



SYLLABUS

COMM 3402

Stereotypes in the Media

Spring 2025

3 credit hours

In-Person (Journalism Building, Room 216)

COURSE INFORMATION

INSTRUCTOR

- Name: **Dr. Felecia Jones Ross**
- Email address: **ross.256@osu.edu**
- Phone number: **(614) 292-3798, office; (614) 530-1043, mobile**
- Office hours: **Mondays, 10-noon.; Tuesdays, 4:30-6:30 p.m. via Zoom or in 3110 Derby Hall Tuesday's hours are virtual only**
 - Office hours Zoom link: 520 741 1812 Passcode: 440837

Course Zoom Link: TBA

Note: My preferred method of communication for questions is email. Class-wide communications will be sent through Announcements in CarmenCanvas. *Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.*

Course description

In this course, we will examine the various media that we consume multiple times daily and how they present information about crime and the criminal justice system. How do various media outlets decide what cases to report? What types of crime cases tend to get attention and why? What role does the media play in educating the public about crime and the criminal justice system? What role should it play? To what extent is social media influencing the public's engagement with the media and criminal justice?

This class will meet in-person twice a week and conduct other activities using Carmen as a platform to review and submit assignments and take examinations. The class will

begin meeting virtually after the second midterm examination. All announcements pertaining to class policies, changes and any other relevant business will be placed on Carmen and announced in class. While the structure of this course requires students to work independently, every effort will be made to address the learning needs of each individual student.

Please note that course activities listed in this syllabus are tentative. You will be informed in a timely manner of any changes.

Course expected learning goals and outcomes

By the end of this course, students will do the following:

- Appreciate the role the media plays in influencing our understanding of criminal justice and public safety
- Appreciate the ability to challenge and change the performance of the media in its representation of crime and the criminal justice system
- Understand the realities of the criminal justice system
- Understand the realities of the media in its representation of the criminal justice system

Encouraging an optimal learning experience

Previous hybrid courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this hybrid course:

- Students kept up with the schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [One Drive](#).
- Students reported that completing assigned readings before viewing lectures (or attending lectures) helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.
- Students followed the instructor's preference for camera and microphone settings

during online synchronous meetings. These meetings will occur beginning with the **April 8** class.

HOW THIS IN-PERSON COURSE WORKS

Mode of delivery

We will meet in-person twice a week on Tuesdays and Thursdays from 11:10 a.m. to 12:30 p.m. in Journalism Building Room 216. The remainder of your work will take place in Carmen throughout the week. Class sessions will be virtual beginning with the **April 8** class. There may be virtual sessions prior to **April 8**. Such sessions will be announced in a timely fashion. One such session will occur **Thursday, February 6**. We will not meet in person that day. The lecture will be recorded and posted on Carmen.

Credit hours and work expectations

This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credit%20hours) (go.osu.edu/credit hours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

Attendance, participation, and discussion requirements

Attendance, as well as your contributions to class discussions will be factors in determining your participation grade, which will account for five percent (5%) of your final grade. There may also be in-class group activities. Attendance will be taken via Top Hat beginning with the Jan. 7 class. This attendance will not count toward your participation grade. It will be used so that the professor can report to the registrar the names of enrolled students who have not attended or participated in class. Attendance will begin counting toward your participation grade on Jan. 14.

The introduction assignment asks you to introduce yourself by posting on the discussion board either a video or statement using prompts to guide you. Consider this a fun, low stakes assignment and it is due, Saturday, Jan. 11, 11:59 p.m. EST. To allow for late enrollments, the assignment will remain opened until Feb. 1.

The media crime description assignment focuses on your describing a non-fiction crime that you followed in the media. This assignment is due in the Carmen dropbox, Friday, Jan. 10, 11:59 p.m. EST and will close Saturday, Jan. 11, 11:59 p.m. EST.

The syllabus quiz is designed for you to know and understand the policies, expectations, and activities of this class. It is also in the participation category and is graded. You may take it as often as necessary to achieve the desired score. This quiz must be completed by Friday, Jan. 10, 11:59 p.m. EST. To allow for late enrollments, this quiz will remain open until Feb. 1.

Carmen Assignments

These will be located in Carmen modules corresponding to the topics located in the syllabus as well as presented in class. These can include discussions and questions related to the readings, guest speakers and audiovisual presentations.

Discussion posts

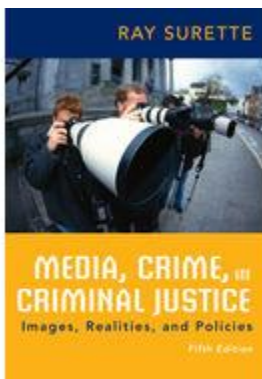
There will usually be weekly, graded discussion posts seeking your thoughtful comments on topics relevant to the class. Some of these posts will require you to respond to another classmate's post. This is an opportunity to engage with your classmates as well as to apply, reflect on and think deeply about the concepts raised in class. Rubrics will be provided.

COURSE MATERIALS TECHNOLOGIES

Recommended Text

- Surette, R. (2015). Media, crime, and criminal justice: Images, realities, and policies (5th Ed.). Stamford, CT: Cengage.

Note: You may use an e-version of the textbook if available. The ISBN is 978-1-285-45905-9.



Audiovisual tools

All videos will be accessible on Carmen. You might also access them through the OSU Library's Kanopy service. Some videos may be presented during in-person classes.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

Note: If none of these options meet the needs of your situation, you can **contact the IT Service Desk at 614-688-4357(HELP)** and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

Following are the point values and/or percentages for each assignment:

Assignments	Percentage
Participation	5
Midterm examinations	45
Mini papers and online assignments	10
Film analysis/review	14
Film analysis/review topic	1
Case analysis collaborative project	25

Description of major assignments

Participation and attendance (5 %)

Attendance, as well as your contributions to class discussions will be factors in determining your participation grade. Your introduction, crime description, and the syllabus quiz are in this category.

Midterm examinations (45%)

The midterm examinations will be based on reading materials and in class content that can include audiovisual presentations, guest speakers, lectures, and class discussions. There will be two midterm examinations each of equal weight. The first midterm is tentatively scheduled for **Feb. 20** and the second midterm is tentatively scheduled for **April 3**. Both examinations will be taken online using Honorlock. As in an in-person format, you will be given 80 minutes to complete it. Because you will be taking it at different locations that may have various technological issues, the exam will open at 12:01 a.m. and close at 11:59 p.m. on their designated days. Class will not meet on examination days.

Mini Papers and Online Assignments (10%)

The mini papers consist of two focused-writing papers that include describing and critiquing the media's treatment of a local case and of a national case. Each paper is

due at designated times during the semester. More details will be provided and posted on Carmen. Deadlines are as follows: The local case assignment, Jan. 17. The national case assignment, Feb. 22. Rubrics will be used for grading these assignments.

The online assignments are based on readings, videos and podcasts relevant to topics we will cover related to crime and the media. These assignments will likely require you to answer questions and/or post discussions in Carmen. Rubrics will be used for grading these assignments.

Film analysis/review (14%)

Write a 2-3-page review of a movie on a topic about some aspect of the criminal justice system. I must approve the topic. and an approval form will be posted on Carmen. Take a sophisticated position on the movie. In other words, do not just write that you thought it was good or bad. What was the movie's strengths/weaknesses with regard to helping us understand the criminal justice system? You are encouraged to interview anyone associated with making the movie or anyone who has knowledge about the criminal or justice-related issues that the movie portrayed. Deadline is Feb. 14. A rubric will be used for grading this assignment.

Film analysis/review topic (1 %)

You are required to submit your topic for the film analysis/review for approval. Deadline is **Jan. 24**.

Case Analysis/Collaborative Project (25%).

The professor and/or Carmen will assign students to groups who will select and analyze a case involving the media and crime and make an asynchronous, multimedia presentation to the class. This assignment includes the presentation, discussions based on the presentations and reflections about the experience of working on this project. The reflections will be the last assignment for the semester. Each group must present a different case. The presentations will likely begin the week of April 15. The last day for submitting any aspect of this assignment (likely revisions) is April 22.

Late assignments

No assignments will be accepted late. This means a grade of zero for the missed assignment. Considerations will be given in instances when there are technical issues, documented extenuating circumstances, and illnesses. Note: You are responsible for making sure that your submissions go through correctly. Be careful not to submit assignments that are blank. You must inform the professor within seven days if such problems kept you from completing assignments on time. The deadlines for the syllabus quiz, introduction, and expectation assignments will be more flexible to allow for later enrollees. These assignments will close Feb. 1.

Grading scale

93–100, A; 90–92.9, A-; 87–89.9, B+; 83–86.9, B; 80–82.9, B-; 77–79.9, C+; 73–76.9, C;

70 –72.9, C-; 67 –69.9, D+;60 –66.9, D; Below 60: E

Note: CarmenCanvas, Ohio State’s learning management system, does not round fractions up. I do round fractions up in cases where students show significant participation and improvement over the semester. Please take that into account in computing grades.

Extra credit

There will be opportunities for you to complete work for extra credit. You may earn up to 6 points of extra credit that will be added to your examination scores. The extra credit can come from C-REP (Communication Research Experience Program) participation and/or from events/activities the professor will announce in advance. For non-C-REP activities, the professor will provide the requirements for earning the points. You are also encouraged to suggest ideas for extra credit. These ideas will be considered on the basis of their relevancy to course goals and their accessibility to the whole class. See below for more details for earning C-REP credits.

C-REP (Communication Research Experience Program) Research Credits

All students enrolled in COMM 3402 may participate in the Communication Research Experience Program (“C-REP”). C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. Participation can take the form of:

- Completing two hours of C-REP research studies, OR
- Completing two C-REP alternative written assignments, OR
- Completing a combined total of two hours of research studies and alternative writing assignments.

Note: You should NOT wait until the last minute to sign up for participation. It is wise to complete this as early as possible, when demands on your time are the lightest. Please take the time to read the detailed C-REP Student Guide posted on the course website listed under Important Documents/Links. Please direct any questions regarding C-REP to **Jessica Ryu** at ryu.205@osu.edu.

Below are some important deadlines regarding C-REP participation:

- 04/14 at 9PM: Deadline for requesting the alternative assignment to the CREP coordinator
- 04/21 at 9PM: Deadline for submitting the alternative assignment / participating in research studies

Instructor feedback and response times

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you

have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Academic integrity policy for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow American Psychological Association style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

University-wide academic misconduct policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Note: Because this class will have some collaboration and require reference to information sources such as readings and videos, each assignment will clearly describe the extent to which you can collaborate and make such references.

Use of Artificial Intelligence

Given that the learning goals of this class are appreciating the media's influence on our understanding of criminal justice and public safety, as well as appreciating our ability to challenge and change the media's performance in this regard, the use of generative artificial intelligence (GenAI) tools such as Copilot, Sudowrite or ChatGPT, are not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity\(opens in new window\)](#) policy and [Code of Student Conduct\(opens in new window\)](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct\(opens in new window\)](#).

Student Academic Services

The Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity, Equity, and Inclusion

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil

Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

COVID-19 and Illness Policies

Please note that these policies may be updated to reflect changes in the epidemic, changes in our understanding of the disease, and changing University, local, state, and federal recommendations/mandates.

Vaccination

The COVID-19 vaccine is the single best way to protect yourself and others from the disease. Widespread vaccination also offers us our best chance of ending the pandemic and getting back to a pre-pandemic lifestyle. If you haven't already, please get vaccinated. It is safe, effective, and **free**.

Masks and social distancing

The university no longer requires that everyone on campus wears masks indoors (for more information, see <https://safeandhealthy.osu.edu/>). Wearing a mask that covers your mouth and nose is important because it can help slow the spread of COVID-19. There are several reasons to do this, even if you are vaccinated. First, the "Delta variant," which is the dominant version of the virus that causes COVID in the U.S. today, is highly contagious, and has caused a huge increase in cases recently. Second, even if you are vaccinated, there have been some cases of "breakthrough" infection, where a vaccinated person becomes ill. These cases are much less severe than cases among unvaccinated individuals, but you still don't want to go through it if you don't have to. Finally, and most importantly, if you get COVID-19 you can spread it to other people, including young children and others who cannot take the vaccine. In short, masks help protect you and they help you protect other people.

Social distancing may also help slow the spread of COVID. Although classrooms are no

longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

Student illness or absence

Given the continued high prevalence of COVID, including breakthrough cases among vaccinated individuals, students should not attend class if they are feeling sick. It is very important that individuals avoid spreading the virus to others. Most students should be able to complete a successful semester despite illness-induced absence. If you are absent due to illness, including but not limited to COVID, I will give you a reasonable opportunity to make up missed work. You do not need to provide a physician's document of illness, but you should advise me via email as soon as you are safely able to do so.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Recording of class sessions

Class lectures will not be recorded. Students are responsible for getting information by taking notes during class sessions. Please inform the professor if you have any special needs concerning your ability to access the information provided in class.

Other related resources

COVID-19 Accommodations. The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Food Security: (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

COVID-19 emergency financial assistance: (<https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>) Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that

arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or child care. Please visit the website for more information.

Inclement Weather Policy

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via [CarmenCanvas, email or other mode of communication].

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related

accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

COURSE SCHEDULE (TENTATIVE)

Week and Class Dates	Week Overview	Assignments
1 Jan. 7-11	Welcome and Introduction to crime and the media Surrette, Chapters 1-2 Explanation of mini paper assignments	Discussion post introducing yourself (due Saturday, 1/11, 11:59 p.m. EST; will close 2/1, 11:59 p.m. EST) Syllabus quiz and media crime description assignments (due Friday, 1/10, 11:59 p.m. EST; will close 2/1, 11:59 p.m. EST) .
2	Social Constructionism and Crime	Submit mini paper on local

<p>Jan. 14-18</p>	<p>Portrayals</p> <p>Surette, Chapters 2-3</p> <p>Explain film review assignment</p>	<p>crime news (due Friday, 1/17, 11:59 p.m. EST)</p> <p>Discussion Post: Why Should We Care About How the Media Represents Crime and Criminal Justice (due Saturday, 1/18, 11:59 p.m. EST)</p>
<p>3 Jan. 21-25</p>	<p>Crime Portrayals and Criminogenic Media</p> <p>Surette, Chapters 3-4</p>	<p>Film Review topic (due Friday, 1/24, 11:59 p.m. EST)</p> <p>Discussion Post: Critiquing the True Crime Genre (due Saturday, 1/25, 11:59 p.m. EST)</p>
<p>4 Jan. 28-Feb. 1</p>	<p>Criminogenic Media and Crimefighters</p> <p>Surette, Chapters 4-5</p>	<p>Online assignment: View Mean World Syndrome and answer questions (due Friday, 1/31, 11:59 p.m. EST)</p> <p>Discussion Post: <i>Mean World Syndrome</i> (due Saturday, 2/1, 11:59 p.m. EST)</p> <p>Introductions, media crime descriptions and syllabus quiz close (Saturday, 2/1, 11:59 p.m. EST)</p>
<p>5 Feb. 4-8</p>	<p>Law, Order, and BLM</p> <p>Surette, Chapter 5; Reading: "The Framing of Race: Trayvon Martin and the Black Lives Matter Movement"</p> <p>Class will not meet Thursday. The lecture will be recorded and posted.</p>	<p>Listen to "How Black Lives Matter Changed the News" podcast and answer questions (due Friday, 2/7, 11:59 p.m. EST)</p> <p>Discussion Post: "How Black Lives Matter Changed the News" (due Saturday, 2/8, 11:59 p.m. EST)</p>
<p>6 Feb. 11-15</p>	<p>Crime Fighters and Courts</p> <p>Surette, Chapters 5-6</p>	<p>Submit Film Review, (due Friday, 2/14, 11:59 p.m. EST)</p>

	Explain national case mini paper	Prepare for Midterm 1
7 Feb. 18-22	<p>Crime Fighters and Courts (cont'd.)</p> <p>Midterm 1 Review and Midterm 1</p> <p>Midterm 1 is Feb. 20 (opens 12:01 a.m. and closes 11:59 p.m. EST; timed for 80 minutes)</p> <p>Class will not meet on Feb. 20</p>	Submit national case mini paper (due Saturday, 2/22, 11:59 p.m. EST)
8 Feb. 25- March 1	<p>Corrections</p> <p>Surette Chapter 7</p> <p>Explain case analysis; assign groups; submit topics</p>	<p>Read and answer questions "A Rape on Campus," <i>Rolling Stone</i> and "Woman says Roy Moore initiated sexual encounter when she was 14, he was 32" (due Friday 2/28, 11:59 p.m. EST)</p> <p>Discussion Post: Based on "What Happened to Jackie" video. (due Saturday, 3/1, 11:59 p.m. EST)</p> <p>Submit case analysis topics</p>

9 March 4-8	Journalism Wrong and Right Possible guest speaker Covering sex crimes; trauma-informed journalism Work on case analysis, Part 1	Case analysis check-in (due, Saturday, March 8, 11:59 p.m. EST)
10 March 11-15	Spring Break NO CLASSES	No assignments
11 March 18-22	Crime Control and Criminal Justice Policy Listen to NPR recording and read its article on media coverage of mass shootings. Surrette, Chapters 8-9 Work on project	Discussion Post on episodic vs. thematic coverage (due Saturday, 3/22, 11:59 p.m. EDT)
12 March 25-29	New Media, Crime and the Future Work on project, Part 1	Case analysis check-in (due Saturday, 3/29, 11:59 p.m. EDT) Submit case analysis, Part 1, due Saturday, 3/29, 11:59 p.m. EDT) Prepare for Midterm 2
13 April 1-5	Review for Midterm 2; Midterm 2 is April 3 class will not meet	Work on case analysis presentations
14 April 8-10 Virtual Instruction	Work on case analysis presentations	Upload case analysis presentations (Friday, 4/11, 11:59 p.m., EDT) Case analysis Check-In (due Saturday, 4/12, 11:59 p.m. EDT)

15 April 15-19	Last day of class for the semester is Thursday, April 17 View case analysis presentations and post discussions	Work on case analysis as needed
16 April 22	Group project presentations and assessments	Submit reflection paper, and other project items, (due, Tuesday, 4/22, 11:59 p.m. EDT)

Please note that course activities listed in this syllabus are tentative. You will be informed in a timely manner of any changes.

Required and Suggested Study Materials

Earp, J. (Director). (2010). The mean world syndrome: media violence & the cultivation of fear [Video]. Media Education Foundation.

Erdely, S. (2014, December). A rape on campus. *Rolling Stone*, 68, 70-77.

Lane, K., Williams, Y., Hunt, A.N. & Paulk, A. (2020). The framing of race: Trayvon Martin and the Black Lives Matter movement. *Journal of Black Studies* 5(8), 790-812. DOI: 10.1177/0021934720946802

McCrummen, S., Reinhard, B. & Crites, A. (2017, November 10). Moore accused of touching teen girl. *The Washington Post*, A1, A8.

Monroe, R. (2023, January 17). Opinion: "True crime" makes entertainment of someone else's tragedy. CNN. <https://www.cnn.com/2023/01/17/opinions/idaho-students-murders-true-crime-monroe-ctrp/index.html>

Pfeiffer, S., Mehta, J. & Jarenwattananon, P. (2022, June 14). There are 2 ways the media covers mass shootings. Here's why the difference matters. NPR.

<https://www.npr.org/2022/06/14/1104287546/mass-shooting-ualde-buffalo-tulsa-guns-media>

Shipperley, N. (2017, July 17). What happened to Jackie [Video]. Youtube.

https://www.youtube.com/watch?v=BVKq_Ynjd2E

Stewart, S. (2022, October 7). Opinion: ‘Dahmer’ debate is finally saying the quiet part about true crime out loud CNN. <https://www.cnn.com/2022/10/07/opinions/jeffrey-dahmer-netflix-backlash-true-crime-stewart/index.html>

Surette, R. (2015). Media, crime, and criminal justice: Images, realities, and policies (5th Ed.). Stamford, CT: Cengage.

Wallace, L.R. (Host). (2019, October 22). How Black Lives Matter changed the news (No. 3). [Audio podcast episode]. In *The View From Somewhere*. Spotify. https://open.spotify.com/episode/43xO7hcTFzcHvyjHWWChD8?go=1&sp_cid=0c6875e203ada9deea10402288234323&utm_source=embed_player_p&utm_medium=desktop&nd=1&dlsi=fd04800db28c4709