

Fayetteville State University
College of Arts & Sciences
Criminal Justice Department
CRJC 335-D2: Media & Crime
Spring 2011

I. Locator Information:

Instructor: **Dr. Emily Lenning**

Course # and Name: **CRJC 335D2: Media & Crime**

Semester Credit Hours: **Spring 2011 – 3 Credit Hours**

Day and Time Class Meets: **Online**

Total Contact Hours for Class: **Online**

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Office Location: **336 Laretta Taylor**

Office hours: **T/Th 9:30-noon**

Wednesday 2-5 p.m.

or by appointment

Office Phone: **672-2274**

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description: This course will explore the relationship between media and crime. We will critically analyze various forms of media through the use of content analysis and case studies. The overall focus will be the social construction of perceptions of criminals, victims, and law enforcement, as well as how the media is used as a tool of social control and how it affects criminal justice policy.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbooks:

Surette, R. 2011. Media, crime and criminal justice: Images, realities, and policies, 4th Edition. Belmont, CA: Thompson Wadsworth.

Additional Required Readings: Will be posted on Blackboard (Bb) as they are assigned. *Note: all assigned reading for this course is required.

V. Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Critically analyze several forms of mass media
- Conduct an original case study of a crime case that has been sensationalized in the media
- Have developed the ability to employ qualitative research methods in researching the relationship between media and crime
- Have an understanding of how our perception of crime, criminals, victims and law enforcement is socially constructed

VI. Course Requirements and Evaluation Criteria

a. Grading Scale:

Discussion Board Postings	7 @ 20 points each = 140
Exams	3 @ 25 points each = 75
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Total	215 points
194-215 = A	
172-193 = B	
151-171 = C	
129-150 = D	
128 or below = F	

b. Attendance Requirements

Obviously, since this is an online class your attendance will be virtual and, for the most part, at your leisure. However, you are expected to be ***fully engaged*** throughout the semester, which means checking Black Board ***every day***, completing all assignments by their due dates, and participating in all online discussions that we have.

c. Graded Assignments

Grades will be based on your participation in intense, activity-driven discussion boards and exams.

Discussion Boards:

Discussion questions relevant to each week's readings will be a key element of this course. All discussion boards will be activity based, which means you should expect to do a significant amount of work related to them. All students must respond to the initial discussion question posted by the instructor and **must reply to at least two (2) posts by fellow students**. Therefore, **each student must contribute at least three posts to each discussion question.**

- **POSTING THREE TIMES IS THE MINIMUM REQUIREMENT.** Even if the one or two posts you do provide are excellent, **if you do not provide three posts that meet course requirements during the week for a discussion topic, you will receive a zero for that discussion board.**
- **MEETING THE MINIMUM POSTING REQUIREMENTS DOES NOT GUARANTEE PASSING GRADES OR HIGH MARKS FOR THAT WEEK'S DISCUSSION QUESTION.**
- The discussion questions ***open*** at 12:05 am on Sunday mornings (see the dates listed in the schedule) and they ***close*** at 11:55 pm on Saturday evenings (see the dates listed in the schedule.)

Because this course is a seminar rather than a lecture based course, my role is to facilitate the discussions of the subject matter. Just because you do not see posts from me does not mean that I am not there in the discussion board. More importantly, if you do see a posting from me, you should pay close attention to it (even if it is not addressed to you) and you should respond accordingly. Your role is to engage fully with the reading material and other course materials provided and to learn together as you discuss these materials with each other.

Time requirements

You are required to participate in Discussion Board forums in Blackboard every week on various topics throughout the semester. **You must participate in each of the discussions during the appropriate week. Late discussion board posts will not be accepted; indeed, you will not be able to go back and post in closed discussion boards.**

You will not get credit for any contributions made to discussions after the specified time/date. The discussion board questions will be provided on Sundays by 12:05 a.m. Students will have until the following Saturday (11:55 p.m.) to engage in the discussion of the week's topics. Students are encouraged to make their initial post within the first 72 hours of the discussion forum to maximize the likelihood of high marks for the week's postings.

Grade for discussion board participation

I will monitor your discussions and your grade in this area will be based on both the quantity and quality of your contributions. In other words, I will keep track of how often you post contributions to class discussion and I will pay attention to whether your contributions demonstrate responsiveness to the reading assignments, other course materials, to postings from myself, and to each other. Everyone is expected to take part in all discussions.

Discussion Posting Grading

These grading criteria will serve as a guide to how postings will be graded. Students should subscribe to forums, and everyone should pay attention to postings from me and respond appropriately:

Excellent Postings (18 - 20 Points)

- Posting is responsive to the question – most DB's have several parts to them, and it is imperative that you address all of them.
- Posting is an appropriate length – you should consider these assignments, so posting a paragraph for your initial response is not acceptable. Initial posts should be appx. 1 page in a Word document.
- Posting is insightful, thorough, and interesting – it is important that both your initial posts and responses are engaging. “Great post, Sue! I never thought about it that way!” is not an acceptable response post – you should make a concerted effort to have a *discussion* with your classmates.
- Posting content is original (i.e., in the student's own words).
- Uses quotes sparingly and as a point of departure for further explanation on the topic being discussed.
- A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.
- Initial posting occurs within the first 72 hours of the discussion board. Postings occur over several days and times; all posting do not occur on one day.
- Posting generates questions and opens up new avenues for discussion.
- Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.
- Posting is highly polished; no grammar or spelling errors. Note: “Text speak” (e.g., “u” instead of “you”) is not appropriate for discussion boards – this is an academic course and you are expected to engage others in a professional manner.

Good Postings (14 – 17 Points)

- Posting is only partially responsive to the question
- Posting is interesting but lacks insight and depth.
- Posting is somewhat brief for the task at hand.
- Response posts are somewhat un-engaging and little effort is made to have a discussion.
- Posting content is not substantially different from source material (i.e., little originality or use of the student's own words).

- Uses quotes moderately with some effort to expand upon the meaning of the quoted information.
- Some discernable effort is made to frame the discussion posting in such a way as to encourage others to reply.
- Postings occur within a short time frame (days and time).
- Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook and/or companion website.
- Posting is adequate; maximum of two grammar or spelling errors.

Poor Posting (0 – 13 Points) ****Note, it is possible to receive zero points even when you post something****

- ❖ **Failing to provide three postings**
- ❖ Posting does not respond to the task/question
- ❖ Posting is uninteresting and/or too brief for the assignment.
- ❖ Posting is entirely too short and therefore does not address the assignment.
- ❖ Posting content closely matches source material (i.e., unoriginal material that is not in the student's own words).
- ❖ Posting content uses quotes heavily with little to no effort to expand on the meaning of quoted material.
- ❖ No discernable effort is made to frame the discussion posting in such a way as to encourage others to reply.
- ❖ Postings all occur on the same day and within a few hours of each other. All posting occur within the last 48 hours of the discussion board.
- ❖ Posting demonstrates very little understanding of the reading material/assignment.
- ❖ Posting does not address the question; posting focuses on personal opinions or experiences.
- ❖ Posting is unoriginal; it copies too much from the assigned readings or other material, or is simply a rewording of previously posted ideas.
- ❖ Posting is inadequate; more than two spelling or grammar errors per post.
- ❖ Postings are disrespectful to others. This includes responses to disrespectful postings.
- ❖ Note: plagiarized posts will be removed from the discussion board and will earn a score of zero.

Plagiarism & Quoting:

Cases of plagiarism will be handled as academic misconduct, not work that is eligible for resubmission.

- ❖ **Quotes are only acceptable in discussion question postings for this course.** (See Discussion Posting Grading regarding use of quotes and level of originality in postings.)
- ❖ **Quotes are unacceptable in tests; all tests should be treated as closed-book assessments and no outside resources are permitted for testing.**

Keep in mind that **copying the words of another and not putting quotations to designate that the words were written by someone else is plagiarism, even if you put a cite at the end of the sentence or paragraph.** One way to avoid plagiarism is to look at how your writing differs from your sources. *A good rule of thumb:* whenever you write four or more words to a sentence that are identical to the way things are worded in your source material ask yourself is this paraphrasing or is it plagiarism? Please do not play thesaurus games to change up a sentence; awkward wording is a tell-tale sign of plagiarism.

Citing:

Citing entails noting in your postings (or papers) that the idea you are presenting is not your own and citing notes that others have done work that lends support to what you are saying or trying to say. I strongly suggest that you **pay attention to how much you write with no supporting citations**. If you write something that entails detailed information, such as case law, dates, reporting statistics (actual numbers) or estimates (i.e., saying the majority, most, all, almost all, some, none, no one, etc.), you should have a citation to back up what you have written.

Furthermore, if you are writing and you go for three or more sentences without citing someone or something, ask yourself “How do I know all of this?” “Should I have a citation somewhere in here?” Furthermore, you should only cite things you have actually read, otherwise, you are citing someone else’s review of what someone else said or wrote. If you are unfamiliar with proper citation, visit the Ohio State University APA style guide at:

<http://library.osu.edu/sites/guides/apagd.php>.

A good posting (or paper) uses data and research by others to support the statements or arguments made in the paper. Most posting (and papers) require some level of support, preferably from good academic sources such as academic journals, government documents, and scholarly books, but note: **materials assigned by the professor should be your first and primary sources for discussion boards**. Dictionaries and internet sites (e.g., online dictionaries, legal reference sites, Wikipedia, etc.) should not be used as sources to support your statements and positions. Where you get your information can be just as important as how you use your resources. Be mindful that there is a difference between getting information *through* the Internet (e.g., downloading a full-text article from an academic journal or a government report) and getting information *from* the Internet (e.g., using information from someone’s site which may not have been peer-reviewed or subjected to any rigorous scrutiny).

A question I frequently raise when grading is “How do you know that?” Many students fail to document or acknowledge where they got the ideas or information in their postings and papers. Claiming that you “just know” the information, that it is “common knowledge,” or that you learned it before is not good enough for me. If you say in your posting or paper that some phenomenon happens or that a problem exists, I want you to provide proof as best as you can to support your claim. For example, if you say something like “there is discrimination in the criminal justice system,” what information are you going to use to support your statement? Is the information you are using appropriate? Remember that I will be reading your postings and when it comes time to grade them, I will be working with what you put in the posting. There will be no opportunity for you to elaborate on your choice of words, so prepare your paper with the reader in mind. Remember throughout your postings that what you meant to say and what you have written may not be the same. Proofread your work to make sure that you are communicating your thoughts as intended.

Exams: There are three exams in this course; one for each module. Exams will be available at 7:00 a.m. on Thursday of exam weeks and will close at 5:00 p.m. on Saturday. You will have one hour and 15 minutes for each test and points will be deducted if you go over the allotted time (1 point for each minute you go over). Thus, it is in your best interest to be up-to-date on all readings and assignments before you log in. Each exam is worth 25 points. If you have trouble with Black Board while you are trying to access the exam it is your responsibility to contact me immediately. The decision to re-open exams will be made on a case-by-case basis and is not guaranteed.

**Plagiarism of any kind on the exam will result in a score of zero for the entire test.

d. Value of Each Assignment

Discussion Boards = 65% of final grade

Exams = 35% of final grade

e. Policy on Missed or Late Assignments

Late postings will **not** be accepted – no exceptions. Make-up exams may (not *will*) be allowed under dire circumstances, such as the case of a *documented illness that requires hospitalization* or the death of an immediate family member (i.e., parent, sibling, spouse or child). If such circumstances do arise, you should contact me **immediately** with documentation. The decision to allow make-up exams will be made on a case-by-case basis and is not guaranteed.

f. Academic Dishonesty

Any student found guilty of academic dishonesty will be subject to disciplinary actions as described in the student handbook, and will certainly earn a grade of zero for the assignment in question and/or the course. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, complicity to academic dishonesty (helping or attempting to help another student cheat) and misrepresentation to avoid academic work (e.g. fabricating excuses of an illness, injury, accident, family death, etc. to avoid the timely submission of academic work).

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VII. Academic Support Resources – If you are struggling with the material and/or assignments please contact me immediately so that we can connect you with the appropriate resources. Also, be sure to check out the “Academic Support” link on Blackboard.

VIII. Course Outline and Assignment Schedule

**Note: This Schedule Is Subject To Change – Please check Blackboard daily for changes and/or updates.

Module: Week Date	Topics/Assignments	Textbook/PDF Readings
M1: Week One 3/13-3/19	Media & Social Construction DB #1	Surette Ch. 1 & 2
M1: Week Two 3/20-3/26	Moral Panics DB #2 Exam #1 (open from 7 a.m. on Thursday, 3/24 to 5 p.m. on Saturday, 3/26)	Goode & Ben-Yehuda Ch. 1 & 2 (Bb) Glassner (Bb)
M2: Week Three 3/27-4/2	Crime & Criminality in the Media DB #3	Surette Ch. 3
M2: Week Four 4/3-4/9	Crime Fighters in the Media DB #4	Surette Ch. 4 Cavender & Deutsch (Bb)
M2: Week Five 4/10-4/16	Courts & Corrections in the Media DB #5 Exam #2 (open from 7 a.m. on Thursday, 4/14 to 5 p.m. on Saturday, 4/16)	Surette Ch. 5 & 6
M3: Week Six 4/17-4/23	Media & Social Control DB #6	Surette Ch. 7

M3: Week Seven 4/24-4/30	Media & Criminal Justice Policy DB #7	Surette Ch. 8
M3: Week Eight 5/1-5/7	Exam 3 will be available from 7 a.m. Thursday, 4/28 until 5 p.m. on Thursday, May 5 th . <i>Graduating seniors MUST take the exam before Sunday, May 1st at 5 p.m. or it will not be calculated into their final grade!!</i>	

IX. Teaching Strategies

This course will consist of readings, discussion board assignments, online activities, films, and exams.

X. Bibliography

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