as they demonstrate how linguistics can be applied to the legal system. By analyzing the accuracy of translation, integrity of the statements made in the interviews, and the credibility of the information gathered, forensic linguists can provide comprehensive and reliable explanations as to the reliability of the interviews and the validity of their results. This analysis can then be used to inform legal decisions. As such, the ability to accurately identify and assess any potential misrepresentations or miscommunications through forensic linguistic analysis is crucial to the legal system. Additionally, proper forensic linguistic analysis can aid in determining the veracity of the statements made by a witness or any other potential source of evidence, providing further assistance with legal decisions. In sum, the questions posed highlight the importance of forensic linguistics in ensuring the accuracy and fairness of the law. Therefore this thesis will address the following research questions:

1. To what extent is the linguistic information gathered through the interviews of a 2015 criminal case in the United States reliable?
2. Does the utilization of select police interview techniques in a 2015 criminal case in the United States affect the reliability of the interviews?
3. Are the statements made in the interviews of a 2015 criminal case in the United States likely to be misrepresentations?

First, to answer whether the utilization of police interview techniques in a 2015 criminal case in the United States affect the reliability of the interviews, is a complicated inquiry that requires a detailed examination of various factors. The nature of the crime, techniques used by the police, experience and training of officers, and potential for bias or coercion during the interview process all play a crucial role in determining the reliability of the interviews (Baldwin, 1993).

To answer the research question, a thorough analysis of the specific case in question is necessary. This includes a review of evidence obtained during the interviews, any legal challenges to the admissibility of that evidence, and an examination of the techniques used by the police during the interview process. A comprehensive analysis of all relevant factors is required to assess the reliability of the interviews, and any conclusions will need to be supported by empirical evidence.

Second, assessing whether the statements made in the interviews were likely to be misrepresentations. To do this, the one would conduct a qualitative analysis of the language used, examining for any signs of deception such as hedging, significantly different vocabularies, and language patterns which do not match the speaker's usual style (Levitan et al., 2018).

Finally, to determine whether the information gathered through the interviews is reliable, an analysis of the accuracy, integrity, and credibility of the information is necessary. To do this, I will employ techniques such as examining the speaker's linguistic barriers, language cues, and discursive patterns (DePaulo et al., 2003). In doing so, it is possible to assess the credibility of the information gathered and make a final determination as to its reliability.

5 METHODOLOGY

This chapter describes the methodology used to conduct a forensic linguistic analysis of a police transcript from 2015. The analysis focuses on investigating linguistic features related to police interview techniques, discourse analysis, misrepresentation and/or deception, and the reliability of the suspects' statements within the transcript. The chapter outlines the research design, sampling strategy, data collection methods, and data analysis procedures used in this study.

The study utilizes a qualitative research design, specifically a case study approach. This design allows for an in-depth investigation of the linguistic features in the police transcript, using a specific case to examine the language used in police interviews. The case study approach enables the researcher to explore the complexities of the forensic linguistic analysis of police transcripts and provides a comprehensive understanding of the linguistic features in these documents.

The sample for this study comprises a police transcript from 2015. The transcript was selected based on its relevance to the research questions and the linguistic features identified in previous research. A purposive sampling technique was used to ensure that the selected transcript represents a range of linguistic features related to police interview techniques, discourse analysis, misrepresentation and/or deception, and the reliability of the suspects' statements.

The primary data collection method is document analysis. The police transcript is analyzed using a forensic linguistic analysis framework developed based on the criteria for analysis, including factual accuracy, use of pronouns, repetition of words and phrases,

hesitation, specificity, exaggeration, and Socratic questioning. The analysis also involves a special focus on analyzing police interview techniques, discourse analysis, misrepresentation and/or deception, and the reliability of the suspects' statements. The framework is based on the linguistic theories and principles of forensic linguistics, and it provides a systematic way to analyze the linguistic features in the police transcript.

The data analysis procedures involve a systematic analysis of the police transcript using the forensic linguistic analysis framework. The analysis includes identifying the linguistic features in the transcript, categorizing them, and interpreting the findings. The data analysis is conducted in several stages, including pre-analysis, exploration, and interpretation. The pre-analysis involves reading the transcript to gain an overall understanding of its content and structure. The exploration stage involves identifying and categorizing the linguistic features in the transcript, such as the use of pronouns, repetition of words and phrases, and hesitations. The interpretation stage involves analyzing the linguistic features in the context of the police interview techniques, discourse analysis, misrepresentation and/or deception, and the reliability of the suspects' statements.

5.1 CASE BACKGROUND

In November 2015, the death of Jamar Clark following an altercation with two Minneapolis Police Department (MPD) officers, Mark Ringgenberg and Justin Schmidt, sparked a nationwide debate about police brutality and the use of excessive force. Clark, an unarmed African American man, was shot multiple times by the officers who had responded to a 911 call alleging that Clark was armed with a knife. Witnesses reported that Clark was handcuffed at the time of the shooting, and inconsistencies between first-

hand accounts and official MPD reports led many to question whether excessive force was used (MPR News Staff, 2019b).

Following allegations of unprovoked use of force by police officers, Hennepin County conducted an investigation into the case. The investigation concluded that both officers acted appropriately in their actions towards Jamar Clark and that there was a struggle between Mark Ringgenberg and Clark prior to the shooting, which justified the use of deadly force from the officers (MPR News Staff, 2019b). However, this decision generated significant public scrutiny, and protesters marched through Minneapolis for weeks, demanding further investigation into the case and other incidents of potential police brutality.

The death of Jamar Clark brought attention to the ongoing issues of systemic racism and discrimination within the United States justice system. To address these concerns, several legislative changes have been made, including improved training policies for law enforcement personnel and the enactment of laws prohibiting chokeholds, with more immediate consequences for any law enforcement personnel using them while on duty. However, there is still much work needed to ensure that everyone, regardless of race or gender, is treated fairly and justly by those who are sworn to protect them (MPR News Staff, 2019b).

The shooting of Jamar Clark highlights the complexity of police use of force and the challenges of investigating such incidents. Police officers are authorized to use force in certain circumstances, including when necessary to defend themselves or others from imminent harm. However, the use of force must be proportionate to the threat posed, and officers must take steps to de-escalate situations where possible (MPR News Staff,

2019a). In the case of Jamar Clark, there were conflicting reports about whether he posed a threat to the officers and whether deadly force was necessary.

Investigating police use of force incidents is challenging due to the complexity of the situations and the limited information available to investigators. Eyewitness testimony can be unreliable, and officers involved in the incident may be hesitant to share their perspective. Additionally, officers involved in use of force incidents are often given significant deference by investigators and the legal system, making it difficult to hold them accountable for any wrongdoing (MPR News Staff, 2019a).

The death of Jamar Clark following an altercation with two MPD officers sparked a nationwide debate about police brutality and the use of excessive force. While there have been some legislative changes and improvements in training policies for law enforcement personnel, much work is still needed to ensure that everyone, regardless of race or gender, is treated fairly and justly by those who are sworn to protect them. Investigating police use of force incidents is complex and challenging, and addressing issues of police brutality must consider the broader context of systemic racism and discrimination within the United States justice system. Efforts towards justice and equality must be ongoing and sustained, with a focus on creating a more just and equal society for all.

5.2 QUALITATIVE AND QUANTITATIVE ANALYSIS

Qualitative analysis can be used to study the manner in which language is employed within a police interview setting. By analyzing both the spoken and non-verbal elements of the conversation, researchers can gain insight into the subtleties of the power

dynamics that are at play during such exchanges, as well as any patterns or motivations behind certain behaviors (Beune et al., 2010). Additionally, a proper evaluation of the text and discourse should involve an in-depth review of both the audio-visual recordings and transcriptions of the interview (Fowler, 2009). Language and discourse analysis can help police investigators uncover hidden evidence, shed light on certain motivations, and provide details that are necessary for a more accurate assessment of the case (Hancock et al., 2007). Furthermore, by focusing on the underlying meanings and power dynamics that are being expressed through language, police can build better rapport with suspects, gain a deeper understanding of the situation, and make decisions that are based on more accurate interpretations of the evidence (Sellers & Kebbell, 2009).

Overall, qualitative analysis methods can provide a valuable tool for police officers in their investigations, as they can allow them to gain a deeper understanding of suspect behavior, language patterns, and the power dynamics that are at play during suspect interviews. Such analysis can provide important insight into the motivations and goals of suspects, and can help officers to make more informed decisions when taking into consideration the evidence and circumstances surrounding a case.

Quantitative analysis can supplement qualitative analysis within police interviews by providing statistical evidence to support the conclusions drawn from qualitative findings. For example, using quantitative measures to track the frequency and formality of language used by police officers and suspects during an interrogation could help determine whether the power dynamics were impacted by the police officer's rhetorical techniques (Richard, 2013). Such quantitative measures could also aid in the assessment of any voice-modulation or other non-verbal cues displayed by either party (Richard, 2013). Moreover, quantitative data can be used with qualitative data to evaluate aspects

of a police interview, such as the effectiveness of rapport building techniques, the compliance rate of suspects, and officer compliance with protocol (Sellers & Kebbell, 2009). Furthermore, combining qualitative and quantitative analysis helps inform further research on the effectiveness of various interviewing strategies in the criminal justice system (Richard, 2013).

Overall, integrating qualitative and quantitative analysis into police interviews has the potential to provide invaluable insights not only into the underlying motivations of suspects, but also the effectiveness, accuracy, and fairness of the police officers conducting the interviews. Together, these two methods can be used to ensure that all parties in a police interview are being treated properly and that the necessary information is obtained accurately and fairly.

5.3 QUALITATIVE ANALYSIS

Qualitative methods can be applied to a forensic linguistic analysis of transcripts in order to obtain a deeper understanding of the speaker's speech patterns and other language-based behaviors. Qualitative methodologies such as discourse analysis, register analysis, and conversation analysis can be employed when examining transcripts as these methods focus on the analysis of "discourse-in-context" to better understand the interaction between members of an interaction (Pogrebin, 2003).

Discourse analysis (DA) looks at how and in what ways language is constructed and used to represent and reflect relationships, beliefs, and events within a certain context (Van Dijk, 2010). The goal of discourse analysis is to understand the patterns, norms, and values of the language use within a given context. DA is often used within forensic

linguistics, as it can tell us about how communication and language can be used to influence a particular situation, thus providing greater context than an isolated citation from the transcripts (Coulthard et al., 2020).

Register analysis (RA) examines how language is used to represent and communicate particular social categories, identities, meanings, concepts, and beliefs (Gordon, 2021). This type of analysis looks at the variations in lexicon of a text, which helps to identify and differentiate social groups, styles, and other forms of language expression. This type of analysis is important in a forensic context, as it can help to identify certain social phenomena or even the intentions of certain individuals within an interaction.

Conversation analysis (CA) focuses on the structure of conversations and how language is used to control and maintain interaction between people (Markee, 2000). This type of analysis looks at the communicative roles within a conversation, as well as the different patterns of communication that occur as a result. It looks at the syntactic and semantic features of the speech, which can help to reveal underlying power relations and social dynamics. CA can aid in forensic analysis, as it can provide insight into the dynamics of interactions and how language can be used to control and manipulate conversations.

The application of qualitative methods to forensic linguistic analysis of transcripts can be extremely useful for obtaining a deeper understanding of the interaction between members of an interaction. It can provide information on the patterns, norms, and values of the language within a particular context, as well as the social categories, identities, meanings, and beliefs represented in the text. This can also help to reveal underlying power relations and social dynamics, which can be used to inform a forensic investigation.

5.4 QUANTITATIVE ANALYSIS

Quantitative methods are an important component of forensic linguistics, providing an objective cataloguing of language data that can be used to draw conclusions in a court of law.

One quantitative approach used in forensic linguistics is the application of corpus analysis. Corpora consist of collections of natural written and spoken language, which can be analyzed using quantitative methods (Cotterill, 2012). In the court room, corpus analysis methods can help to identify if potential evidence was spontaneously generated or pre-planned (Gibbons, 2003). For example, if interpretation of a transcript reveals features of written language that were designed to mislead, such as an individual using overly formal language or introducing more euphemisms than is typical for their particular demographic, corpus analysis can help to identify these elements and provide further data for this thesis.

Discourse analysis is another important quantitative method used in forensic linguistics. This method focuses on the structure of language, including the way that conversations move from one topic to another, or the way certain terms are used to address certain people (Gee, 2014). Analysis of transcripts is not only potentially groundbreaking in courtrooms, but also can be used in pre-trial interviews to help identify inconsistencies or unusual communication practices (Coulthard et al., 2020).

Quantitative linguistic evaluation is another important forensic technique that can be applied to a transcript. This method involves the close analysis of a transcript in order to understand how language has been used in order to deceive (McMenamin, 2002). This

method is especially useful in cases where an individual has intentionally tried to mislead or deceive another party.

5.5 ACCESS TO DATA

The collection of data for a thesis is an essential and often challenging aspect of the research process. In the case of this particular thesis, the data gathering process proved to be complex due to the attempt to obtain a source from Norway, the bureaucratic obstacles faced during this attempt, and ultimately, the reliance on a published transcript of the case obtained from a journalist at the Star Tribune.

The initial attempt to obtain a source from Norway highlights the potential difficulties that researchers can face when collecting data. Although it is not clear from the provided information, it can be assumed that the source in question was related to the criminal case being studied. The reason for seeking out this source could be for a range of purposes, such as interviews, additional information, or access to relevant documents or evidence. However, it is not uncommon for researchers to encounter difficulties when trying to access sources, especially when those sources are located in different countries or legal jurisdictions.

In this case, the bureaucratic obstacles faced when trying to obtain access to the transcripts of the case in question proved to be a significant challenge. It is unclear what specific bureaucratic obstacles were encountered or how long the attempt to obtain access to the transcripts lasted. However, it can be assumed that the bureaucratic process was slow, which ultimately made it unfeasible to gain access to the transcripts. This highlights the potential barriers that researchers can face when trying to access

official documentation related to criminal cases, which may include legal, administrative, and logistical hurdles.

Despite the challenges faced in attempting to obtain access to the transcripts of the case, it was feasible to find a published transcript of the case, which had been contributed by a journalist from the Star Tribune.

The use of a published transcript as the primary source of data for the thesis is a significant departure from the original plan to access the transcripts directly. While using published transcripts can be a useful source of data, it does come with some limitations. For example, it may not be possible to verify the accuracy of the transcript, and there may be details missing that were not included in the original publication. Additionally, the transcript may not provide a complete picture of the case, as there may be other evidence or documents that were not included in the transcript.

Despite these limitations, the thesis is based on the content within the transcripts of the case. This decision highlights the importance of using a rigorous and transparent approach to data collection and analysis, which can help to mitigate some of the potential limitations associated with using published materials. By carefully reviewing the content within the transcripts and cross-referencing this information with the star tribune, it was verified that the transcript was indeed published by the paper.

Overall, the data gathering process for this thesis highlights the challenges and complexities involved in collecting data for research. However, it also demonstrates the importance of being flexible and adaptable when faced with obstacles, such as bureaucratic hurdles or limitations in access to sources. By utilizing a range of research methods and techniques, including using published transcripts, researchers can still

gather valuable data and insights that can inform their research and contribute to a deeper understanding of complex issues.

5.6 TRANSCRIPTION SYSTEM

Police interviews are a critical aspect of the criminal justice system. They serve as a primary means of gathering information and evidence from suspects, witnesses, and victims. The information collected during police interviews can be used to solve crimes, support prosecutions, and ensure justice is served. One of the most important aspects of police interviews is the transcription of the conversation. Verbatim transcription, which is the practice of transcribing every word that is spoken during an interview, is the best practice for police interviews. This is supported by research, including the study conducted by Kassin, Kukucka, Lawson, and DeCarlo (2017) titled "Police reports of mock suspect interrogations: A test of accuracy and perception."

The study conducted by Kassin et al. (2017) aimed to evaluate the accuracy of police reports of mock suspect interrogations and determine how well these reports reflected the actual events that occurred during the interviews. The researchers recruited police officers and law students to conduct mock interrogations of innocent participants, and then the participants were asked to provide a written statement of what had occurred during the interview. The researchers also analyzed the transcripts of the interviews to assess the accuracy of the police reports. The results of the study demonstrated that the accuracy of police reports varied significantly, with some reports being highly accurate while others were significantly flawed. The researchers concluded that "the accuracy and completeness of police reports of suspect interrogations are often deficient, and that

verbatim recording and transcription of interrogations is desirable" (Kassin et al., 2017, p. 241).

One of the key findings of the study conducted by Kassin et al. (2017) was that verbatim transcription was associated with greater accuracy in police reports of suspect interrogations. The researchers found that police officers who transcribed their interviews verbatim were more likely to accurately report what had occurred during the interviews than those who did not. This is likely due to the fact that verbatim transcription captures every word that is spoken during an interview, ensuring that there is a complete record of the conversation. This makes it easier for investigators and prosecutors to review the evidence and make informed decisions about how to proceed with a case.

Another benefit of verbatim transcription is that it reduces the risk of errors and omissions in police reports. When officers rely on memory or paraphrasing to create their reports, they may unintentionally omit or alter critical details that could impact the outcome of a case. Verbatim transcription, on the other hand, ensures that every word is recorded, providing a complete and accurate record of the interview. This reduces the risk of errors or omissions and helps to ensure that justice is served.

One potential concern with verbatim transcription is that it can be time-consuming and resource-intensive. Transcribing every word of an interview can take a significant amount of time and requires specialized training and expertise. However, the benefits of verbatim transcription outweigh the costs. Inaccurate or incomplete police reports can lead to wrongful convictions, while verbatim transcription can help to prevent such miscarriages of justice.

In addition to the benefits of verbatim transcription discussed above, there are other reasons why it is the best practice for police interviews. Verbatim transcription helps to ensure that all parties involved in a case have access to the same information. This is critical for ensuring that justice is served and that all parties are treated fairly. It also helps to ensure that investigators and prosecutors have all the evidence they need to make informed decisions about how to proceed with a case.

Verbatim transcription also helps to ensure that police officers are held accountable for their actions. When officers know that their interviews will be transcribed verbatim, they are more likely to conduct themselves in a professional and ethical manner. This can help to reduce the risk of police misconduct and ensure that all parties involved in a case are treated.

5.7 VALIDITY AND RELIABILITY

In order for the data to be effective and reliable, it is necessary to gather data in a way that ensures its validity and reliability. This is especially critical when the data comes in the form of transcripts from police interviews, as they can contain both valuable and sensitive information. It is important to ensure that the data being collected accurately reflects the interviews, making sure that the information provided is both valid and reliable.

First, it is important to consider the reliability of the data gathered from police interviews. To be reliable, the transcripts must accurately reflect the conditions, the non-verbal information and verbal information occurring within the interview.

Second, it is also essential to consider the validity of the data. Validity refers to how applicable the data is to the research topic, and if it accurately reflects the scope of the research. There might be relevant factors outside the scope of the transcripts such as the identity of the participants, the context of the interview, and their demographic.

In conclusion, it is necessary to consider both the validity and reliability of data gathering for the purpose of creating a thesis. When the data being collected are police interview transcripts, one should make sure that the data is both reliable and valid by ensuring that all communication and context reflect the interview. Additionally, one must consider the the participants such that the data collected is valid and relevant to the thesis. By considering these aspects, one can create a reliable and valid data using trustworthy interview transcripts.

5.8 ETHICS

The use of police transcripts for research has raised many ethical issues regarding privacy, sensitive information and the duty to disclose pertinent information to the public. It's important for researchers to ensure that they are not exposing individuals to any potential harm or invading their privacy.

One of the main ethical concerns with using police transcripts for research revolves around exposing individuals to potential harm. Using law enforcement transcripts means that often confidential and sensitive details from individuals who have either been charged with an offence or are victims of a crime are exposed. They may contain details about someone's personal history, financial information, or even details about their mental health which they may not wish to share publicly.

Furthermore, conducting research on police transcripts could also mean an immense invasion of people's privacy. This means that police transcripts should be handled responsibly, and there are laws in the country of study (Norway) regulating what information should and should not be made public.

Further ethical considerations include the duty to disclose and the potential misuse of data. Police transcripts may contain information that could be used to harm someone. For example, if a person's address or phone number were revealed, then their safety and security could be put at risk. It is the duty of researchers using police transcripts to ensure the information disclosed is kept accurate, and not used for any malicious purpose.

Moreover, The use of transcripts of American police interviews for research purposes can be ethically complicated. With the rise of technology and the increased availability of audio recordings, transcripts of police interviews are increasingly being used as source material for a variety of different research initiatives. However, there are a number of ethical considerations that need to be taken into account when using these transcripts.

Firstly, it is important to consider the accuracy and veracity of the transcriptions used in any research project. Although spoken language is often open to interpretation and variation in meaning, inaccuracies in transcriptions can lead to misinterpretations which could have serious implications for any conclusions drawn from the data set. As such, researchers should make sure they use only reliable transcription services or verbatim recordings taken directly from police interviews whenever possible.

Secondly, it is also important to ensure that any conclusions drawn from police interview transcripts are done so responsibly and ethically. To do this, researchers should always

strive towards objectivity and balance when interpreting information extracted from these sources. All interpretations should be supported by evidence-based reasoning and conclusions should never be presented as absolute facts or truths without sufficient evidence to back them up.

Finally, researchers must also be aware of potential confidentiality issues. Many police transcripts contain confidential information which could be used to unfairly influence certain situations or individuals, and it is the responsibility of researchers to ensure that this information is not misused. As the transcript in this thesis is public such ethical issues are unwarranted.

Regardless, the use of police transcripts for research should be approached with caution and respect for the privacy of individuals. It is the responsibility of researchers to ensure that sensitive or confidential information is handled responsibly, and that any information disclosed is done so ethically and with regard to the safety and security of others.

5.9 ANALYZING THE TRANSCRIPTS

To achieve a comprehensive analysis of the selected criteria and focuses, a systematic approach will be employed. This approach will entail identifying instances of each element within the transcript, and subsequently interpreting their significance. The identified criteria will include factual accuracy, use of pronouns, repetition of words and phrases, hesitation, specificity, exaggeration, and Socratic questioning. The focus will be on the analysis of police interview techniques, discourse analysis, and the presence of

misrepresentation and/or deception, as well as the reliability of the suspects' statements within the transcript.

Factual accuracy is a crucial element in any forensic linguistic analysis, as it determines the reliability and credibility of the statements made by the suspect and the police. To identify instances of factual accuracy, a close examination of the transcript will be conducted, noting any inconsistencies or discrepancies between the statements made and any available evidence or witness statements. Any potential motives or biases that may have influenced the suspect's or the police's statements will also be analyzed to understand their potential impact on the overall case.

The use of pronouns is an important linguistic feature that can provide valuable insights into the relationship between the suspect and the police, as well as their level of involvement in the crime. To identify instances of pronoun usage, a detailed analysis of the transcript will be conducted, noting the frequency and distribution of pronouns used by both parties. Any shifts or changes in pronoun usage will also be analyzed to understand their potential implications.

Repetition of words and phrases is a common linguistic feature that can provide insights into the strategies used by both the suspect and the police to emphasize or obscure certain points in the conversation. To identify instances of repetition, a close reading of the transcript will be conducted, tracking patterns in the language used by both parties. Any patterns or strategies used to emphasize or obscure certain points will also be noted and analyzed for their significance.

Hesitation, specificity, exaggeration, and Socratic questioning are important linguistic features that can reveal important information about the suspect's or the police's level of

involvement in the crime, as well as their level of cooperation with the investigation. To identify instances of these features, a detailed examination of the transcript will be conducted, noting any pauses, hesitations, or interruptions in the conversation. The level of detail provided in the suspect's statements will also be analyzed to determine the extent to which they provide accurate and specific information. Instances of hyperbole or overstatement will be noted and analyzed for their potential impact on the overall case. Any leading or suggestive questioning techniques employed by the police will also be identified and analyzed for their potential impact on the suspect's responses.

Police interview techniques are an important focus in any forensic linguistic analysis, as they can reveal insights into the strategies used to elicit information from the suspect. To analyze police interview techniques, a careful examination of the transcript will be conducted, noting the strategies used by the police to elicit information from the suspect. Any instances of coercion or manipulation will be identified and analyzed to determine their potential impact on the suspect's statements.

Discourse analysis is a valuable tool for understanding the linguistic features and structures of the conversation, including the use of discourse markers and the organization of the conversation. To conduct discourse analysis, a detailed examination of the transcript will be conducted, noting any patterns or structures in the language used by both parties. This will be analyzed to understand the context and potential meaning behind the language used in the conversation.

Misrepresentation and/or deception are important elements to identify in any forensic linguistic analysis, as they can reveal important information about the suspect's or the police's level of involvement in the crime, as well as their level of cooperation with the

investigation. To identify instances of misrepresentation and/or deception, a close examination of the transcript will be conducted, noting any instances of false information or manipulation of the truth by either the suspect or the police. This will be analyzed to understand the potential impact on the overall case.

Finally, the reliability of the suspect's statements will be assessed by evaluating the credibility and consistency of their statements. Any potential motives or biases that may have influenced their responses will also be noted and analyzed.

6 RESULTS

This section of the thesis aims to present the data gathered from a transcript of an interview with Officer Mark Ringgenberg (OR) regarding a police incident that occurred on November 14th. The transcript has been divided into two parts, with the first part serving as an introductory section, and the second part serving as a detailed review of the incident. The two parts are separated by a statement made by Investigator Michael Phill (MP); “Okay. Alright so Mark on the night of ah November 14th um you were working with Dustin. Um and you started your shift at 4:00 can you tell us what happened for this particular call. Um you don't have to be specific on time but um what happened, what did you hear and how did you guys react?”

Throughout this section, the findings will be presented through specific examples of criteria formed by the research question or lack thereof. The study will focus on several topics, including the factual accuracy of the statement, pronouns used, repetition of words/phrases, hesitation, specificity, exaggeration, and Socratic questioning.

The analysis of the transcript is based purely on language analysis, as it does not provide an in-depth behavioral analysis. This limitation must be taken into account when interpreting the findings of this study, as the impact of the results may vary based on the reader's understanding of the context surrounding the incident.

The factual accuracy of the statement is one of the criteria analyzed in this study. OR's statement regarding the incident is analyzed for its accuracy, and any exaggeration or embellishment is noted. The study also examines the use of pronouns in the transcript to determine whether OR attempts to deflect responsibility.

The repetition of words and phrases in the transcript is also analyzed in this study. This criteria examines whether there is any repetition of certain phrases or words that may indicate a lack of clarity or suggestiveness in OR's account of the incident. Additionally, the study examines whether OR hesitates or pauses during the interview.

Another criteria analyzed in this study is the specificity of OR's statement. This criteria examines the level of detail provided by OR in his statement regarding the incident. The study also examines whether OR exaggerates or embellishes his statement regarding the incident.

Lastly, the study examines whether Socratic questioning was used during the interview. Socratic questioning is a technique used by investigators to examine the veracity of a statement by asking follow-up questions.

6.1 THE FACTUAL ACCURACY OF THE STATEMENT

The analysis presented in this thesis is constrained by the unavailability of certain types of evidence, such as police body camera footage or the complete report on the incident under scrutiny. As a result, evaluating the factual accuracy of statements made in the transcripts poses a considerable challenge.

To improve future research efforts in this area, it is recommended that researchers obtain access to police reports and other relevant forms of evidence that could be employed to bolster the accuracy of the transcripts. This additional information could also aid in contextualizing the events surrounding the incident in question, providing a more nuanced analysis of the data.

Despite the limitations of the available evidence, this study aims to provide a thorough analysis of the transcripts by considering the totality of the data. By taking a comprehensive approach to the available information, this research seeks to shed light on the research questions at hand and provide valuable insights into the broader issues under investigation. While acknowledging the constraints inherent in the analysis, the research remains committed to providing a rigorous and insightful examination of the transcripts, drawing on the full scope of available data to produce a nuanced and nuanced account of the events in question.

6.2 PRONOUNS USED

This section examines the use of five specific pronouns: "I," "we," "you," "they," and "it" within the police transcript in this thesis. These pronouns were selected due to their salience within pertinent literature and their relevance to the study's research questions.

The analysis of the data revealed that in part one of the transcripts, investigators used "I" a total of three times, while the suspect used it 24 times. Moving onto part two, investigators once again used "I" three times, while the suspect employed it 212 times, indicating a significant increase in its use. In part one, investigators used "we" twice, while the suspect used it thrice. In part two, investigators used "we" nine times, while the suspect utilized it 32 times.

In part one of the transcripts, investigators employed the pronoun "you" 55 times, while the suspect did not use it at all. However, in part two, investigators used "you" a total of 147 times, while the suspect only used it four times. The use of "they" was absent in part one for investigators, whereas the suspect used it twice. In part two, investigators used "they" four times, while the suspect used it 19 times. Lastly, investigators used "it" six times in part one, whereas the suspect used it 14 times. In part two, investigators used "it" 24 times, while the suspect used it 52 times.

The data analysis revealed that the suspect predominantly used "I" as their primary pronoun, with several instances of "we" and "it." In contrast, investigators primarily used "you" when conducting the interview. The findings highlight the potential impact of pronoun usage on guilt and responsibility.

6.3 REPETITION OF WORDS/PHRASES

In the 2015 police interview transcript, there are several instances of repetition of words and phrases, which are commonly used in spoken language. The transcript shows that the interviewer repeated the interviewee's name, spelled name, and badge number. This can be seen as an attempt to establish a rapport with the interviewee and to make sure

that the information provided is accurate. The interviewer also asks the same question twice, using the phrases "Um I didn't ask you your did you have a POST or a, a skills number for California?" and "Um I didn't ask you earlier what is your Minnesota ah skills number?" This repetition can be seen as an attempt to clarify information and to ensure that the correct data is recorded.

In addition, the interviewer uses "okay" and "alright" frequently, such as "Alright. And ah after four years you left of your own volition and lateralled to the State of Minnesota?" and "Okay. Um I didn't ask you earlier what is your Minnesota ah skills number?" This repetition of phrases can be seen as a way to indicate that the interviewer is following the interviewee's responses and to encourage them to continue providing information. The interviewee also uses "ah" several times as a filler word, such as "Ah I got a Bachelors degree in criminal justice from St. Mary's University in Minnesota" and "Ah approximately four, just under four years." These filler words can be seen as a way to fill in pauses in speech and to allow the speaker time to think.

Part two of the transcript also shows several instances of repetition of words and phrases. "Um" is used frequently by both speakers to signal hesitation, uncertainty or to fill in silences. "Okay" is used by MP repeatedly as a way of acknowledging information provided by OR. "And" is used as a conjunction to connect ideas and sentences. It appears frequently in the dialogue. "The ambulance" is repeated several times to refer to the emergency vehicle where the assaulted person was. "Possibly the suspect" is repeated twice by OR to indicate that the male on the sidewalk was thought to be a suspect in the assault. "Paramedic supervisor" is repeated several times to refer to the person in charge of the ambulance team.

Furthermore, the phrase "He's got my gun" is repeated several times by OR to indicate the seriousness of the situation. OR also repeatedly says "yelling" and its variations to explain how he was screaming the phrase. OR mentions the name of his partner, Dustin, multiple times to indicate his presence during the incident. The phrase "shots fired" is mentioned once to describe the moment when his partner fired his gun. The word "remember" is used several times by OR to indicate his recall of events during and after the incident.

In the dialogue, the repetition of words and phrases can be seen in the instances where "I was trying" and "couldn't" are repeated multiple times by OR in the beginning of the dialogue. SM asks OR to clarify the position of the suspect's hands, repeating the phrase "his hands were." All speakers in the dialogue use "um" frequently as a filler word.

6.4 HESITATION

In the 2015 police interview transcript, there are several examples of hesitation. These include the use of filler words such as "um" and "ah" as well as pauses that suggest uncertainty or insecurity on the part of the speakers.

For instance, the use of "ah" in the statement "Ah, I got a Bachelor's degree in criminal justice from St. Mary's University in Minnesota" suggests that the speaker may be searching for the right words to use or may be unsure about their level of education. Similarly, the repeated use of "um" in the sentence "Um well it, I remember it came out as a ah um paramedics need assistance" indicates that the speaker is struggling to remember the details of the incident and is uncertain about what to say.

In another instance, the repeated use of "um" and "ah" in the sentence "Um it's ah ah it's a newer ah Ford Explorer" suggests that the speaker is uncertain about the make and model of the vehicle they are describing. The use of "okay" at the beginning of the sentence "Okay so your lights and sirens weren't activated cuz you can get there really fast? OR: Yes" and the trailing off at the end of the sentence suggest that the speaker is uncertain about the accuracy of their statement and is looking for confirmation from the interviewer.

The repeated use of "um" in the sentence "Um as we arrive on scene um I remember there was an ambulance parked on ah south curb line in front of a of um a townhome complex" suggests that the speaker is unsure about the exact details of the scene they are describing.

The repeated use of phrases such as "I was trying" and "couldn't" by OR suggests a sense of uncertainty and frustration with their actions during the confrontation with the suspect. Additionally, the repeated use of "um" and pauses in the sentence "Um and he was standing on the, the sidewalk and he was wearing a, a black jacket and he had his hands stuffed in his pockets" suggest that the speaker may be unsure about the details of the suspect's appearance and position.

6.5 SPECIFICITY

The transcript of the interview reveals a pattern of overly-specific language used by the interviewer towards OR. MP asks OR for precise details, including his personal information, academic background, and previous work experience. For instance, the interviewer seeks confirmation of OR's name, address, badge number, contact phone

number, and Minnesota skills number. Additionally, the interviewer inquires about OR's duties and assignments while working at the Maple Grove Police Department, and his uniform's complete description, from head to toe.

Furthermore, the interviewer seeks detailed information about the police squad car, including its make and model, color, badge, and slogans. The interviewer also inquires about the squad car camera and how it is activated, including how it can be manually turned on. Additionally, the interviewer seeks details regarding the time of the call, the location of the ambulance and SUV parked in front of the townhome complex, the direction they were facing, and the position of their emergency lights.

Moreover, the interviewer asks overly-specific questions about the officer's actions, such as the exact volume and tone of the officer's yelling, and the type of retention mechanism on the officer's holster. The interviewee expresses uncertainty about whether he snapped the hood back on his holster after holstering his gun, repeating himself several times and hesitating while recalling events. As such, the interviewee provides overly-specific answers when requested by the interviewer.

6.6 EXAGERRATION

There are no examples of overly exaggerated or grandiose language in the transcript. The language used is straightforward, factual, and technical. The conversation in question is between personnel affiliated with law enforcement agencies, and its primary objective is to collect information pertaining to a particular case as well as the professional history of a police officer. The linguistic patterns employed in this context are aptly suited to the demands of this particular situation.

6.7 SOCRATIC QUESTIONING

The interviewer, demonstrates a structured and logical approach to questioning OR, an interviewee, in order to gain a thorough understanding of his background and experience in law enforcement. Throughout the interview, MP uses a variety of questioning techniques, including open-ended questions, clarification questions, probing questions, reflective questions, and closed-ended questions, to elicit detailed and descriptive responses from OR.

The use of open-ended questions, in particular, proves to be effective in encouraging OR to share his experience and clarify his thoughts. Through examples such as "What did that mean to you when he says I'm ready to die?" - This question challenges OR to reflect on the meaning behind a statement made by a suspect. "How did you scream that, how loud would you do you remember being?" - This question encourages OR to recall specific details of the situation, helping to paint a clearer picture of what happened. "Do you remember where your gun was on your body?" - This question prompts OR to think more critically about his actions and the circumstances of the incident. "When you see somebody with their hands in their pockets and you tell 'em to get their hands out of their pockets why are you doing that?" - This question challenges OR to explain the reasoning behind his actions, helping to clarify the decision-making process in a particular situation. "Um going back to when you first walked up to the subject." - This question encourages OR to revisit a specific moment in time and provide a more detailed account of what happened. "The only other thing I just want to clarify and kinda go back to the beginning is ah prior to turning the tape recorder on we ah sat and explained to you the criminal investigative warning." - This question challenges OR to recall specific details and ensure that important information is clarified. "We were just trying to keep

everybody that was there safe. We were trying to keep, the paramedic supervisor safe. We were trying to keep the suspect safe. And we were trying to keep each other safe." - This statement by OR reflects a Socratic approach, as he is trying to explain the reasoning behind his actions and thought processes during the incident. MP asks questions that require OR to provide more detailed answers, such as when he asks about OR's background in law enforcement. He doesn't just ask if he has experience, but he also asks about his education and the year he completed it.

Additionally, MP uses reflective listening to demonstrate that he understands what Officer Ringgenberg is saying and to encourage him to continue sharing. He frequently summarizes or repeats OR's responses to ensure understanding. This technique not only helps to build rapport with OR but also allows for any potential misunderstandings to be addressed and corrected.

Furthermore, MP uses probing questions to explore OR's experience and to help him clarify any inconsistencies in his narrative. For example, when OR mentions working for the Maple Grove City Streets Unit, MP follows up by asking if it is a plain clothes unit and what its purpose is.

Despite the majority of the questions being open-ended, MP also uses closed-ended questions to confirm information and clarify details. These questions are used to confirm specific details, such as OR's Minnesota skills number.

6.8 MISREPRESENTATION

The use of non-committal language by law enforcement officers during their testimony can affect the reliability and credibility of their statements. Non-committal language

includes expressions such as "ah" and "um," which indicate hesitation or uncertainty in their responses. This study examines the impact of non-committal language on the credibility and reliability of police officers' testimony in legal settings.

Using a case study of Officer Ringgenberg, a former police officer with the Maple Grove Police Department and the San Diego Police Department, this study analyzes the impact of non-committal language on his testimony. Officer Ringgenberg's responses to questions during his testimony revealed a pattern of non-committal language, which included "ah" and "um," speaking in a halting manner and using vague language, and employing significant pauses and changes in language. For example, when asked about his police career and education, Officer Ringgenberg responds with "ah, yes right after that I was employed by the San Diego Police Department" and "ah my last assignment was with the Maple Grove City Streets Unit."

Furthermore, Officer Ringgenberg's use of vague language and significant pauses also contributed to non-committal language in his responses. When asked if he held any specialty duties at the Maple Grove Police Department, Officer Ringgenberg responds with "ah sometimes yes" and "yes" without providing further details. Additionally, when asked about his California POST or skills number, Officer Ringgenberg responds with "not that I know of, no" after a noticeable pause.

One notable feature of OR's testimony is his tendency to use non-committal language. This is evident in his use of filler words such as "um," "ah," and "I guess," which could indicate a lack of confidence or a desire to avoid providing a definitive answer. For example, when asked about the type of pistol he owns, OR responds with "um," which suggests that he may not be entirely sure of the answer. Similarly, when asked if anyone

on his shift has a body camera, OR responds with "I guess," which implies a degree of uncertainty.

The use of non-committal language raises questions about the reliability of OR's testimony. If he is unable or unwilling to provide clear and direct answers to simple questions, it may suggest that his memory is unreliable or that he is deliberately withholding information. In either case, the use of non-committal language undermines the credibility of OR's testimony.

Another behavioral pattern evident in OR's testimony is his tendency to speak in a halting manner. This is characterized by pauses and hesitations before answering questions, which could suggest that he is trying to formulate his responses carefully or that he is uncertain about what to say. For example, when asked about the purpose of a keeper, OR takes a brief pause before responding. This behavior may be interpreted as an indication that he is struggling to recall information or that he is deliberately withholding information.

The implications of speaking in a halting manner for the reliability of OR's testimony are similar to those of non-committal language. If he is struggling to recall information or withholding information deliberately, this raises doubts about the accuracy of his testimony. Moreover, if he is uncertain about what to say, it may suggest that he lacks confidence in his recollection of events.

A third behavioral pattern evident in OR's testimony is his tendency to withhold information. This is suggested by pauses in his speech and changes in his language that could indicate that he is holding back. For example, when asked about what happened on November 14th, OR's response is brief and does not provide many details. This

behavior could be interpreted as an indication that he is deliberately withholding information that could be damaging to his case.

The interviewee demonstrated a notable use of non-committal language and halting speech patterns. For instance, when asked about the reason why the lights and sirens were not activated, the interviewee responded in a halting manner, stating, "Ah it was just around the corner. Um the call just ah it, it paramedics just kinda needed assistance they were just trying to figure out um what was going on." The use of non-committal language is evident in this response, as the interviewee fails to provide a clear and definitive reason for not activating the lights and sirens. This lack of clarity could indicate that the interviewee is attempting to conceal information, or that they do not want to take responsibility for the decision not to activate the lights and sirens.

Similarly, when asked about the time of the call, the interviewee responded, "Um I believe about 12:30 around there." This response is also an example of non-committal language, as the interviewee does not provide an exact time and instead uses vague language, such as "around there." This lack of specificity could suggest that the interviewee is uncertain about the exact time of the call, or that they are intentionally withholding information.

During the interview, significant pauses in the suspect's language were observed. These pauses can indicate that the suspect is taking time to construct a response that is consistent with their deceptive intent. According to previous research, pauses are an important indicator of deception, as they provide the individual with time to consider how to respond to a question and create a more believable story.

The suspect remembers some details, such as the fact that his holster had a hood and another button to retain his weapon, but forgets others, such as whether he snapped the hood before approaching the person. This behavior is consistent with research that suggests that individuals who are trying to deceive others may selectively remember details that support their story while forgetting details that do not. This behavior may be an indication of the suspect's attempt to create a story that is consistent with his deceptive intent.

Finally, the suspect's halting manner of speaking and avoidance of direct answers could be interpreted as an attempt to misrepresent the events that occurred. This behavior is consistent with research that suggests that individuals who are attempting to deceive others may exhibit a halting speech pattern as they struggle to construct a believable story. The suspect's behavior in this regard may be an indication of his attempt to deceive the interviewer.

6.9 DECEPTION

This section of the thesis explores the use of linguistic deception in police interrogations and interviews. The examples given illustrate how individuals can intentionally use language to mislead and deceive others. The focus is on how police officers may use vague language, negative emotion words, omissions, and contradictions to avoid providing specific details or to justify their actions during an incident. Understanding these linguistic tactics can be useful in identifying potential deception and improving the accuracy and reliability of police interviews and interrogations.

During an interrogation, an officer may give brief answers without adding more details, such as when asked about the number of rounds fired. In some cases, officers use fewer details when describing a suspect's appearance and attributes, which can make it difficult to identify the suspect. For instance, the officer only describes the suspect as a "black male," "wearing a black jacket," with "hair hanging all around his face," and having "a weird stare." He does not provide a clear description of the suspect's face or hair, which could make it difficult to identify the suspect. This lack of detail can be indicative of deception, as the officer may be deliberately withholding information.

Officers may also avoid giving specific answers to some of the questions asked by the interviewer. For example, when asked where his partner was during the struggle, the officer responds, "I don't remember where Dustin was at that point." This response is evasive and avoids providing a clear answer to the question. This could be a sign of deception as the officer may be avoiding giving an answer that could be incriminating or reveal his lack of knowledge or attention during the incident. This type of response can also be used to manipulate the interviewer into believing the officer has no knowledge of certain events or details.

Furthermore, the officer uses more negative emotion words when describing the suspect's behavior and actions. For example, he describes the suspect's "weird stare," how he "made me a little nervous," how he "refused" to comply with orders, and how he was "pulling away" and "overcoming resistance." The use of negative emotion words can indicate deception as the officer may be trying to frame the suspect's behavior in a more negative light to justify his own actions. This can also be used to manipulate the interviewer into believing that the officer's actions were necessary due to the suspect's aggressive or threatening behavior.

The officer initially states that he did not remember the whereabouts of the medic supervisor during the confrontation, but later admits that he saw the supervisor banging on the side of the ambulance. This contradiction raises questions about the officer's credibility. (OR)

These examples highlight the various ways in which individuals can deceive others through their use of language. The act of linguistic deception involves intentionally conveying false information or concealing relevant information in order to mislead the listener. In this context, the use of vague language, negative emotion words, omissions, and contradictions can all be seen as attempts to deceive. The officer does not respond when asked if he or his partner had any physical contact with the suspect during the confrontation, which may suggest that he is withholding information.

One example of linguistic deception is the use of vague language to avoid providing specific details. When asked about the location of the suspect's hands, the officer responds with a vague answer that does not provide any additional information. Similarly, the officer describes the suspect's jacket in broad strokes without providing any specific details. By using fewer details, the officer is able to avoid providing information that could be used against him.

Another example of linguistic deception is the use of negative emotion words to create a negative impression of the victim. The officer describes feeling trapped and unable to move during the confrontation with the suspect, using negative emotion words like "weird," "nothing was working," and "stuck." By describing the situation in this way, the officer may be attempting to justify his actions by portraying himself as the victim of a difficult and dangerous situation.

Omitting information is also a common tactic used in linguistic deception. The officer does not respond when asked if he or his partner had any physical contact with the suspect during the confrontation, which may suggest that he is withholding information. By omitting this information, the officer is able to avoid providing evidence that could be used against him.

6.10 POLICE INTERVIEW TECHNIQUES

In this section, we will examine the various ways in which the interview could have been influenced by the interviewer and the interviewee, leading to potentially misleading or inaccurate information being provided. We will first discuss the differences between open-ended and leading questions, and how they can affect the information obtained. We will then explore common tactics used by interviewees, such as providing false or incomplete information, red herrings, and euphemisms, which can distort the accuracy of the interview. Additionally, we will examine how interviewers may imply causality or minimize information to conceal protocol violations or other issues. Finally, we will consider the cognitive interview technique as a way to enhance the accuracy of eyewitness testimony, but note that it was not used in the provided transcript. Overall, this section will provide a comprehensive overview of the potential pitfalls and challenges of conducting interviews, highlighting the importance of careful questioning and analysis of the information obtained.

Open-ended questions allow the interviewee to provide more detailed and informative answers as they do not suggest any particular answer. In contrast, leading questions guide the interviewee towards a specific line of inquiry and may be used to elicit a certain response that may not be accurate. For instance, the interviewer in the provided

transcript asks Mark, "a little bit of background on your police career and education" in an open-ended manner, allowing Mark to provide detailed information. However, the interviewer asks a leading question, "And you were certified as a police officer in San Diego, correct?" which suggests a particular answer.

The interviewee may provide false or misleading information in an attempt to mislead the interviewer, as seen in the provided transcript, where OR states that he does not carry a taser because he is not issued one, but later clarifies that some people on his shift are issued tasers. Additionally, the omission is also common, where the interviewee only mentions some relevant information but leaves out others. In the provided transcript, when asked about his training records, OR only mentions his use of force and firearms certifications, leaving out other relevant training he might have had.

Red herrings refer to information that is not directly relevant to the events being investigated. In the provided transcript, OR provides a detailed description of the police car he and Dustin were using, which is not directly relevant to the events of November 14th and could be seen as an attempt to distract the interviewer.

In some cases, the interviewer may imply causality to hide the fact that protocol was not followed, as seen in the provided transcript, where MP asks, "Your lights and sirens weren't activated cuz you can get there really fast?" The question implies that the reason the lights and sirens were not activated was because they could get there really fast. Additionally, minimizing information is also common, where the interviewee tries to make an event seem less important than it is. For instance, OR says, "they were just trying to figure out um what was going on" in response to why the lights and sirens were not activated. Euphemism is the use of mild or indirect expressions instead of harsh or

unpleasant ones. In the provided transcript, OR uses the euphemism "interfering" when describing the male party who was possibly a suspect in the assault. This could be a way to avoid using the word "resisting" or "disobeying" which might imply that the police officers were using force.

The cognitive interview technique is a way to enhance the accuracy of eyewitness testimony. However, there are no examples of this technique being used in the provided transcript.

7 DISCUSSION

The discussion section of this master thesis aims to provide a comprehensive analysis of the research questions posed in this study.

1. To what extent is the linguistic information gathered through the interviews of a 2015 criminal case in the United States reliable?
2. Does the utilization of select police interview techniques in a 2015 criminal case in the United States affect the reliability of the interviews?
3. Are the statements made in the interviews of a 2015 criminal case in the United States likely to be misrepresentations?

To address these research questions, this thesis lays a foundation of forensic linguistic background and explores the relevant literature on police interviews, deception, misrepresentations, interview techniques, and reliability discourse analysis. This theoretical framework aims to create a structure that informs the criteria used to analyze the data collected from the interviews.

The research questions have been approached using a forensic linguistic perspective, and psychological and criminology aspects have been excluded for the purpose of this thesis. The forensic linguistic approach provides a unique perspective that focuses on the linguistic aspects of the data and allows for a more in-depth analysis of the reliability of the interviews.

To analyze the data, the following criteria have been explored in this thesis: factual accuracy of the statement, pronoun usage, repetition, hesitation, specificity, exaggeration, and Socratic questioning. These criteria have been chosen based on their relevance to forensic linguistic analysis and their potential to provide insights into the reliability of the interviews.

Factual accuracy of the statements refers to the truthfulness of the information provided in the interviews. Pronoun usage, repetition, hesitation, and specificity are linguistic features that can provide insights into the speaker's thought process and the reliability of their statements. Exaggeration and Socratic questioning can reveal the presence of deception or misrepresentations in the interviews.

To provide a theoretical foundation for this study, the relevant literature on forensic linguistics and police interviews has been reviewed. Forensic linguistics is a discipline that focuses on the analysis of language in legal contexts, including the investigation of criminal cases.

The literature review explores the history and development of forensic linguistics and its applications in legal contexts. Additionally, the literature on police interviews, deception, and misrepresentations provides insights into the potential biases and limitations of the data collected from interviews.

Moreover, the literature on interview techniques provides an understanding of the different methods used by police officers during interviews. This knowledge is essential for analyzing the reliability of the interviews and identifying potential biases and limitations of the data.

The forensic linguistic approach used in this study has allowed for a more in-depth analysis of the linguistic aspects of the data and has provided a unique perspective on the reliability of the interviews. While this study has excluded psychological and criminology aspects for the purpose of this thesis, future studies could explore the potential interactions between these disciplines and forensic linguistics to provide a more holistic analysis of police interviews in criminal cases.

7.1 FIRST RESEARCH QUESTION

The first research question; *to what extent is the linguistic information gathered through the interviews of a 2015 criminal case in the United States reliable*, focuses on the reliability of police interviews through forensic linguistics. While several communicative aspects can be evaluated, this thesis specifically focuses on the spoken word through a transcript. The thesis examines the criteria and categories to determine the factual accuracy of statements made in police interviews. However, this proves complicated when looking at transcripts alone because they do not show body-worn camera footage or include all forensic evidence. For the purposes of this thesis, such evidence would be irrelevant due to its nature as part of criminology. Nonetheless, the thesis attempts to look at factual accuracy but finds little to no inconsistencies presented by interviewers that were non-refuted or non-explained by the interviewee. The thesis includes this

criterion due to the fact that non-findings may also be perceived as findings, and not including this criterion would question the bias of the thesis.

The second criterion of specificity focuses on premeditated or rehearsed responses and whether there is a fabricated narrative. Finding fabricated narratives can be a daunting task as one has to look at psychological aspects as well as linguistics. While this thesis does not look at forensic psychology, it attempts to evaluate whether the interviewee is intentionally being overly specific, shows hesitation, or applies language that may be considered rehearsed. The analysis of the data reveals a pattern of overly specific language use. It is natural that the beginning of the transcript may contain a lot of overly specific language as it contains specific information about the officer in question, such as their name, address, badge number, contact phone number, and other related information. Other parts of specificity within the transcripts contain similarly required specific information, such as models of vehicles, colors of vehicles, and positioning of vehicles. The interviewee still shows some hesitation in recalling certain events within the transcripts, but within certain specific incidents, the interviewee recalls overly specific information about their actions during high-stressful situations.

Another criterion is hesitation, which was prevalent in the transcripts. Filler words such as "um" and "ah" were prevalent during the interviews. Hesitating about such details might be inconsequential, but as there are other uses of hesitation within the transcripts, hesitation regarding statements within the transcripts does not only question the reliability of the statement itself but may also question the reliability of other information provided. The repetition of such filler words may show a level of uncertainty from the interviewee regarding specific facts about the case.

When discussing reliability of the transcript, pronoun usage can also be a useful indicator for determining an individual's attempt to deflect responsibility. Pronouns such as "I" or "we" could be used to indicate a sense of guilt and to take responsibility for an action, while pronouns such as "they" or "it" may indicate a person's attempt to avoid responsibility. When investigating the pronoun usage within the transcript, there were different results pertaining to the interviewee and interviewer. The interviewers were prevalent in their usage of "I," "we," and "you," while the interviewee started with predominantly using "I," "we," and "you" but later switched to more use of "they" and "it." Regardless of the increased usage of "they" and "it," the prevalence of "I," "we," and "you" was such that the usage of "they" and "it" would not be crucial in highlighting the potential impact of pronoun usage for disrupting reliability. The usage of "I," "we," and "you" suggests a more responsible nature rather than the interviewee separating themselves from the described actions within the transcript.

The interviewee employed the pronoun "I" 212 times during the second part of the interview. Repetition and specificity are also important criteria within this analysis. The interviewer applies repetition and specificity in the interview.

The use of Socratic questioning is a common technique in police interviews and is aimed at guiding the interviewee to provide more detailed and accurate responses. The use of such questioning techniques by the interviewer suggests that they were actively seeking to elicit reliable information from the interviewee.

The analysis of specificity showed a pattern of overly specific language use, which may suggest rehearsed or premeditated responses. Hesitation was also prevalent in the transcripts, with the use of filler words such as "um" and "ah" indicating a level of

uncertainty on the part of the interviewee. Pronoun usage was found to be a useful indicator of an individual's attempt to deflect responsibility, with the use of "I" and "we" indicating a sense of guilt, while the use of "they" and "it" suggested an attempt to avoid responsibility.

Repetition was found to be a rhetorical strategy used by both interviewers and interviewees to strengthen points, create emphasis, or establish rapport. Exaggeration was not prevalent in the transcripts, and the lack of overly exaggerated language suggested a more genuine and reliable language use. Finally, the use of Socratic questioning by the interviewers was found to be an effective technique for eliciting more detailed and accurate responses from the interviewees.

However, it is important to note that this analysis was limited to linguistic features in transcripts and did not include other sources of evidence, such as body-worn camera footage or forensic evidence. Therefore, the analysis cannot be considered conclusive and should be used in conjunction with other evidence to determine the reliability of police interviews.

Deception is a common phenomenon in human interaction with significant social and personal consequences, making detecting deception increasingly important in various contexts. Language is an essential tool for identifying deception, as it reflects the cognitive and emotional effort involved in deception. Certain language patterns, such as using fewer details, avoiding specific answers, and using more negative emotion words, are indicative of deception. Understanding these language patterns and cognitive and emotional processes involved in deception can aid in detecting deception and improving communication skills.

In police interrogations and interviews, linguistic deception can be intentionally used to mislead and deceive others. Police officers may use vague language, negative emotion words, omissions, and contradictions to avoid providing specific details or to justify their actions during an incident. Understanding these linguistic tactics can be useful in identifying potential deception and improving the accuracy and reliability of police interviews and interrogations.

The use of fewer details can be indicative of deception, as the officer may be deliberately withholding information. Officers may also avoid giving specific answers to some questions to avoid giving an answer that could be incriminating or reveal their lack of knowledge or attention during the incident. The use of negative emotion words can indicate deception as the officer may be trying to frame the suspect's behavior in a more negative light to justify their own actions. Contradictions in statements can raise questions about the officer's credibility, suggesting that they are withholding information.

One example of linguistic deception is the use of vague language to avoid providing specific details. By using broad strokes to describe a suspect's appearance, attributes, or behavior, officers may intentionally make it difficult to identify the suspect or manipulate the interviewer into believing that the officer has no knowledge of certain events or details. Similarly, officers may use omissions, such as not providing clear details of a suspect's face or hair, which could make it difficult to identify the suspect.

Understanding these language patterns and cognitive and emotional processes involved in deception can aid in detecting deception and improving communication skills. Various techniques have been developed to detect deception through language analysis, such as

content analysis and computer-based algorithms. However, it is important to note that these techniques are not foolproof and should be used in conjunction with other forms of evidence.

The use of linguistic deception in police interrogations and interviews, highlights how officers can intentionally use language to mislead and deceive others, including by using vague language, negative emotion words, omissions, and contradictions. These tactics can be used to avoid providing specific details or to justify their actions during an incident. The purpose of exploring these linguistic tactics is to identify potential deception and improve the accuracy and reliability of police interviews and interrogations.

The examples given in the transcript illustrate how officers may use these linguistic tactics. For instance, officers may give brief answers without adding more details, such as when asked about the number of rounds fired. In some cases, officers use fewer details when describing a suspect's appearance and attributes, which can make it difficult to identify the suspect. This lack of detail can be indicative of deception, as the officer may be deliberately withholding information.

Officers may also avoid giving specific answers to some questions asked by the interviewer, which can be a sign of deception. For example, when asked where his partner was during the struggle, the officer responds, "I don't remember where Dustin was at that point." This response is evasive and avoids providing a clear answer to the question. This could be a sign of deception as the officer may be avoiding giving an answer that could be incriminating or reveal his lack of knowledge or attention during the incident.

Additionally, officers may use more negative emotion words when describing the suspect's behavior and actions. This can indicate deception as the officer may be trying to frame the suspect's behavior in a more negative light to justify his own actions. The use of negative emotion words can also be used to manipulate the interviewer into believing that the officer's actions were necessary due to the suspect's aggressive or threatening behavior.

Furthermore, officers may use omissions as a tactic of linguistic deception. For example, the officer does not respond when asked if he or his partner had any physical contact with the suspect during the confrontation, which may suggest that he is withholding information. By omitting this information, the officer is able to avoid providing evidence that could be used against him.

Another example of linguistic deception is the use of vague language to avoid providing specific details. When asked about the location of the suspect's hands, the officer responds with a vague answer that does not provide any additional information. Similarly, the officer describes the suspect's jacket in broad strokes without providing any specific details. By using fewer details, the officer is able to avoid providing information that could be used against him.

In addition, the officer describes feeling trapped and unable to move during the confrontation with the suspect, using negative emotion words like "weird," "nothing was working," and "stuck." By describing the situation in this way, the officer may be attempting to justify his actions by portraying himself as the victim of a difficult and dangerous situation.

However, the officer's credibility is called into question when he initially states that he did not remember the whereabouts of the medic supervisor during the confrontation, but later admits that he saw the supervisor banging on the side of the ambulance. This contradiction raises questions about the officer's credibility and could be seen as evidence of deception.

7.2 SECOND RESEARCH QUESTION

The second research question; *does the utilization of select police interview techniques in a 2015 criminal case in the United States affect the reliability of the interviews*, focuses on the reliability of police interviews through the use of police techniques. Police interviews are a vital tool for law enforcement investigations, and the language used within these interviews can significantly impact their effectiveness and reliability. The use of leading questions, vague language, and cultural differences are all issues that can lead to misunderstandings, inaccuracies, and even miscarriages of justice. Therefore, it is essential to identify best practices for conducting interviews and to implement training programs and language services to improve police interview techniques.

One of the main concerns with language use within police interviews is the use of leading questions. These types of questions can suggest a particular answer or imply guilt, leading to false confessions and wrongful convictions. Research has shown that suspects are more likely to confess when subjected to leading questions than when asked open-ended questions (Kassin & Gudjonsson, 2004). Therefore, it is essential for officers to avoid using leading questions and to ask open-ended questions that allow the interviewee to provide their own account of events.

Another issue with language use within police interviews is the use of vague or ambiguous language. This can lead to misunderstandings and inaccuracies, which can impact the outcome of a case. For example, using the term approximately instead of providing an exact time or amount can be misleading and unhelpful. Therefore, it is important for officers to use clear and precise language that accurately reflects the information they are trying to convey (Bogaard & Meijer, 2018).

Furthermore, cultural differences can impact the language used within police interviews. Language barriers and cultural misunderstandings can lead to unfair treatment or discrimination against individuals from different cultural backgrounds. Therefore, it is important for officers to be aware of these issues and to implement language services to assist officers in communicating with individuals who speak different languages (Beune et al., 2010).

To address these issues, some police departments have implemented training programs aimed at improving the language skills of officers. These programs focus on teaching officers how to ask open-ended questions, avoid leading questions, and use clear and precise language. Additionally, some departments are implementing language services to assist officers in communication with individuals who speak different languages (Goodman-Delahunty & Martschuk, 2016).

However, it is important to note that police interview techniques can sometimes be controversial, as they can lead to false confessions or violations of an individual's constitutional rights. For example, the use of deception or coercion in interviews can lead to false confessions, which can result in wrongful convictions (Leo, 2009). Therefore, it is

important for officers to be aware of the ethical concerns surrounding police interviews and to use techniques that are consistent with established best practices.

The potential pitfalls and challenges of conducting interviews are discussed. Open-ended questions are shown to allow interviewees to provide more detailed and informative answers, while leading questions can guide interviewees towards a specific line of inquiry and may elicit inaccurate responses. False or incomplete information, red herrings, euphemisms, and minimizing information are identified as common tactics used by interviewees that can distort the accuracy of the interview. Additionally, interviewers may imply causality or minimize information to conceal protocol violations or other issues.

In the provided transcript, the interviewer uses both open-ended and leading questions, allowing the interviewee to provide detailed information while also suggesting particular answers. The interviewee also provides false or misleading information, omits relevant information, and uses red herrings to distract the interviewer. The interviewer also implies causality and minimizes information to conceal potential protocol violations.

Finally, the cognitive interview technique is introduced as a way to enhance the accuracy of eyewitness testimony, but it is noted that this technique was not used in the provided transcript. Overall, this section highlights the importance of careful questioning and analysis of the information obtained in interviews to ensure accuracy and avoid potential biases.

7.3 THIRD RESEARCH QUESTION

The final research question; *Are the statements made in the interviews of a 2015 criminal case in the United States likely to be misrepresentations*, focuses on the use of misrepresentation within police interviews. The theory of misrepresentation by suspects within police interviews highlights the need for legal professionals to be aware of the different ways in which suspects can use language to mislead them. The use of non-committal language, vague phrasing, deliberate misinterpretation of questions, and withholding information are some of the ways in which suspects can misrepresent themselves during interviews. To effectively address cases of misrepresentation, interrogation techniques must be adapted, and legal professionals must gain a greater understanding of language use through research.

The findings of the study on the impact of non-committal language on the credibility and reliability of police officers' testimony in legal settings provide an example of how non-committal language can affect the accuracy of a witness's testimony. Officer Ringgenberg's pattern of non-committal language, including the use of filler words such as "ah" and "um," speaking in a halting manner, and employing significant pauses and changes in language, raised questions about the reliability of his testimony. The use of non-committal language undermines the credibility of a witness's testimony and raises doubts about their memory and willingness to provide information.

The study also identified the use of vague language and withholding information as behavioral patterns that could indicate deliberate misrepresentation by a suspect. Officer Ringgenberg's responses, which lacked details and were brief, suggest that he may be deliberately withholding information that could be damaging to his case. These findings

highlight the importance of legal professionals' ability to detect and address cases of misrepresentation through effective interrogation techniques.

The use of non-committal language by law enforcement officers during their testimony can undermine the reliability and credibility of their statements. This study examines the impact of non-committal language on the credibility and reliability of police officers' testimony in legal settings, using Officer Ringgenberg as a case study.

Officer Ringgenberg's responses to questions during his testimony revealed a pattern of non-committal language, including hesitations, vague language, pauses, and changes in language. These behaviors raise doubts about the accuracy of his testimony and suggest that he may be withholding information deliberately.

Non-committal language, such as the use of filler words like "um" and "ah," could indicate a lack of confidence or a desire to avoid providing a definitive answer. This undermines the credibility of the officer's testimony and suggests that their memory may be unreliable.

Additionally, Officer Ringgenberg's tendency to speak in a halting manner, characterized by pauses and hesitations before answering questions, may suggest that he is struggling to recall information or lacks confidence in his recollection of events. This behavior also raises doubts about the accuracy of his testimony.

Furthermore, Officer Ringgenberg's tendency to withhold information, as evidenced by his brief responses and changes in language, could indicate that he is deliberately withholding information that could be damaging to his case. This behavior further undermines the credibility of his testimony.

The interviewee demonstrated the use of non-committal language and halting speech patterns. This was evidenced in the interviewee's response to questions about why lights and sirens were not activated and the time of the call. The interviewee failed to provide clear and definitive answers, instead using vague and non-committal language, suggesting a possible attempt to conceal information or avoid taking responsibility for decisions.

Furthermore, significant pauses in the interviewee's language were observed, which could indicate that the interviewee was taking time to construct a response that is consistent with their deceptive intent. Previous research suggests that pauses are an important indicator of deception as they provide time to consider how to respond and create a more believable story.

The interviewee also exhibited selective memory behavior, recalling some details but forgetting others. This behavior is consistent with research that suggests that individuals who are trying to deceive others may selectively remember details that support their story while forgetting details that do not.

Finally, the interviewee's halting manner of speaking and avoidance of direct answers could be interpreted as an attempt to misrepresent the events that occurred. This behavior is also consistent with research that suggests that individuals who are attempting to deceive others may exhibit a halting speech pattern as they struggle to construct a believable story.

8 CONCLUSION

This investigated the reliability of linguistic information gathered through interviews in a 2015 criminal case in the United States. The research questions are approached using a forensic linguistic perspective, and the theoretical framework used explores relevant literature on police interviews, deception, misrepresentations, interview techniques, and reliability discourse analysis.

The first research question examines the reliability of police interviews through forensic linguistics and focuses on the spoken word. The thesis attempts to evaluate factual accuracy, but it proves complicated as transcripts do not show body-worn camera footage or all forensic evidence. Nonetheless, the thesis finds little to no inconsistencies presented by interviewers that were non-refuted or non-explained by the interviewee.

The second research question focuses on the use of police techniques and how they affect the reliability of interviews. The use of leading questions, vague language, and cultural differences can lead to misunderstandings, inaccuracies, and even miscarriages of justice. It is essential to identify best practices for conducting interviews and to implement training programs and language services to improve police interview techniques.

The final research question focuses on misrepresentation within police interviews. Suspects can use language to mislead legal professionals, and the use of non-committal language, vague phrasing, deliberate misinterpretation of questions, and withholding information are some of the ways in which suspects can misrepresent themselves during interviews. To effectively address cases of misrepresentation, interrogation techniques

must be adapted, and legal professionals must gain a greater understanding of language use through research.

In conclusion, this thesis provides a comprehensive analysis of the research questions posed in the study. It approaches the questions using a forensic linguistic perspective, and the theoretical framework used explores relevant literature on police interviews, deception, misrepresentations, interview techniques, and reliability discourse analysis. The findings suggest nuanced impression of the reliability of the statements made within the transcripts. As the majority of the results and discussion lean more on the side of the statements being reliable, this thesis will conclude with those findings.



DEPARTMENT OF PUBLIC SAFETY
 BUREAU OF CRIMINAL APPREHENSION
 1430 MARYLAND AVE. EAST, ST. PAUL, MINNESOTA 55106

EVIDENCE RECEIPT

Bureau No. <i>2015-648</i>	Laboratory No. <i>SIS-14003</i>	Evidence No.
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Item No.	S.W. Item No.	Lab Item No.	Quantity	Name of Person From Whom Property is Obtained	Purpose For Which Obtained
				DESCRIPTION OF ARTICLES	
<i>1</i>			<i>1</i>	<i>SAMIR CLARK</i>	<i>HOMICIDE MPLS DIS</i>
<i>2</i>			<i>1</i>	<i>MARK RINGENBERG</i>	
				<i>DUSTIN SCHWARTZ</i>	

I CERTIFY THAT I HAVE RECEIVED AND HOLD MYSELF RESPONSIBLE FOR THE ARTICLES LISTED ABOVE

Date/Time <i>1-17-15</i>	Signature <i>[Signature]</i>	Storage Site <i>BLA</i>
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CHAIN OF CUSTODY

Item No.	Date	Relinquished By	Received By
<i>2</i>	<i>1/17/15</i>	<i>[Signature]</i>	<i>[Signature]</i>

MINNESOTA DEPARTMENT OF PUBLIC SAFETY



Bureau of Criminal Apprehension
1430 Maryland Avenue East, St. Paul, Minnesota 55106-2802
Phone: 651/793-7000 FAX: 651/793-7001 TTY: 651-282-6555
Internet: <http://www.dps.state.mn.us/bca/>

CRIMINAL INVESTIGATION WARNING

You are hereby advised that you are being interviewed by a Special Agent of the Bureau of Criminal Apprehension as part of an official criminal investigation. This investigation is separate from any internal investigation that may have been conducted by your employer. You may already have been interviewed pursuant to an internal investigation. If so, you may have been told that your statements could not be used against you in any criminal proceeding. It should therefore be clarified that any statements you give to BCA agents as part of this criminal investigation can be used against you in a subsequent criminal proceeding. If any representation has been made to you that you must or should answer to questioning by BCA agents as part of an internal investigation, you should disregard that representation.

ACKNOWLEDGMENT

This statement is given by me voluntarily. I am not making this statement because of threats made or pressure exerted on me by my employer, anyone associated with my employer, or any other individual. No consideration or reward has been promised to me in exchange for my agreement to make a statement.

I HAVE READ THIS DOCUMENT AND FULLY UNDERSTAND ITS CONTENTS.

Mark [Signature]
Signature

11/17/2015
Date

[Signature]
Witness

11/17/2015
Date

MINNESOTA DEPARTMENT OF PUBLIC SAFETY



Bureau of Criminal Apprehension

1246 University Avenue, St. Paul, Minnesota 55104-4197
Phone: 651.642.0610 FAX: 651.642.0618 TTY: 651.232.6555
Internet: http://www.dps.state.mn.us/bca

CONSENT TO SEARCH

I, MARK RINGENBERG, HAVING BEEN INFORMED OF MY CONSTITUTIONAL RIGHT NOT TO HAVE A SEARCH MADE OF THE PREMISES OR VEHICLE HEREIN DESCRIBED WITHOUT A SEARCH WARRANT AND OF MY RIGHT TO REFUSE TO CONSENT TO SUCH A SEARCH, HEREBY AUTHORIZE SA MIKE PHILL AND SAIL SLOTT MUELLER, INVESTIGATOR(S) OF THE MINNESOTA BUREAU OF CRIMINAL APPREHENSION, DEPARTMENT OF PUBLIC SAFETY, AND / OR ANY OTHER DULY APPOINTED LAW ENFORCEMENT OFFICER TO CONDUCT A COMPLETE SEARCH OF THE PREMISES OR VEHICLE UNDER MY CONTROL DESCRIBED AS BUCCAL SWABS FROM MY MOUTH

I UNDERSTAND THAT CONSENT CAN BE WITHDRAWN AT ANY TIME. THIS WRITTEN PERMISSION IS GIVEN BY ME VOLUNTARILY. I HAVE NOT BEEN THREATENED NOR HAVE ANY PROMISES OF CONSIDERATION OR REWARD BEEN MADE TO ME. I HAVE READ THIS DOCUMENT AND FULLY UNDERSTAND ITS CONTENTS.

Mark Ringen
(SIGNED)

11/17/2015
(DATE)

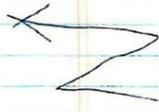
WITNESSES:

Robert Phill
(SIGNED)

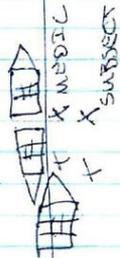
11/17/2015
(DATE)

CAJ
(SIGNED)

11-17-2015
(DATE)



PLYMOUTH AND



NOT TO SCALE
Mast head

BUREAU OF CRIMINAL APPREHENSION

TRANSCRIPT

INTERVIEW DATE:	November 17, 2015	BCA CASE #:	2015-648
OFFENSE:		EXHIBIT #:	
INTERVIEW OF:	Officer Mark Ringgenberg (OR) Attorney Robert Sicoli (RS)	INTERVIEWED BY:	SAIC Scott Mueller (SM) SA Michael Phill (MP)
REVIEWED BY:			

On November 17th 2015, SA Michael Phill and SAIC Scott Mueller interviewed Mpls PD Officer Mark Ringgenberg at the law office of Fred Bruno. Also in the room was Robert Sicoli.

MP It is presently 1853 hours on November 17th, 2015. Special Agent Michael Phill along with Special Agent in Charge Scott Mueller, currently at ah Bruno Law Firm in Minneapolis, Minnesota to interview Officer Mark Ringgenberg of the Minneapolis Police Department. This is ah for BCA case number 2015-648. Also present in the room is Officer Ringgenberg's attorney Robert Sicoli of the Sicoli Law Firm. Mark I want to go ahead and get some basic info down here that we want to get ironed out for the report. Your first is spelled M-A-R-K and Ringgenberg is spelled R-I-N-G-G-E-N-B-E-R-G, correct?

OR Yes.

MP And address for contact is 1925 Plymouth Avenue North, Minneapolis, Minnesota 55412. Contact phone number 612-673-5704. Mark you told me your Minneapolis badge number was 6030. Correct?

OR Yes.

MP Alright. Mark a little bit of background on your ah police career and education um you said that you after getting your high school diploma you went to college. Correct?

OR Yes.

MP What did you get there?

OR Ah I got a Bachelors degree in criminal justice from St. Mary's University in Minnesota.

MP Okay and you remember what year that was? Year of completion?

OR Ah 2008.

MP Alright. And after that did you immediately seek a police employment?

OR Ah, yes right after that I was employed by the San Diego Police Department.

MP Okay. And you were certified as a police officer in San Diego, correct?

OR Yes.

MP Um I didn't ask you your did you have a POST or a, a skills number for California?

OR Not that I know of no.

MP You were just certified for the city to work after that?

OR Yes.

MP Okay. And you worked there for how many years?

OR Ah approximately four, just under four years.

MP Alright and ah after four years you left of your own volition and lateralled to the State of Minnesota?

OR Yes.

MP And where did you go work then?

OR Ah Maple Grove Police Department.

MP Alright. And same thing you passed probation there and ah were given a full time job and worked for how long?

OR Ah approximately two and a half years.

MP Did you hold any specialty duties there? Anything different beyond patrol?

OR Ah my last assignment was a with the Maple Grove City Streets Unit.

MP Okay is that a plain clothes unit?

OR Ah sometimes yes.

MP Is it for targeting certain crime specific areas or hotspots or issues in the city?

OR Yes.

MP Okay. And from there ah you ah took the opportunity to lateral to the Minneapolis Police Department?

OR Yes.

MP Ah and for them you had to go through another academy?

OR Yes I went through the Minneapolis ah Police Academy. It was a lateral academy it was approximately ten to twelve weeks.

MP Okay. And you started what month and year?

OR Ah September of 2014.

MP Okay. Which puts you um off probation in approximately September of this year?

OR Yes.

MP Okay. Um I didn't ask you earlier what is your Minnesota ah skills number?

OR Ah 21349.

MP Okay. Now in working for Minneapolis it's been a little over a year you haven't had any other specialty assignments or details like that safe streets correct?

OR No I've worked only patrol.

MP Okay. And can you tell me what precincts you've worked at besides the 4th where you're currently assigned?

OR Ah the 3rd precinct as well.

MP Okay. And ah you are currently assigned to what you call um 4 precinct middle watch?

OR Yes.

MP And what are the hours for that?

OR Ah it's 1600 or 4:00 P.M. to 0200 or 2:00 A.M.

MP Okay. And ah the time you've been there is it generally a two person car for the most of the time you've been at 4?

OR Yes.

MP And ah you, current partner now um you picked him and picked him up as a partner when?

OR Ah approximately June when I came to the 4th precinct.

MP Okay. So you've been together pretty much ever since except for vacation days or different things?

OR Sometimes we ride with some different people um because, on our car, but for the most part we, we ride together quite a bit.

MP Okay. And his name is?

OR Ah Dustin Schwarze.

MP Okay. Ah you and Dustin both where you work that middle watch 4:00 P.M. to 2:00 A.M. generally unless there's overtime or something else going on and you wear your ah a uniform correct?

OR Yes.

MP Can you describe that uniform for me from head to toe.

OR Um my I have a from a about the second I think it's the second week in November maybe the first week we have to wear long sleeves so I had a long sleeve ah light blue shirt on. Um the shirt has a patch on each shoulder. It's a darker blue patch. It says Minneapolis Police and it has a, a sailboat and a lake in the middle of it. Um on my chest on my left side I have the Minneapolis Police badge um it's silver and gold in the middle, it has my badge number on it and it says Minneapolis Police and it says Police Officer on there. Um on my right breast I wear a, a nameplate that has my first initial and my last name and it's a, a golden color.

MP Okay.

OR Um I had a, I had my, my ah duty belt which is black in color. And it's ah...

MP Leather or nylon?

OR It's a leather it's a basket weave leather. Um..

MP And your pants?

OR Ah I have a dark blue a cargo pants on. And then a, a black um they're kinda like boots, boots kind of tennis shoes.

MP Okay something good you can run in?

OR Yes.

MP Okay. And then back up to your ah leather duty belt. Can you describe for me what's on that belt going around it from left to right?

OR Ah I have a, a plastic buckle in the middle. Um and then there is a ah magazine pouch which has two magazines in it just to the left of that.

MP Um-hm.

OR Ah right next to that I put a, a keeper and then I have my radio and my flashlight. And then right behind that I have another keeper. And then in the small of my back I have another keeper. And then I have a set a handcuffs right behind my gun which is on my right side. On either side of my gun directly next to it I have a keeper and then in front of my gun I have a um ah OC spray and then a set of handcuffs.

MP Okay.

OR And then it's the belt buckle again.

MP Alright so there's a total of three mags, two in the front and you've got one in the pistol itself.

OR Yes.

MP How many ah rounds are in each magazine?

OR Um there's twenty rounds in each magazine.

MP And those are 9 mm?

OR Yes.

MP And what type of pistol do you have there?

OR Ah it's a Sig Sauer ah P226.

MP Okay. Is that ah owned by the police department or do you have to purchase it yourself?

OR Ah I had to purchase that myself.

MP So you're the actual owner of that?

OR Yes.

MP Okay. And when you say keepers, what is a keeper?

OR Ah it holds your, your duty belt to your inner belt. So it holds it in place so it won't move around.

MP Okay. Is yours snap or Velcro?

OR Ah mine's snap they there's ah two buttons or two snaps on each keeper.

MP Okay two snaps on each keeper. You've got four of them total.

OR Ah five total.

MP Five total and that's designed to keep your belt stable when you have to move, run, jump do any of that stuff keep your belt stable on you're the belt around your pants?

OR Yes.

MP Okay. Mark do you carry a taser at all?

OR Ah I do not I'm not issued one.

MP Okay some people are on the shift but, or is it a sergeants?

OR Some people are but I'm not issued one...

MP Okay.

OR ...currently.

MP Do you carry a backup weapon? Backup pistol?

OR I, I do not.

MP Okay. Um the issue of body cameras we know Minneapolis PD is looking at that and some people were um getting those assigned to them. Did you have a body camera on that night?

OR No I did not.

MP Do you know if anybody currently does on your shift?

OR Um, no I don't believe anybody does.

MP Okay. Okay um one question ah before I get into what happened on the 14th was just to ask you about your training records. Do you remember the last time that you were ah certified and ah got your you know use of force for firearms and handcuffing that sort of thing?

OR Ah I believe my use of force was the beginning part of 2015 and firearms was around the same.

MP Um-hm. And I'm guessing because it's only been a little over a year that it's pretty recent.

OR Yes.

MP Okay. As far, you qualified, passed everything's good to go as far as you know?

OR Yes.

MP Okay. Alright so Mark on the night of ah November 14th um you were working with Dustin. Um and you started your shift at 4:00 can you tell us what happened for this particular call. Um you don't have to be specific on time but um what happened, what did you hear and how did you guys react?

OR Um well it, I remember it came out as a ah um paramedics need assistance. Ah I believe they said they were trying to treat a patient and there was somebody who was interfering with that and they believed he was possibly the suspect.

MP Okay. And, at the time that that gets called you were at the 4th precinct?

OR Yes.

MP Okay you're at the 4th precinct which means you had to drive there?

OR Yes.

MP And can you tell me what, about your squad?

OR Um it's ah ah it's a newer ah Ford Explorer. Um it's a it has a, a black front end and rear end and the, the all the doors are white.

MP Okay.

OR Um there's a Minneapolis badge on the front doors. And it says ah Minneapolis Police on the back. And I believe it says um to protect with courage to serve with pride on the doors.

MP Okay.

OR Um and then there is a, a red and blue light bar on top of the car.

MP Okay. And ah this is the car you and Dustin usually use? Try to check out the same one or does it vary per shift?

OR Ah generally your, car matches your area the number

MP Oh okay

OR So we usually take um 424.

MP Okay. And you had 424 that night?

OR Yes.

MP And then you jump in the car to respond to the scene. Is that vehic, vehicle have a, squad camera?

OR Yes it does there's a, a camera ah mounted to the um just next to the ah the rear view mirror.

MP Okay. And ah how is that camera activated?

OR Ah when you turn your lights on all the way over to um the number 3, the code, code 3 ah the camera automatically activates.

MP Okay. So without that it's not gonna come on, is there a way to manually just turn it on?

OR There is um there's a kind of a control box um in the, in the car and you can hit record and manually turn it on.

MP Okay. But for this call you were headed just a few blocks from the precinct to this address 1600 Plymouth. And um you guys did not activate your lights and sirens. Can you tell me why

OR Ah it was just around the corner. Um the call just ah it, it paramedics just kinda needed assistance they were just trying to figure out um what was going on

MP Um-hm and this time of night the call was roughly, what time?

OR Um I believe about 12:30 around there.

MP Okay so there was no traffic issues between the precinct and the call. Right?

OR No.

MP There was...traffic, you can just get right there, that time of night.

OR Yeah le...

MP Okay

OR ...less than I mean it's really quick.

MP Okay so your lights and sirens weren't activated cuz you can get there really fast?

OR Yes.

MP Okay so you and Dustin arrived on scene. Can you tell me what happened?

OR Um as we arrive on scene um I remember there was an ambulance parked on ah south curb line in front of a of um a townhome complex. Um they were facing ah east. Directly behind was a SUV which a usually I know the paramedic supervisor's usually got it.

MP Hm

OR And that had its overhead emergency lights activated. And that was facing west directly behind the ambulance on the south curb line. Um we parked behind the SUV. I can't remember if we pulled up on the sidewalk to kinda get outta traffic or if we parked directly behind the, the SUV but we parked just to the west of that SUV.

MP Okay. And then you got out of the car who did you interact with first?

OR Um as we exited I saw there was a, a the paramedic supervisor um was standing between the ambulance and another male party who was over in that sidewalk area. Um the paramedic supervisor saw us and immediately walked towards us and he said they had somebody who had been assaulted in the ambulance and the individual standing on the sidewalk had a been interfering with them trying to treat that person. And ah he believed that that person had possibly assaulted, so he believed he was possibly a suspect in the assault.

MP Okay. So you knew that right off the bat that he was possibly the suspect and he was interfering with them giving her treatment?

OR Yes.

MP Ah what did that male look like?

OR Um he was a black male. Um and he was standing on the, the sidewalk and he was wearing a, a black jacket and he had his hands stuffed in his pockets. And he had hair I can't

remember if they were dreadlocks but he had hair hanging all around his face it was kinda hard to see his face. And I, I could just I remember he was just he had this really weird, um stare about him. He just there was just this look in his eye it ah it was really weird look. Um and it kinda it, it was just something ah it made me a little nervous just the look so I walked towards him and I told him to take his hands out of his pockets. And he refused. And so as I was doing that I, I pulled my gun from my holster and I held it right in front of me. I never pointed it at him but I just walked towards him and I told him several more times take your hands out of your pockets. And he still refused. And all he would do is he would just yell what's the pistol for. He just kept yelling that over and over again. So as I walked towards him I put my handgun in my holster and I grabbed his right hand cuz he was still refusing our orders to take his hands out of his pockets. And I held his right hand and I think his coat briefly and I tried to feel to make sure there was no weapons in his coat pocket. I remember it was a bigger bulkier coat. And ah so at that point I ordered him I said put your hands behind your back. Um I wanted to make sure he didn't have any weapons and, and he kept um he would, he wouldn't I had to forcibly pull his hand his right hand out of his pocket. Dustin had grabbed ah the left side.

MP Um-hm.

OR And so I pull his hand and I'm telling him I told him several times put your hands behind your back. Um, he ah he, he kept refusing and he was pulling away and I, I couldn't get his hands behind his back so we could safely handcuff him. Um so at that point um I ah I grabbed him around I went to grab around the upper chest area and tried to take him to the ground. I took him to the ground ah so we could safely um get him handcuffed. Um I just, I, I just remember ah there were so many people I, I remember there were a lotta people in the townhouses on the balconies and I remember across the street it was really busy. And I know I just I wanted to, to try and, and get him handcuffed as quickly and safely as possible. So ah that's, that's why I took him to the ground so we could try and get him handcuffed and, and overcome his resistance.

MP Um-hm.

OR Um, as a as we went to the ground I was in front of him and I grabbed him and I took him down and he went on his back. And I landed kind of on my side on top of him. And I don't remember where Dustin was at that point.

MP Okay.

OR And when we go to the ground I'm kind of on my side and I'm in a weird position. And I remember thinking we're just kinda tangled up and I'm gonna roll away so they can grab him and we can get him rolled over and get him handcuffed. So I, I try and roll away. As I do this my gun, goes from my right hip to the small of my back. And I, I just get pulled um right in. And I'm, I'm pretty much on my back at this point. And I tell Dustin "He's got my gun." And so I'm on my back and I'm trying to reach around but I'm in such a weird angle with him underneath me and my gun in the small of my back I'm trying to hold my gun down. All I can do is get the back of my hand on top of my gun. And so I, I feel his, his whole hand he's got the, whole gun. I can feel his, his hand he's got my whole grip.

MP His hand's wrapped around the grip of your pistol?

OR Yes. And he was pulling on it. And I'm trying to, to keep it down with the back of my hand. And ah I'm trying to, to roll away all at the same time. And I'm at such an angle that I can hardly hold my gun and, and I keep telling Dustin "He's got my gun, he's got my gun." And there, there was nothing I could, I could do to, to keep it down there. I could, I all I could really do was, I was trying to roll away and put pressure on it all at the same time and hold it in with my hand but, my hand was at it was just such a weird angle I, I could, I had no strength or, or anything to push down on his hand. And so ah, I'm telling Dustin "He's got my gun." And I remember Dustin telling him to, I can't remember exactly, it was something like

"Let go or I'm gonna shoot you." And then ah the guy said ah "I'm ready to die." And um that was the, the worst feeling ever because ah eh it was eh it just my heart just sank right there. And then...

MP What did that mean to you when he says I'm ready to die?

OR I, I thought I was gonna die at that point. Um I, I had no control over my gun. This guy didn't seem to, to care what happened to him or us or anybody else. And ah so, so ah I tell Dustin a couple more times, I keep telling him "He's got my gun."

MP When you say you tell him are you talking in a normal voice or are you yelling that?

OR No I'm, I'm yelling.

MP So you're screaming this, yelling this, what are you...

OR Yes I'm, I'm, I'm yelling I'm, I'm yelling.

MP (inaudible)

OR "He's got my gun."

MP Okay.

OR "He's got my gun."

MP How did you scream that how would you yell that? How loud would you do you remember being?

OR Pre, (sigh) pretty loud I mean loud enough where, you know (inaudible) my main concern was that Dustin could hear me. Um I, I just remember thinking that, that I couldn't let my partner get killed with my gun. So, so ah, ah (clears throat) excuse me

MP Okay.

OR So, I think Dustin says again "I'm gonna shoot him." And that, I, I ah I keep telling Dus I, I told Dustin I said "shoot him." And then ah I remember the round going off. And then I ah I was able to roll away. And then I, I stood up and it was just people everywhere. Um and then everybody was yelling. And ah I, I didn't know what was gonna happen at that point. So I remember the paramedic supervisor tell the, tells the ambulance to go. I remember him banging on the side of the door and telling 'em to go get outta there. And then ah, I ah I grabbed my gun and I tried to watch the north side of the street. And I stood on, the one side of ah of the suspect and Dustin was on the, the townhome side. And the supervisor was in between us I remember he ran to his SUV and he was ah he was trying to treat him. And so we got on the radio I know Dustin put out shots fired, I remember that. And ah um I got on the radio and I called for help cuz there were so many people.

MP Um-hm.

OR And ah I just kept looking over my shoulder at Dustin making sure he was alright. And then ah just waited for all the other cars to get there. And so when the other ah the other cars got there and then ah were helping keep the crowd back and ah another officer told us ah to get in his car. He wanted to get us away from the scene cuz it was, such a, a crazy scene. He ah, Dustin jumped in the front and I jumped in the back seat and then we drove, drove to the precinct.

MP Okay. And going back to your, getting your gun out when you got up do you remember where your gun was on your body?

OR Don't um, I remember when I was on the ground I know it was in the small of my back cuz I couldn't reach it. But when I got up um it's stupid I remember I originally ah it went through my mind for whatever reason, I didn't...want to grab it, because I knew what had just happened and I, I...

MP So you were thinking in terms of evidence and...

OR It crossed my mind like briefly but I knew I had to get my gun out and just, (inaudible) it went through my mind just probably a second but I knew what I had to do so I, I just grabbed my gun and tried to watch the other side of the street.

MP Okay. And so you holstered a in the car you were being taken back to the precinct and your weapon stayed in your holster?

OR Yes.

MP Until what time?

OR Um until ah, ah our 21 or our, our ah that's their, their call sign or unit designator

MP Um-hm

OR It's our ah bureau of investigations they'd come out and they, they took my, my gun from me.

MP Okay. Ah did your holster have a, a level two, a level three a hood anything like that to keep it retained?

OR Yes it has a, a hood. Um and then there's a, another like button you push so I guess it would be a level three.

MP Okay.

OR Um, when I walked up to him I remember putting my gun away but I don't remember if I, snapped my, my hood or not, hm before I grabbed him.

MP Okay. But you did have it out when you approached him and then you hoi, re-holstered but you don't remember if you snapped that hood back?

OR No.

MP Okay.

OR I don't.

MP Okay. I want to back up a little bit. Um to first getting on scene. When you see somebody with their hands in their pockets and you tell 'em to get their hands out of their pockets why are you doing that?

OR For, my safety Dustin's safety, everybody's safety um people commonly conceal weapons in their pockets. Um so my concern is I want to be able to see his hands so I know he doesn't have any weapons.

MP And most people you tell that to, in all the days you've worked when you tell 'em show me your hands, get your hands out of pockets what do they do?

OR They get their hands out of their pockets.

MP They show you there's no weapon?

OR Yes.

MP And did this individual ever do that?

OR No. He, he never complied with anything we told him to do. He never put his hands behind his back. He never ah um never took his hands out of his pockets. He never did anything we told him to do.

MP Okay. And you said it was actually you and Dustin who had to get his hands pulled and yank 'em out of the pockets?

OR Yes.

MP Okay. And you also said as you approached him you, you saw a cray ah not a crazy look but a very concerning look in this guys eyes. Um did you lock eyes with him?

OR (no audible response)

MP Or was it his entire face that was very off to you?

OR I was watching, his eyes as I walked towards him and I'm watching his, kinda just watching his whole his hands...

MP Um-hm

OR ...I was really worried about his hands. I remember his face he was just kinda he was looking at us but kind of at an angle and his hair was just hanging all around his face and he was just staring at us. Its just, it was...something about, his stare it, it was just it was a, a weird stare.

MP Was it a look of fear?

OR No. No it wasn't, it wasn't fear. Um it, it just, it's hard to describe.

MP But you said that look made you uneasy?

OR Yes.

MP Okay. And you've been an officer for, for approximately seven years?

OR Yes.

MP And that type of a look gave you concern?

OR Yes.

MP Okay. Um with respect to his hands in his pockets how cold was it that night?

OR Um, maybe in the fifties. I don't remember it being, that cold I wasn't wearing a jacket.

MP Okay. And was it raining?

OR Not that I remember no.

MP Was there snow on the ground?

OR No.

MP Were you wearing a jacket or gloves?

OR I um I might have had gloves on, I might have black gloves um but other than that no I wasn't wearing anything else.

MP Okay. Are those gloves for police use or for cold use?

OR Ah police use.

MP Okay. Police use for cuffing, grabbing, moving things?

OR Yes.

MP Okay so you don't recall it being cold enough for someone to not comply saying it was too cold to get my hands out?

OR No.

MP Okay. Now, so you guys you and Dustin have each arm. He's not complying. You're trying to get his hands behind his back. And you said that you then made a move to take him to the ground. What have you been taught? Why did you take him to the ground to try to cuff him as opposed to doing it up, standing up with a person who isn't seeming to be compliant?

OR When I went through the academy in San Diego I was taught anybody who resists you take them to the ground. It's safer for everybody. It's easier to, to gain control and place them in handcuffs. Um, it ah it's just a...the safest way to do things rather than to try and stand up it's harder to get leverage when people are standing up...

MP Um-hm.

OR ...(inaudible) easier and it's easier for them to assault you if...

MP Have you and Dustin done this before?

OR Yes.

MP Take people to the ground to arrest them?

OR Yes.

MP Okay so you're a team you guys work together you know what to do?

OR Yes.

MP Alright so you, with your training and experience taking him to the ground makes it safer for everybody and easier to get him cuffed?

OR Yes.

MP However it didn't work out that way right?

OR No.

MP Okay. He went after your pistol. So when he does grab for your pistol, what were you taught about weapon retention? What kind of things can you do to try to keep that from coming out of the holster?

OR I was ah, a lot of the weapon retention I've been taught is mainly when standing up.

MP Um-hm

OR I was taught to (inaudible) lock your weapon down. Um add a spin into the elbow, the opposite way that they're, they're hand goes.

MP Um-hm.

OR Or ah you know depending on the circumstances the other way but ah just try and, remove yourself from that situation while maintaining your handgun as quickly as possible.

MP But that's been mainly standing up what you've been taught?

OR Mainly yes.

MP And in this situation you're lying on your back and side and you feel the weapon is actually pulled to the small of your back which means those keepers came loose?

OR I don't remember if they came loose or not but I (sigh) it's never happened to be me before that somehow the whole, the whole gun the whole thi.....

MP Holster and everything?

OR Everything went to the small of my back.

MP Okay.

OR So,

MP So now the things you were taught with retention, grabbing it, pushing it down, clamping it down you couldn't do it because it was in the small of your back? And you made a motion that you used the back of your hand to try to hold it?

OR I was trying, I was at such a weird angle and with him under me I was trying to get my hand back there so I could lock my gun into my holster and I would know where it, where it is. But all I could really do was get the back of my hand on top of it. With the angle I was at I couldn't, I couldn't move my hand I couldn't reach it. And all I could feel was his hand just he just had this grip on my gun and he was just pulling. And ah, that, that's all I could I couldn't, I, I was trying to, to pull away and I couldn't pull away. And I was trying to push down, and I was trying to do all this at the same time and, and nothing was working.

MP Um-hm.

OR Nothing I would do would work.

MP You say he was pulling at it could you feel him trying to pull it out of the holster?

OR Yes. Yes ah he was, he was pulling so hard on my gun I was trying to roll away as hard as I could and pull away and I, I couldn't move. I, I was just I was just stuck on my back.

MP Okay.

SM Um going back to when you first walked up to the subject. You said his hands were in his pockets. Which pockets were they, were they pants pockets, jacket pockets? Do you remember which pockets his hands were in?

OR Yes they were in his, his jacket pockets I remember he had a, a bulkier black jacket on and they were shoved in his jacket pockets.

SM Okay. Um and then going to, immediately after the ah the shot was fired you referenced the ah medic supervisor was outside. Was he outside during this, this confrontation ah of dealing with the subject or was he somewhere else?

OR I don't remember because just as, as soon as he told us what, what they had he said they were trying to figure everything out and my attention was, immediately drawn to the guy he pointed at, at on the sidewalk. Um at that point I, I don't know where he went or what he did. And the next thing I remember from him is when I'm standing up I, I see the side door of the ambulance open and I see him banging on the, the side of the ambulance and he was just saying go-go-go.

SM Okay. Um at any time did you and your partner ever handcuff the subject that you were dealing with?

OR No that was our intention when we were standing up. But we, we were never able to, to get handcuffs on him.

SM Okay. How about afterwards?

OR No um the paramedic supervisor grabbed his thing he came running over and ah it didn't even ah I just remember looking at the, the scene across the street but um we never, we never put him in handcuffs.

SM Do you ever remember taking your handcuffs out or anything or having them out in your hands?

OR No cuz I remember ah I think Dustin had his out and he had his left hand. And I was trying to get his other hand in there so we could get him in handcuffs and it just wasn't, wasn't working.

SM Okay. He ah the subject that ah I think you described that you dealt with, you ever seen him before? You ever dealt with him before or been on calls with that person before?

OR Not, not that I can remember no.

SM Okay. Um the only other thing I just want to clarify and kinda go back to the beginning is ah prior to turning the tape recorder on we ah sat and explained to you the criminal

investigative warning, that we don't do internal affairs investigations. That this is a criminal investigation. We explained to you that this is a consensual interview. And you don't have to talk to with us if you don't to talk with us. Um and we showed you a criminal investigative form that basically says that in short. Um that you agreed to sign and, and have an interview with us and speak with us. Um you're okay talking with us, you're okay giving us a statement.

- OR Yes.
- SM Um and then the other form that we showed you is a ah consent to get his DNA form um if you're okay with ah us taking a mouth swab?
- OR Yes.
- SM Okay.
- MP Um I, I think that's about it just have two, two quick points. You said that you stood when after the shooting you stood there facing the crowd that was coming out of that club. Um and then Dustin was back facing the other side or the other side and you had the guy on the ground between you and at the EMT supervisor between you. Um what, what role were you two fulfilling at that point?
- OR We were just trying to, keep everybody that was there safe. We were trying to keep, the paramedic supervisor safe. We were trying to keep the suspect safe. And we were trying to keep each other safe.
- MP Okay.
- OR Cuz that was, that was our scene at that point.
- MP That was your scene, you knew it was now a crime scene and you knew that ah you had help coming?
- OR Um-hm.
- MP Now as far as giving medical aid um did you do that or were you guys relying on the EMT for that?
- OR We were relying on the EMT for that.
- MP You remember if any words were spoken hey you know is he alive, are you gonna help him, anything did you say to the EMT guy?
- OR He, he just, did it all on his own. Just...
- MP Okay.
- OR ...he, he told the ambulance to go and then I just I, I remember Dustin and I kinda took a, a position on either side so we were you know kinda back to back with a little space in between us.
- MP Okay.
- OR And he just ran to his SUV and he grabbed a couple bags and...
- MP Okay.
- OR ...he came running to, to the guy.
- MP So you let the role of giving aid to him to the EMT supervisor?
- OR Yes.
- MP And you and Dustin performed pretty much security and waited for backup?
- OR Yes.

MP My last question for you Mark is, what do you think would have happened if this guy had gotten your gun out and Dustin did not fire?

OR I would have died. And Dustin might have died. Maybe the other people there I don't know um

MP Is there any doubt in your mind about that?

OR None. When, when he said "I'm ready to die" that was, that's the worst feeling I've ever felt, so um (inaudible) Dustin saved my life there's no doubt about it.

MP Okay.

SM If you could ah and it doesn't have to be a Picasso if you're okay with it can you draw us a not to scale just kind of a rough diagram of kinda the, the layout of where the medic supervisor was when you guys pulled up in relationship to the ambulance and then maybe just a couple X's of where you were, where the subject was, where Dustin was when you first walked up.

OR So, (pause) this is Plymouth. Runs ah east and west.

SM Um-hm.

OR Um (pause) the ambulance was here, facing east. The, the SUV was here, facing that way. And then we parked our car somewhere in here. And like I said I can't remember if we were on the, sidewalk or on the street. And then paramedic supervisor would have been here. And, the suspect was about, here. So he kinda had positioned himself between the ambulance and the suspect. And Dustin was driving and I was riding. So I got out and we walked towards him so we walked up here.

SM Okay. Can you, can you I don't know write subject for this, this one and write medic for this one for lack of a better term. And I know you guys were fluid I'm not gonna have you place yourself um because that was, from what you said kind of moving all over the place there's no need for that. If, if you could for me ah just write not to scale just so anybody that sees this knows that this is not to scale. Um and then sign it under that.

(pause)

SM Thanks. Is there anything else that we haven't asked that we either skipped or omitted or, or neglected to ask that you think ah is important that we should know about?

OR Hm nothing that I can think of.

RS No.

MP Okay. We're gonna go ahead and stop the interview. It is presently 1932 hours.

END OF RECORDING.

**Minnesota Bureau of Criminal Apprehension
ACISS Investigative Supplement 2015-648/14**

Report Date: 11/17/2015

Warning
Contains entities exempt from disclosure

Primary Information	
Description:	Statement of Officer Mark Ringgenberg, Mpls PD
Occurrence From:	11/17/2015 00:00
Occurrence To:	11/17/2015 00:00
Reporting LEO:	Phill, Charles (1385 / MRO - Homicide / Minnesota Bureau of Criminal Apprehension)
Backup LEO:	Mueller, Scott (1305 / Metro Regional Office / Minnesota Bureau of Criminal Apprehension)
Approval Status:	Approved
Approved Date:	11/30/2015
Approved By:	Swanson, Gary (1326 / MRO - Homicide / Minnesota Bureau of Criminal Apprehension)

Agency Reference Numbers	
<u>Agency</u>	<u>Case/File Number</u>
Hennepin County Medical Examiner	2015-6355
MN BCA Lab	S15-14003
Minneapolis Police Dept	15-423384

Synopsis
On Tuesday, November 17th 2015, SA Phill and SAIC Mueller interviewed Mpls PD Officer Mark Ringgenberg at the law offices of Fred Bruno. The statement was recorded and preserved on a disc labeled evidence item 2015-648/14.1. A hand drawn sketch made by Ringgenberg was also entered as item 2015-648/14.2.

Address #1 - Occurred #1 - 906 N 5TH AVE
Primary Information
Address: 906 N 5TH AVE, Minneapolis, Minnesota 55405 , United States

Subject #1 - SUBJECT #1 - Ringgenberg, Mark Douglas			
Primary Information			
Exempt From Disclosure:	YES		
Subject Name:	Ringgenberg, Mark Douglas		
Record Type:	Law Enforcement Official		
Bio:	30 yr. old, White, Male		
Birth Date:	[REDACTED]		
Rank/Position:	Officer		
Juvenile:	NO		
Subjects			
<u>Relationship</u>	<u>Name</u>	<u>Bio</u>	<u>DOB</u>
EMPLOYER	Minneapolis Police Dept (Agency)		---

Minnesota Bureau of Criminal Apprehension
ACISS Investigative Supplement 2015-648/14

Report Date: 11/17/2015

Subject #2 - SUBJECT #2 - Schwarze, Dustin Timothy			
Primary Information			
Exempt From Disclosure:	YES		
Subject Name:	Schwarze, Dustin Timothy		
Record Type:	Law Enforcement Official		
Bio:	28 yr. old, White, Male		
Birth Date:	[REDACTED]		
Rank/Position:	Officer		
Juvenile:	NO		
Subjects			
<u>Relationship</u>	<u>Name</u>	<u>Bio</u>	<u>DOB</u>
EMPLOYER	Minneapolis Police Dept (Agency)		---

Subject #3 - SUBJECT #3 - Clark, Jamar Oneal						
Primary Information						
Subject Name:	Clark, Jamar Oneal					
Record Type:	Person					
Bio:	24 yr. old, Black, Male					
Birth Date:	05/03/1991					
Juvenile:	NO					
Place Of Birth City:	Minneapolis					
Place Of Birth State:	Minnesota					
Personal Information						
Ethnicity:	American					
Height:	508					
Weight:	160					
Eye Color:	Brown					
Hair Color:	Black					
Hair Length:	Long					
Hair Style:	Dreadlocks					
Identifications						
<u>ID Type</u>	<u>Number</u>	<u>State</u>	<u>Country</u>	<u>As Of Date</u>	<u>Fictitious</u>	<u>Comment</u>
FBI ID	717111FD1	---	---	---	NO	---
OID	232941	Minnesota	---	---	NO	---
State ID	[REDACTED]	Minnesota	---	---	NO	---

Property #1 - Audio CD of Mark Ringgenberg Statement	
Primary Information	
Property Class:	Evidence
Property Type:	CD, DVD, DISC, TAPE

Minnesota Bureau of Criminal Apprehension
ACISS Investigative Supplement 2015-648/14

Report Date: 11/17/2015

Property #1 - Audio CD of Mark Ringgenberg Statement - Continued	
<i>Primary Information - Continued</i>	
Description:	Audio CD of Mark Ringgenberg Statement
Property Status:	BCA / HQ
Status Date:	11/17/2015
Quantity:	1
Control Number:	2015-648/14.1
UCRDamaged:	NO
Submitted To PES:	YES
Disposition:	SUBMITTED TO PROPERTY AND EVIDENCE

Property #2 - Hand drawn sketch by Ofc Ringgenberg	
<i>Primary Information</i>	
Property Class:	Evidence
Property Type:	Documents
Description:	Hand drawn sketch by Ofc Ringgenberg
Property Status:	BCA / HQ
Status Date:	11/17/2015
Quantity:	1
Control Number:	2015-648/14.2
UCRDamaged:	NO
Submitted To PES:	YES
Disposition:	SUBMITTED TO PROPERTY AND EVIDENCE

Record Status Information	
Record Origination Operator:	Phill, Charles (1385 / MRO - Homicide / Minnesota Bureau of Criminal Apprehension)
Record Origination Date:	11/19/2015 14:17
Last Update Operator:	Swanson, Gary (1326 / MRO - Homicide / Minnesota Bureau of Criminal Apprehension)
Last Update Date:	11/30/2015 18:40

Reporting LEO	Date	Supervisor	Date
Phill, Charles (1385 / MRO - Homicide / Minnesota Bureau of Criminal Apprehension)		Swanson, Gary (1326 / MRO - Homicide / Minnesota Bureau of Criminal Apprehension)	2/26/2016

Narrative begins on the following page.

On Tuesday, November 17th 2015, Special Agents (SA) Phill and Mueller interviewed Minneapolis Police (Mpls PD) Officer (Ofc) Mark Ringgenberg regarding the November 15th Officer Involved Shooting of Jamar Clark. The interview took place in the offices of his attorney, Fred Bruno, who was present for the interview. Ofc Ringgenberg and his partner, Ofc Schwarze tried to arrest Clark, scuffle ensued and Ofc Schwarze ended up shooting Clark who later died from his wound.

The following is only a summary of Ofc Ringgenberg's statement. Please refer to the attached transcript of the entire interview or to the digital audio recording of the interview. The audio was burned to a CD and labeled evidence item 2015-648/14.1 along with a hand drawn sketch of the crime scene by Ringgenberg labeled item 14.2.

Ringgenberg said he and Schwarze were at the 4th Precinct when they received a call of paramedics needing assistance. The call was at 1600 Plymouth Av N which was only a few blocks east of the 4th Precinct on Plymouth. They did not activate their lights and sirens because the location was so close and there was no traffic to navigate through.

Ringgenberg said that upon arrival, they were met by a paramedic supervisor who advised that a black male standing nearby was interfering with the treatment his EMTs were trying to give an assault victim. Further, they were told that the black male was possibly the suspect in their patient's assault.

Ringgenberg said they approached the male and told him to get his hands out of his pockets. He noted the male had a strange look in his eyes and a weird stare. Ringgenberg drew his weapon and held it in front of him, not pointing it at the male but asking again to get his hands out of his jacket pockets. The male still refused so Ringgenberg holstered his weapon and went to grab the subjects right hand and pull it out of his jacket pockets. He had to forcefully pull his hands out of his pockets but he could not get his hands behind his back to safely handcuff him. The male was resisting their efforts to get him handcuffed.

Ringgenberg said he decided to take the male to the ground to more quickly overcome his resistance and get him cuffed. When they took him down however, Ringgenberg said he ended up partially on top of the male with his back to the male and partially with his front to the sky and to the side.

Ringgenberg said he tried to roll away from the male and he felt his gun, holstered to his right side, pull towards his back. He felt back there and felt the male's hand wrapped around the full grip of the pistol as he tried to get it out. Ringgenberg tried hard with the back of his right hand to keep the male from pulling it out but he did not have a good angle to properly use weapon retention techniques he was taught in classes. He yelled at his partner, Ofc Schwarze "He's got my gun, he's got my gun" more than a couple times.

All Ringgenberg felt he could do was try to roll away but keep pressure on the gun at the same time while also trying push the gun down. After telling Schwarze again "He's got my gun," he heard Schwarze say something like "Let go, or I'll shoot you" but the male then said "I'm ready to die" which instantly filled him with the fear that he was going to die. After telling Schwarze a couple more times that he had his gun, he told him to shoot the male. He then heard on shot and he was then free to get up from the male. Ringgenberg then drew his weapon and began watching the crowd on the north side of the street. Ringgenberg did not remember if his Level 3 holster had the hood over the gun when he holstered before going hands-on with the male.

Ringgenberg said he kept watch to the north side of Plymouth because people were gathering and causing a commotion across the street and he saw that Schwarze was watching to the south towards the townhomes and apartments on Plymouth Av.

Ringgenberg said that he saw the EMT supervisor get out of the ambulance and hit it yelling "Go, Go Go" and it left the scene. The supervisor then went to his own truck and pulled out medical bags to give the male medical treatment. Ringgenberg said he and Schwarze acted as scene security for each other, the injured male, the EMT supervisor and themselves as they waited for backup. Ringgenberg said he and his partner never got the male handcuffed nor did they identify him. He also said he did not recognize the male from any previous police calls. Finally, Ringgenberg said that he believed that if Schwarze did not shoot the male, then he likely would have killed himself, Schwarze or somebody else in the area.

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