

LSC Use Only Proposal No:

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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: COMM 420 Media Portrayal of Crime

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

- Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<u>[Signature]</u>	<u>2/12/14</u>
Department Chairperson(s)	<u>[Signature]</u>	<u>2/13/14</u>
College Curriculum Committee Chair	<u>[Signature]</u>	<u>3/3/14</u>
College Dean	<u>[Signature]</u>	<u>3/4/14</u>
Director of Liberal Studies (as needed)	<u>[Signature]</u>	<u>3/14/14</u>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<u>Gail Sedquist</u>	<u>4/3/14</u>

Received

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MAR 4 2014

APR 3 2014

Liberal Studies

Liberal Studies

I. **Catalog Description**

COMM 420 Media Portrayal of Crime

3 class hours

0 lab hours

Prerequisite: COMM 101, CRIM 101, JRNL, 105

3 credits

(3c-01-3cr)

Provides an examination of the portrayal of crime in the media (television, film, newspapers, music, video games, electronic/Internet). This includes but is not limited to: victims, offenders, criminal justice actors, and the criminal justice system. Of importance is how the media select what is newsworthy and how they describe and/or alter criminal justice issues. Attention will be paid to the media's perceptual influence, criminology and criminal justice issues of the general population and the resultant criminal justice policies. The course is seminar based.

II. **Course Objectives**

Students will be able to:

Objective 1: Compare criminal justice realities to media portrayal.

Expected Student Learning Outcomes 1:

Informed Learners

Rationale:

Students will assess how the criminal justice system works in reality to the portrayal of how the system works in the media on the midterm exam.

Objective 2: Compare the various forms of media and the similarities or differences in the portrayal of offenders, victims, and criminal justice actors.

Expected Student Learning Outcomes 1:

Informed Learners

Rationale:

Through non-graded in class assignments, students will be able to gather information about media portrayal of crime from various information sources (video games, music, videos, documents, journal articles, etc.) The midterm exam will capture students' knowledge about the portrayal of offenders, victims, and criminal justice actors in the various forms of media. The exam will require students to be able to critically analyze why there may be similarities or differences in the various forms of media.

Objective 3: Critically analyze the influence of media on public perceptions of offenders, victims, criminal justice actors, and criminal justice system.

Expected Student Learning Outcomes 3:

Responsible Learners

Rationale:

The final exam will require students to assess their own views on how the media may influence public perceptions. Additionally, the exam will have students assessing how the media may have influenced their own opinions, thoughts, beliefs about offenders, victims, criminal justice actors, or the system.

Objective 4: Analyze media content for themes related to criminology and criminal justice.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

A paper and presentation assignment will require students to have knowledge about criminology/criminal justice system and be able to critically analyze the content present in the media. Assignments also will require students to make the link between the content present in the media and how it may influence public perceptions. This allows the student to evaluate the information provided by the media and its accuracy.

III. Detailed Course Outline

A. Media	(2 hours)
1. Forms of media	
2. Who owns the media?	
3. Ethical use of information	
B. Pervasiveness of Crime in Everyday Media	(3 hours)
1. How much media is encountered?	
2. How much crime is displayed in this media?	
3. Prominence of crime coverage versus other breaking news	
C. How Do We Study Crime in the Media?	(4 hours)
1. Content Analysis	
D. Portrayal of Crime in Music	(3 hours)
E. Portrayal of Crime in Video Games	(3 hours)
F. Portrayal of Crime in Newspapers/News Magazines	(3 hours)
G. Portrayal of Crime in Televised News/Crime Dramas	(3 hours)
H. Portrayal of Crime in Movies/Documentaries	(3 hours)
I. Midterm Exam	(1 hour)
J. Race/Sex/Class (Mis)-Representation in Crime Media	(6 hours)
1. Presence of Stereotypes of Race/Ethnicity and Crime/Criminal Justice System	
2. Presence of Stereotypes of Sex and Crime/Criminal Justice System	
3. Presence of Stereotypes of Social Structure and Crime/Criminal Justice System	
K. Media's Influence on Perceptions	(6 hours)
1. Ethics behind the media's perceptual influences	
L. Media's Influence on Criminal Justice Policies	(5 hours)
Final Examination	(2 hours)

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty members within the Department of Criminology or Journalism. What follows is an example of the evaluation methods and weighting used for this course:

Your final grade in this class will be a compilation of the following:

- A. Midterm and Final Exams
- B. Research Paper and Presentation
- C. Class Participation

Exams: There will be a midterm and final. The exams will be either a take home exam or in class exams and will be rigorously graded. Exams will be essay format. Exams will be graded according to content, appropriateness of conclusions, citations, spelling, grammar, and flow. Exams will make up 40% of grade.

Research Paper and Presentation: Students will be assigned to groups to conduct research on media and crime. For this assignment, each group will be conducting a content analysis of the media focusing on one of the following (this list is not exhaustive): criminal activity, portrayal of offenders, portrayal of victims, portrayal of criminal justice employees, portrayal of criminal laws or policy, and amount of time spent on the topic of crime. Each group will be assigned a genre of media which could include but is not limited to: music (lyrics or videos), video games, websites, newsprint, news magazines (such as *Time* and *Newsweek*), televised news, comic books, novels, true crime books, textbooks, televised reality crime shows, televised crime dramas, or movies. Groups will write a paper about and present to the class the results of their research. The paper and presentation will make up 40% of the grade.

Class Participation: This includes but is not limited to individual participation in whole class and small group discussions and class presentations. Participation grades will be based on a rubric that assesses: non-graded in class assignments, providing current events for class discussion, asking questions to facilitate discussion, and conveying respect and attentive behavior. Class Participation will make up 20% of the grade.

V. Example Grading Scale

In general, the following scale will be used in assigning letter grades, related to the evaluation of student performance based on a "percentage" grading scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = Below 60%

VI. Attendance Policy

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. Required Textbook

Robinson, M. (2011) *Media Coverage of Crime and Criminal Justice*. Durham, NC: Carolina Academic Press.

Required Articles

Beale, S. (2006) The News Media's Influence on Criminal Justice Policy: How market-driven news promotes punitiveness. *William and Mary Law Review* 48 (2): 397-481.

Collins, M. (2009) Ripped from the Headlines: The use of real crime in *Law & Order* episodes. *The Journal of the Institute of Justice & International Studies* 9: 88-97.

Frost, N. & Phillips, N. (2011) Talking Heads: Crime reporting on cable news. *Justice Quarterly* 28 (1): 87-112.

Pollak, J. & Kubrin, C. (2007) Crime in the News: How crimes, offenders and victims are portrayed in the media. *Journal of Criminal Justice and Popular Culture* 14 (1): 59-83.

VIII. Special Resources Requirements

None

IX. Bibliography

Barlow, M., Barlow, D., & Chiricos, T. (1995) Economic Conditions and Ideologies of Crime in the Media: A content analysis of crime news. *Crime & Delinquency* 41 (1): 3-19.

DeVane, B. & Squire, K. (2008) The Meaning of Race and Violence in Grand Theft Auto: San Andreas. *Games and Culture* 3:264-285.

Dixon, T. (2008) Network News and Racial Beliefs: Exploring the connection between national television news exposure and stereotypical perceptions of African Americans. *Journal of Communication* 58: 321-337.

Fox, R., Van Sickle, R., & Steiger, T. (2007) Chapter 5 "Race, Gender, Class, and Tabloid Justice." & Chapter 4 "Public Opinion, Trial Coverage, and Faith in the Criminal Justice System" In *Tabloid Justice: Criminal justice in an age of media frenzy*. Boulder, CO: Lynne Rienner Publishers, Inc.

Goidel, R., Freeman, C., & Procopio, F. (2006) The Impact of Television Viewing on Perceptions of Juvenile Crime. *Journal of Broadcasting & Electronic Media* 50 (1): 119-139.

Hirschfield, P. & Simon, D. (2010) Legitimizing Police Violence: Newspaper narratives of deadly force. *Theoretical Criminology* 14 (2): 155-182.

Klein, R. & Naccarato, S. (2003) Broadcast News Portrayal of Minorities: Accuracy in reporting. *American Behavioral Scientist* 46 (12): 1611-1616.

Kraska, P. & Neuman, W.L. (2011) Chapter 9 "Nonreactive Research: Content analysis and existing

documents/statistics." In *Essential Criminal Justice and Criminology Research Methods*. Upper Saddle River, NJ: Pearson Education, Inc.

Lawrence, J. & Joyner, D. (1991) The Effects of Sexually Violent Rock Music on Males' Acceptance of Violence Against Women. *Psychology of Women Quarterly* 15: 49-63.

Lowry, D., Nio, T., & Leitner, D. (2003) Setting the Public Fear Agenda: A longitudinal analysis of network TV crime reporting, public perceptions of crime, and FBI crime statistics. *Journal of Communication* 53 (1) 61-73.

Tunnell, K. (1992) 99 Years is Almost for Life: Punishment for violent crime in bluegrass music. *Journal of Popular Culture* 26 (3): 165-182.

Unsworth, G., Devilly, G., & Ward, T. (2007) The Effect of Playing Violent Video Games on Adolescents: Should parents be quaking in their boots? *Psychology, Crime & Law* 13 (4): 383-394.

Welch, M., Fenwick, M., & Roberts, M. (1997) Primary Definitions of Crime and Moral Panic: A content analysis of experts' quotes in feature newspaper articles on crime. *Journal of Research in Crime and Delinquency* 34 (4): 474-494.

Course Analysis Questionnaire

Section A: Details of the Course

A1: This course will be part of the group C controlled electives for Communication Media majors or can be taken as a free elective for Criminology, Criminology Pre-law majors or Journalism majors. This course could also be a liberal studies elective eligible for all students. The content of this course is too broad to be included in another course.

A2: This course will not require changes in the content of existing courses. Once approved, this course would fit in the group C controlled electives for Communications Media majors.

A3: This course has not been offered as a special topics course.

A4: This course will not be a dual-level course.

A5: This course cannot be taken for variable credit.

A6: Yes other higher education institutions offer this course.

University of Minnesota Duluth

Soc 3336 Crime and the Media

This class concerns the representations of crime and the criminal justice system in the media. Television, film, newspaper, and electronic/internet media interests with crime and the criminal justice system in a number of important ways. The point of this course is to examine how the media represents, distorts, and/or filters crime and justice issues. Also, the media is used as a mechanism to explore issues (e.g., political ideology, corrections policy, causes of crime) that are central to the study of crime.

Mount Mercy University

CJ 426 Media and Crime

This course will focus on the interrelationships among media, crime, and the criminal justice system. Particular attention will be given to the construction of crime in the news and entertainment media, and how those constructions affect citizens' perceptions of crime and the criminal justice system. Policy and legal implications of these perceptions will also be considered.

Western Carolina University

CJ 342 Myths and Media in Criminal Justice

Examines the portrayal of victims, offenders, police, courts, and corrections in all forms of media in the United States.

A7: The content of the proposed course is not recommended or required by a professional society, accrediting authority, law or other external agency.

Section B: Interdisciplinary Implications

B1: Since this course is cross listed, this course could be taught by CRIM or JRNL instructors.

B2: The content of this course does not overlap with any other courses at the University. Journalism and Communications Media was approached about cross-listing the course so that both Journalism, Communications Media and Criminology/Criminology Pre-law majors could take the course.

B3: As stated above the course will be cross-listed with Communications Media, Journalism and Criminology. It was agreed that the course will be offered in the fall by one department and in the spring by the other department. Summer and winter scheduling will be as desired by each department.

Section C: Implementation

C1: Faculty resources are adequate. Current CRIM, JRNL and COMM faculty can teach the class. No other courses will be taught less frequently or in fewer sections.

C2: No additional resources will be required

C3: There are no grant-funded resources involved with the teaching of this course.

C4: This course is proposed to being offered each semester.

C5: It is anticipated that a minimum of two sections will be taught during any given semester.

C6: This is a senior level course that will be seminar based rather than lecture, approximately 25 students can be accommodated.

C7: No professional society recommends enrollment limits.

C8: This course will be offered as a distance education course. This proposal includes the Implementation of Distance Education Agreement.

Part III. Letters of Support or Acknowledgement

On Mon, 04 Mar 2013 15:39:45 -0500

"Michele Renee Papakie" <zkyn@iup.edu> wrote:

>Hi, Erika.

>The journalism department approved the CRIM/JRNL course today, and will forward it to the appropriate places.

>THANKS!

>Michele

Checklist for Liberal Studies Electives Course Proposals

1. Review the Criteria for a Liberal Studies Elective – note how the competencies are to be handled.
2. Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
3. Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4. Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners.
5. Course content – meets the required course content for a Liberal Studies Elective. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements.
6. Competencies - All Liberal Studies Electives must meet the EUSLOs and required course content from at least ONE of the following SIX competencies: Global Citizenship; Information Literacy; Oral Communication; Quantitative Reasoning; Scientific Literacy; and Technological Literacy. Note: a course may meet more than one competency.
7. Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
8. Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
9. Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

If this is a course revision (p. 18 UWUCC Handbook)

10. _____ Summary of the proposed revisions.
11. _____ Justification/rationale for the revision – be sure to include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
12. _____ The old syllabus of record.
13. _____ Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook).

Liberal Studies Course Approval Checklist Instruction Sheet

Use this checklist for all Liberal Studies categories other than writing-intensive sections; a different checklist is available for this. If you have questions, contact the Liberal Studies Office, 103 Stabley, telephone 357-5715.

This checklist is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-Wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

Standard UWUCC Course Proposal Cover Sheet, with signatures and Liberal Studies course designation checked

Course syllabus in UWUCC format

UWUCC course analysis questionnaire. Needed only if this is a new course not previously approved by the University Senate. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review.

Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

Answers to the four questions listed in the Liberal Studies Course Approval General Information (one page)

Submit the original of the completed proposal to the Liberal Studies Office (103 Stabley). In addition to the signed hard copy, email the proposal as a Word or RTF file attachment to Liberal-Studies@iup.edu.

Liberal Studies Course Approval General Information

1. An annual review (at the end of the spring semester) between departmental faculty teaching CRIM 420 and JRNL 420 of the course objectives and outcomes will be held. In addition, the validity of objectives will be assessed to determine whether the course goals are being met by the Department of Criminology and Journalism Department.
2. The syllabus of record includes 6 hours of the course devoted to race/ethnicity, gender, and social class. This also will be a constant theme present throughout the course.
3. The syllabus of record includes as required reading a collection of related articles. In addition, articles from the bibliography may be assigned as needed.
4. This is not an introductory course. Students will be expected to have some background knowledge about criminology/criminal justice and journalism (see prerequisites). However, students can still register for the course if granted departmental permission.