



## CRJU 3120: Crime as Entertainment Fall 2017

Tuesday 6pm-8:30pm  
James M. Baker University-420

Instructor: **Dr. Elizabeth Bonomo**  
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Phone: 678-466-4801  
Office: Clayton Hall, T-103D  
Office hrs: TR 10:00am-11:00am; 12:35pm-2:05pm; T 4:00pm—5:00pm or by appointment

### **COURSE INFORMATION**

#### REQUIRED READINGS:

##### **Textbook**

Media, Crime, and Criminal Justice: Images, Realities, and Policies by Ray Surette

##### **Articles**

See D2L for specific articles

#### COURSE DESCRIPTION:

This course explores the depiction of crime and the criminal justice system in media with a specific emphasis on film and television. Particular focus will be placed on the entertainment media's role in shaping the general public's ideas of crime and justice. The course also examines: the increasingly blurred lines between news and entertainment; the roles film and television play in educating the public about crime and justice in the United States; and entertainment media's role in creating a distorted image of crime and justice in the United States. Finally, issues of race, class, and gender will also be explored in the context of entertainment media and crime.

#### COURSE PREREQUISITES AND CO-REQUISITES:

CRJU 1150 – Introduction to Criminal Justice (3-0-3) with a minimum US grade of D

## PROGRAM OUTCOMES:

This course supports learning outcomes 1, 2, 3, 4, and 5 of the Criminal Justice major.

- Outcome 1: Describe the varying responsibilities and administrative competencies of each component of the criminal justice system.
- Outcome 2: Demonstrate the major theoretical perspectives in the criminology and criminal justice fields, as well as identify the social policy implications of these perspectives.
- Outcome 3: Demonstrate the ability to summarize and discuss in written and oral form academic journal articles.
- Outcome 4: Analyze and interpret the kinds of data commonly found in the criminal justice field.
- Outcome 5: Critically evaluate existing or proposed criminal justice policies and practices.

## COURSE LEARNING OUTCOMES:

Upon completion of this course, students should know

1. Characteristics of different (a) types of media and (b) types of content
2. The concept of social construction of reality
3. Characteristics of news media
4. How the media portrays crime and criminals
5. Media portrayals of police, courts, and corrections
6. How the media influences perceptions of race and gender
7. The impact of the media on criminal justice policy

## COMPUTER REQUIREMENT

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

## COMPUTER SKILL PREREQUISITES:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™
- Only use your CSU e-mail account to communicate academic information to your instructor.
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

## IN-CLASS USE OF STUDENT NOTEBOOK COMPUTERS

Occasionally, a computer will be necessary in-class when working on group assignments. Prior notice will be given to students.

## USE OF STUDENT NOTEBOOK COMPUTERS

Students MUST have access to a functioning computer with sound. Computers will be required outside of class to access course materials, complete assignments, and to communicate with your instructor. Students are responsible for knowing how to access and use D2L. Any student needing help with D2L should see the appropriate campus service immediately so that assignments may be completed in a timely manner. Failure of computer equipment or **lack of knowledge about D2L will not be acceptable excuses for missing assignments.**

## Desire2Learn

On-line activity will take place in Desire2Learn and Office 365 Teams. Posting of your work in D2L and Office 365 Teams is a course requirement. Assignments will *not* be accepted through email. Any assignments received via email will be given a zero.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at [TheHub@mail.clayton.edu](mailto:TheHub@mail.clayton.edu) or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name. You can gain access to Office 365 Teams from your email login page. More information for Office 365 Teams is provided in D2L.

## MID-TERM PROGRESS REPORT:

The mid-term grade in this course, which will be issued by September 30, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on October 6. [Instructions for withdrawing are provided at this link.](#)

**The last day to withdraw without academic accountability is October 6, 2017.**

## COURSE POLICIES:

### **General Policy**

Students must abide by policies in the Clayton State University Student Handbook, and the [Basic Undergraduate Student Responsibilities](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#).

## University Attendance Policy

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

## Course Attendance/Late Arrival Policy:

Attendance is expected for all class periods. Attendance is required for examination periods. Beyond that:

If you do miss a class, you will **NOT** be permitted to make up any assignments, quizzes, or exams due that particular class period. The only exception is when a valid excuse is provided (see missed/late work policy).

Absences will be excused only if the student provides appropriate documentation from a doctor or other competent professional immediately upon return.

Whether or not you attend class, you are responsible for all material and assignments, including any that may be added or altered during the semester.

## Missed Work

Without a valid excuse, a grade of **zero points** will be assigned for any missed work including in-class assignments, papers, exams, and quizzes. **If a valid, written excuse from a doctor or other competent authority is provided:**

- Every attempt should be made to submit a missed assignment electronically on the date it is due. If this is not possible the assignment must be submitted no more than one week after the original due date.
- Missed quizzes must be made up prior to the next class period.
- Missed exams must be taken within one week of the original exam administration date. If exams have been returned to students prior to the scheduled make-up exam an alternative version of the exam will be given.
- Be aware that **D2L performs regularly scheduled maintenance which might conflict with due dates.** This information is clearly posted in D2L so you can plan accordingly. It will be your responsibility to turn assignments in on time regardless of technical problems. Technical problems will not constitute an excuse for late work. Without a valid excuse, a grade of zero points will be assigned for the missed work.

## Email Correspondence

Email will be the primary mode of correspondence with the instructor. Please use my Clayton State email address ElizabethBonomo@clayton.edu. **DO NOT SEND MESSAGES VIA D2L AS I DO NOT CHECK THOSE MESSAGES REGULARLY. I WILL NOT RESPOND TO MESSAGES SENT TO D2L.**

Please allow a 24 hour response time for all email correspondence. For example, if I receive an email on Monday morning at 9am I will respond by Tuesday morning at 9am. In addition, I will respond to any emails received on Friday, Saturday, Sunday or a holiday by the following business day. Please proofread and spell-check all emails before sending them. Additionally, consider the tone and level of formality of the email before sending it. All email communication should begin with an appropriate greeting. Acceptable greetings include, but are not limited to: Dear \_\_\_\_\_, Good Morning / Afternoon / Evening, and Hello. Corresponding with faculty is different from texting with your peers. Please refrain from using text-like abbreviations and other forms of shorthand in such correspondence. **Email correspondence must originate from a Clayton State University email address.**

## Testing Policy

Anyone found to have unauthorized materials on their person during an exam will be considered in violation of the academic dishonesty guidelines below and will be referred to the Office of Student Conduct.

**If you arrive after the first exam has been turned in you will receive an automatic 25% grade decrease on the exam. Please plan to arrive on time.**

## Academic Dishonesty

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions. If a plagiarism allegation is substantiated, the student will receive an F in the course. Students who submit assignments alleged to include plagiarized material close to the end of the semester will receive a grade of 'I' pending the adjudication of the case. If you have ANY questions about plagiarism, air on the side of caution and see the instructor for further clarification.

## Plagiarism Detection Software

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

### **Disruption of the Learning Environment**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Code of Conduct and Disciplinary Procedures sections of the Clayton State University [Academic Catalog and Student Handbook](#).

### **Professionalism**

I ask that each of you be respectful and tolerant of others' viewpoints and to communicate with each other, as well as myself, in a courteous manner. We will engage in discussion in this course and I expect everyone to act professionally.

### **Center for Academic Success**

The Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. The Center is located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, a student study lounge, *and it's all free!* Use the CAS if you need help; become a tutor if you don't. For more information you can e-mail the center at [thecas@clayton.edu](mailto:thecas@clayton.edu)

### **Writing Assistance**

The goal of the Writers' Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers' Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here's The Writers' Studio's contact information:

Location: Arts & Sciences Building, Room G-224  
Phone: 678.466.4728  
Email: [ws224@clayton.edu](mailto:ws224@clayton.edu)  
Website: <http://clayton.edu/writersstudio>

Visit The Writers' Studio at <http://clayton.edu/writersstudio> or schedule your appointment online at <http://clayton.mywconline.com> (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

## **Weapons on Campus**

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at

<http://www.clayton.edu/public-safety/Safety-Security/Weapons>

## **COURSE REQUIREMENTS**

### **REQUIRED TEXT:**

Media, Crime, and Criminal Justice: Images, Realities, and Policies by Ray Surette  
Posted readings on Desire2Learn in "Supplemental Reading" folder

### **TEXT COVERAGE:**

Selected readings in the text are assigned. See course schedule.

### **READING ASSIGNMENTS:**

Reading assignments are listed in the course schedule below. Keep in mind that this is an upper level course and therefore your reading load may be heavier than in other courses. In order to be prepared for class and group discussion, it is expected that all readings be completed prior to the class in which they are scheduled.

### **QUIZZES:**

Quizzes on reading material will be administered throughout the semester. They may or may not be announced. This will constitute approximately 16% of your grade. Students must be present the day of a quiz in order to receive credit.

### **TEAM ASSIGNMENTS:**

Two group assignments will be given over the course of the semester. These assignments will constitute approximately 30% of your final grade. The first assignment will be a television show or film critique. The second assignment will be a symbolic crime analysis. More information will be provided in class. We will be using the Office 365 Teams application. See D2L for information on how to use Office 365 Teams.

### **EXAMS:**

- Tests will constitute 54% of your final course grade.
- There will be 3 tests throughout the semester.
- Prior to each test, a study guide will be posted on D2L.

## SUBMISSION OF WORK:

Carefully review any and all work prior to submission to the instructor in-class, via email or via GeorgiaView. Work submitted to the instructor on the due date will be considered a final version and no other version will be accepted. **IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU SUBMIT THE CORRECT FILE AND/OR FINAL DRAFT OF A DOCUMENT.**

## Grading

Item	Points
3 exams	54%
Quizzes	16%
Team Assignments	30%
<b>Total</b>	<b>100%</b>

<b>A</b>	90 - 100%
<b>B</b>	80 - 89%
<b>C</b>	70 - 79%
<b>D</b>	60 - 69%
<b>F</b>	below 60%

Tuesday Aug 15 <sup>th</sup>	Introduction to Course
Tuesday Aug 22 <sup>nd</sup>	CH 1: PREDATORS, PICTURES, AND POLICY
Thursday Aug 24 <sup>th</sup>	<b>**NO SHOW DEADLINE**</b>
Tuesday Aug 29 <sup>th</sup>	CH 2: SOCIAL CONSTRUCTIONISM <ul style="list-style-type: none"> <li>➤ <b>Additional Reading:</b> <i>Seducers of the Innocent: The Bloody Legacy of Pre-Code Crime!</i> by Wright, N. (1998). <a href="http://www.crimeboss.com/history02-1.html">http://www.crimeboss.com/history02-1.html</a> <ul style="list-style-type: none"> <li>○ See Desire2Learn “Supplemental Reading” folder</li> </ul> </li> <li>➤ <b>NOTE: STUDY GUIDE FOR TEST 1 POSTED</b></li> </ul>
Tuesday September 5 <sup>th</sup>	CH 3: CRIME AND CRIMINALITY <ul style="list-style-type: none"> <li>➤ <b>Additional Reading:</b> Killingbeck, D. 2001. “The Role of Television News in the Construction of School Violence as a ‘Moral Panic.’” <i>Journal of Criminal Justice and Popular Culture</i>. 8: 186-202. <a href="http://www.albany.edu/scj/jcipc/vol8is3/killingbeck.pdf">http://www.albany.edu/scj/jcipc/vol8is3/killingbeck.pdf</a> <ul style="list-style-type: none"> <li>○ See Desire2Learn “Supplemental Reading” folder</li> </ul> </li> </ul>
Tuesday September 12 <sup>th</sup>	<b>Exam 1</b>
Tuesday September 19 <sup>th</sup>	CH 4: CRIME FIGHTERS
Tuesday September 26 <sup>th</sup>	CH 5: COURTS <ul style="list-style-type: none"> <li>➤ <b>NOTE: STUDY GUIDE FOR TEST 2 POSTED</b></li> </ul>
Tuesday Oct 3 <sup>rd</sup>	CH 6: CORRECTIONS <ul style="list-style-type: none"> <li>➤ <b>Additional Reading:</b> Cecil and Leitner. 2009. “Unlocking the Gates: An Examination of <i>MSNBC Investigates – Lockup</i>.” <i>The Howard Journal</i>. 48: 184-199. <ul style="list-style-type: none"> <li>○ See Desire2Learn “Supplemental Reading” folder</li> </ul> </li> </ul> <p><b>Team Assignment #1 Due by 8pm on Oct 6<sup>th</sup></b></p>
Oct 6 <sup>th</sup>	<b>**LAST DAY TO WITHDRAW AND RECEIVE A W**</b>
Tuesday Oct 10 <sup>th</sup>	<b>NO CLASS FALL BREAK</b>
Tuesday Oct 17 <sup>th</sup>	<b>Exam 2</b>
Tuesday Oct 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>➤ RACE AND THE MEDIA <ul style="list-style-type: none"> <li>○ Reading TBD See D2L</li> </ul> </li> </ul>

Tuesday Oct 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>➤ GENDER AND THE MEDIA</li> <li>➤ <b>Additional Reading:</b> Cecil, D. 2008. "From Heathers to Mean Girls: An Examination of Relational Aggression in Film." <i>Journal of Criminal Justice and Popular Culture</i>. 15: 262-276.  <a href="http://www.albany.edu/scj/jcipc/vol15is3/Cecil.pdf">http://www.albany.edu/scj/jcipc/vol15is3/Cecil.pdf</a> <ul style="list-style-type: none"> <li>○ See Desire2Learn "Supplemental Reading" folder</li> </ul> </li> </ul>
Tuesday Nov 7 <sup>th</sup>	<p>CH 7: CRIME CONTROL</p> <p><b>NOTE: STUDY GUIDE FOR TEST 3 POSTED</b></p>
Tuesday Nov 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>➤ CH 8: THE MEDIA AND CRIMINAL JUSTICE POLICY <ul style="list-style-type: none"> <li>• Additional reading TBD see D2L</li> </ul> </li> </ul> <p><b>Team Assignment 2 due by 8pm on Nov. 17<sup>th</sup></b></p>
Tuesday Nov 21 <sup>st</sup>	➤ VIDEO
Tuesday Nov 28 <sup>th</sup>	<b>Exam 3</b>

**\*\*The schedule is subject to change during any point during the semester. If changes occur, a modified schedule will be distributed at the time.**