



CRIM11005 *Crime, Media and Power*

Term 2 - 2020

Profile information current as at 21/05/2024 12:32 pm

All details in this unit profile for CRIM11005 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In a pluralist society, criminal justice policy is heavily influenced by public perception of crime and in particular fear of crime. In this unit you will explore the media's role in constructing an image of crime and critique the ways in which forms of power control this process. You will discuss different representations of crime from the early print news media through to the growth of social media and the rise of 'fake news'. This unit discusses the forms of media regulation that seek to govern the way truth is presented particularly within news media. You will apply this knowledge by developing an organisational media response to a complex issue.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2020

- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 40%

3. **Learning logs / diaries / Journal / log books**

Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Critique the different forms of power that shape media institutions and networks
2. Develop strategies for managing organisational media presence in traditional and social media
3. Discuss the regulatory structures that govern media institutions
4. Explain the role of media in the construction of social attitudes to crime and the justice system
5. Explain the ways in which social media has changed the way that we understand crime.

No external accreditation is relevant to this award.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|---|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Written Assessment - 40% | | | • | • | • |
| 2 - Practical Assessment - 30% | • | • | | • | |
| 3 - Learning logs / diaries / Journal / log books - 30% | • | • | • | | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|---|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Communication | | • | | | |
| 2 - Problem Solving | | • | | | |
| 3 - Critical Thinking | • | | • | • | • |
| 4 - Information Literacy | • | | • | • | • |
| 5 - Team Work | | | | | |
| 6 - Information Technology Competence | | • | | | • |
| 7 - Cross Cultural Competence | • | | | | |
| 8 - Ethical practice | | • | • | | |
| 9 - Social Innovation | | • | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|--|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Written Assessment - 40% | | | • | • | | • | | • | | |
| 2 - Practical Assessment - 30% | • | • | • | • | | • | • | • | • | |
| 3 - Learning logs / diaries / Journal / log books - 30% | • | • | • | • | | • | • | • | • | |

Textbooks and Resources

Textbooks

CRIM11005

Supplementary

Crime Justice and the Media

Edition: 3rd edn (2019)

Authors: Marsh I., Melville G

Routledge (Taylor and Francis Group)

London, UK

ISBN: 9781138362253

Binding: Paperback

CRIM11005

Supplementary

Crime Media and Culture

(2019)

Authors: Martin, G

Routledge Taylor & Francis Group

London, UK

ISBN: 9781138946002

Binding: Paperback

Additional Textbook Information

Choose either or both of the above texts for additional reading material. Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Scott Beattie Unit Coordinator
s.beattie@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|--|------------------------------|
| Introduction: Overview of unit | <p>Dutton W H (2009) <i>The Fifth Estate Emerging through the Network of Networks</i>, Prometheus, Vol 27:1, pp 1-15, Routledge Publishing, Abingdon, Oxon OX14 4RN. https://www.tandfonline.com/doi/pdf/10.1080/08109020802657453?needAccess=true</p> <p>Gentzkow M, Glaeser E L, Goldin G., (2006) <i>The Rise of the Fourth Estate. How Newspapers Became Informative and Why It Mattered</i>, Corruption and Reform: Lessons from America's Economic History, pp187-229. University of Chicago Press, Chicago, United States of America. https://www.nber.org/chapters/c9984.pdf</p> <p>Winseck D (2008) <i>The State of Media Ownership and Media Markets: Competition or Concentration and Why Should We Care ?</i>, Sociology Compass 2/1, pp34-47, Wiley on line. https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1751-9020.2007.00061.x</p> | |

Week 2 - 20 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---|------------------------------|
| Media Theory | <p>Chandler D., (1997) <i>An introduction to genre theory</i>, The Media and Communications Site, https://www.cooperscoborn.org.uk/wp-content/uploads/2018/10/Ggenre-identify-all-of-the-theories-about-genre.pdf</p> <p>Chandler D., (2011) <i>Semiotics for beginners</i>, Semiotic Scholar online. https://pdfs.semanticscholar.org/cdff/4197fa404558f47aeca6b676627c8e499a13.pdf?_ga=2.160136127.323342378.1590025340-1509803216.1590025340</p> | |

Week 3 - 27 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|--|------------------------------|
| Newsworthiness and News Values | <p>Chyi H., McCombs M., (2004) <i>MEDIA SALIENCE AND THE PROCESS OF FRAMING: COVERAGE OF THE COLUMBINE SCHOOL SHOOTINGS</i>, J&MC Quarterly, Vol 81:1 pp 22-35, Sage Publications online https://journals.sagepub.com/doi/pdf/10.1177/107769900408100103</p> <p>Peiser W., (2000), <i>SETTING THE JOURNALIST AGENDA: INFLUENCES FROM JOURNALISTS' INDIVIDUAL CHARACTERISTICS AND FROM MEDIA FACTORS</i>, J&MC Quarterly, Vol 77:2 pp 243-257, Sage Publications online. https://journals.sagepub.com/doi/pdf/10.1177/107769900007700202?casa_token=e631c15zuaR4AAAAA-dhFDuAG3ZAWzu3g9ly4pIXEh1b2f60UAar813ECF86Gx-Ej1vLjk5V919lXNjagwZHI1h6T6VAcA</p> <p>Zoch L M, Supa D W., (2014) <i>Dictating the News: Understanding Newsworthiness from the Journalistic Perspective</i>, Public Relations Journal Vol. 8:1 pp 2-28, Public Relations Society of America, United States of America. https://journal.instituteforpr.org/wp-content/uploads/2014/ZochSupa.pdf</p> | |

Week 4 - 03 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Representation of Victims and Offenders | <p>Callanan V., Rosenberger J.S. (2015) <i>Media, Gender, and Fear of Crime</i> Criminal Justice Review 2015, Vol 40:3 pp22-339, Sage Publications https://journals.sagepub.com/doi/pdf/10.1177/0734016815573308</p> <p>Grosholz J., Kubrin C., (2012) <i>Crime in the News: How Crimes, Offenders and Victims are Portrayed in the Media</i>, Journal of Criminal Justice and Popular Culture, Vol. 14, pp. 59-83, Available at SSRN: https://ssrn.com/abstract=2028162 https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2028162</p> <p>Paoe A (2020) Was 'Pretty Woman' A Fairytale or Fantasy? Thirty years after its release, two Australian sex workers reflect on the legacy of 'Pretty Woman', Marie Claire Magazine online https://www.marieclaire.com.au/pretty-woman-thirtieth-anniversary-sex-workers</p> | |

Week 5 - 10 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Melodrama, Sensationalism, Mystery and Detection | <p>Churchill D., (2016) <i>SECURITY AND VISIONS OF THE CRIMINAL: TECHNOLOGY, PROFESSIONAL CRIMINALITY AND SOCIAL CHANGE IN VICTORIAN AND EDWARDIAN BRITAIN</i>, British Journal of Criminology, Vol 56 pp , 857-876, Oxford University Press, Oxford United Kingdom. https://academic.oup.com/bjc/article/56/5/857/1746687</p> <p>Dunae P. A., (1979) <i>Penny Dreadfuls: Late Nineteenth-Century Boys' Literature and Crime</i>, Victorian Studies, Vol. 22:2 (Winter, 1979), pp. 133-150, Indiana University Press, Indiana United States of America. https://www.jstor.org/stable/pdf/3826801.pdf?refreqid=excelsior%3A10b49d34538d01fe271578c9fa80abcc</p> <p>Jann R (1990) <i>Sherlock Holmes Codes the Social Body</i>, ELH, Vol. 57:3 (Autumn, 1990), pp. 685-708, John Hopkins University Press, Maryland, United States of America. https://www.jstor.org/stable/pdf/2873238.pdf?refreqid=excelsior%3A8d670c2c0ff57745138af63369c524ec</p> <p>Springhall J., (1994) 'Pernicious Reading?' 'The Penny Dreadful' as Scapegoat for Late-Victorian Juvenile Crime, Victorian Periodicals Review, Vol. 27: 4 (Winter, 1994), pp. 326-349, The Johns Hopkins University Press on behalf of the Research Society for Victorian Periodicals, United States of America. https://www.jstor.org/stable/pdf/20082795.pdf?refreqid=excelsior%3Ad212523c6bca585f8203a42e1e475b30</p> | |

Vacation Week - 17 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - 24 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------|--|------------------------------|
| Gangster Genre | <p>Nochimson M.P., (2002) <i>Waddaya Lookin' At?: Re-reading the Gangster Genre Through "The Sopranos"</i>, Film Quarterly Vol 56:2 pp 2-13., University of California Press, California, United States of America. https://online.ucpress.edu/fq/article/56/2/39942/Waddaya-Lookin-At-Rereading-the-Gangster-Genre</p> <p>Springhall J., (1998) <i>Censoring Hollywood: Youth, moral panic and crime/gangster movies of the 1930s</i>, Journal of Popular Culture, Vol32:3 (Winter 1998) pp135-154. Oxford: United Kingdom. https://search.proquest.com/docview/195362394/fulltextPDF/8A77A95418DB416DPQ/1?accountid=10016</p> | |

Week 7 - 31 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Police Procedural: 1930's Radio to Present Day Television | Landrum L., (1984) <i>Instrumental Texts and Stereotyping in Hill Street Blues: The Police Procedural on Television</i> , MELUS, Vol. 11:3, Ethnic Images in Popular Genres and Media (Autumn, 1984), pp. 93-100, Oxford University Press, United States of America. https://www.jstor.org/stable/pdf/467137.pdf?refid=excelsior%3A8139bcab2585cd8fec65022852ebddcf Primasita F A., Ahimsa-Putra A S., (2019) <i>An Introduction to the Police Procedural: A Subgenre of the Detective Genre</i> , Humaniora, Vol. 31: 1 (February 2019), Faculty of Cultural Science, Universitas Gadjah Mada, Yogyakarta 55281:Indonesia. https://pdfs.semanticscholar.org/fbc3/f9c491a50edb335229ef0ed02e8291cbdd6c.pdf?_ga=2.211588501.1476108101.1590981651-1509803216.1590025340 | |

Week 8 - 07 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------|---|---|
| Police: Secondary Authors? | McGovern A., Lee M., (2010) , 'Cop[ying] it Sweet': <i>Police Media Units and the Making of News</i> , The Australian and New Zealand Journal of Criminology, Vol 43:3 2010 , pp.444-464, Sage Publication, Australia. https://journals.sagepub.com/doi/pdf/10.1375/acri.43.3.444 | Crime Media Analysis Due: Week 8 Monday (7 Sept 2020) 9:00 am AEST |

Week 9 - 14 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|--|------------------------------|
| Surveillance | Russell A., Waisbord S (2017) <i>The Snowden Revelations and the Networked Fourth Estate</i> , International Journal of Communication, Vol 11, pp858-878, USC Annenberg Press, Los Angeles California https://ijoc.org/index.php/ijoc/article/view/5526/1935 | |

Week 10 - 21 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|--|------------------------------|
| Social Media and Sonic Media | Crump, J., (2011) "What Are the Police Doing on Twitter? Social Media, the Police and the Public," Policy & Internet: Vol. 3: 4, Article 7. http://www.psocommons.org/policyandinternet/vol3/iss4/art7 Rose M, Fox R. (2014) <i>Public Engagement with the Criminal Justice System in the Age of Social Media</i> . Oñati Socio-legal Series [online], Vol 4 :44, pp771-798. http://ssrn.com/abstract=2507135 Surette R., (2015) <i>Performance Crime and Justice</i> , Current Issues in Criminal Justice, Vol27:2, pp 195-216, Routledge , New York, United States of America . https://doi.org/10.1080/10345329.2015.12036041 | |

Week 11 - 28 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|--|------------------------------|
| Cybercrime | <i>Perpetration by Juveniles</i> , Deviant Behavior, Vol 35:7, pp581-591, Routledge, Oxford, United Kingdom. https://doi.org/10.1080/01639625.2013.867721 Silva KK e (2018) <i>Vigilantism and cooperative criminal justice: is there a place for cybersecurity vigilantes in cybercrime fighting?</i> International Review of Law, Computers & Technology, Vol 32:1, pp21-36, Routledge, Oxford, United Kingdom. https://doi.org/10.1080/13600869.2018.1418142 Wall D.S. (2008) <i>Cybercrime, media and insecurity: The shaping of public perceptions of cybercrime</i> , International Review of Law, Computers & Technology, Vol 22:1-2, pp 45-63, Routledge, Oxford, United Kingdom https://www.tandfonline.com/doi/full/10.1080/13600860801924907 | |

Week 12 - 05 Oct 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------|--|---|
| Media, Public Opinion and Punishment | Holder H D ., Treno A.J. (1997) <i>Media advocacy in community prevention: news as a means to advance policy change</i> , Addiction, Vol 92:2, pp189-199, Wiley online. https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1360-0443.1997.tb02991.x Slone M., (2000) <i>Responses to Media Coverage of Terrorism</i> , Journal of Conflict Resolution, Vol 44 :4, pp508-522, Sage Publications, California, United States of America. https://journals.sagepub.com/doi/pdf/10.1177/0022002700044004005 Wright II J. W, Ross S D (1997) <i>Trial by media?: Media reliance, knowledge of crime and perception of criminal defendants</i> , Communication Law and Policy, Vol 2:4, pp397-416, Routledge, Oxford, United Kingdom. https://doi.org/10.1080/10811689709368632 | Weekly Blogs Due: Week 12 Monday (5 Oct 2020) 9:00 am AEST |

Review/Exam Week - 12 Oct 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|---------|------------------------------|
| Exam Week - 19 Oct 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |

Term Specific Information

· There is **no prescribed textbook** for this course.

There is a recommended text book:

Martin G (2019) *Crime Media and Culture*, Routledge, Abingdon ,Oxon OX14 4RN

or/and

Marsh I., Melville G., (ed)(2019) *Crime, Justice and the Media, 3rd Ed*, Routledge, Abingdon, Oxon.

Assessment Tasks

1 Media/Crime media article and recording

Assessment Type

Practical Assessment

Task Description

Part A

Students are required to do a 200-word media article / journal article on crime topic which will be provided to you.

Part A due date Friday 7th August

Part B

Students are then record a 10-minute presentation based on the provided crime topic.

The recorded presentation should not be 'just' a performance of their 200-word summary.

Students are to provide additional information about the topic.

Students can use any media platform to record.

Students are to upload their recording to YouTube.

Students are to make the YouTube clip accessible for grading.

Students are encouraged to be creative with this assessment task.

Students are to submit the link (in a word document) for the recording via turn it in.

Both Part A and Part B must be submitted for this assessment item to viewed as submitted

Due date

Part A due date Friday 7th August (Week 4)

Part B due date Friday 28th August (Week 6)

Assessment Due Date

Return Date to Students

Weighting

30%

Assessment Criteria

Part A

Students are required to do a 200-word media article / journal article on crime topic which will be provided to you.

worth 10%

Part B

Students are then record a 10-minute presentation based on the provided crime topic.

The recorded presentation should not be 'just' a performance of their 300-word summary.

Students are to provide additional information about the topic.

Students can use any media platform to record.

Students are to upload their recording to YouTube.

Students are to make the YouTube clip accessible for grading.

Students are encouraged to be creative with this assessment task.

Recording worth 20%

Students are to submit the link (in a word document) for the recording via turn it in.

Due date Monday Friday 28th August (Week 6).

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Critique the different forms of power that shape media institutions and networks
- Develop strategies for managing organisational media presence in traditional and social media
- Explain the role of media in the construction of social attitudes to crime and the justice system

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 Crime Media Analysis

Assessment Type

Written Assessment

Task Description

Students are required to conduct an analysis of **one** of the following:

- crime film
- television series
- crime news coverage

Students can choose a crime television series, a crime film, crime reality show or a crime documentary of their own choosing.

The analysis must include media and criminological theory.

Assignment length is 2000 words maximum.

Criteria sheet will be provided.

Submission due Monday 31 st August 9am (Week 7)

Assessment Due Date

Week 8 Monday (7 Sept 2020) 9:00 am AEST

Return Date to Students

Week 10 Monday (21 Sept 2020)

Weighting

40%

Assessment Criteria

Communications skills

Application of theory

Critical thinking skills

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Discuss the regulatory structures that govern media institutions
- Explain the role of media in the construction of social attitudes to crime and the justice system
- Explain the ways in which social media has changed the way that we understand crime.

Graduate Attributes

- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

3 Weekly Blogs

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

Students are tasked with creating a weekly blog using the task/challenges as the basis for the blog. The blogs will be posted on a forum on the Moodle site for this unit - titled Blogs

Students must include weblinks images etc. as supporting evidence of your stance.

Students MUST acknowledge all weblinks and images.

Students may use any platform for their blogs however they need to be made accessible for grading.

Students to select (six) 6 of their blogs for grading which are to be copied and pasted into a word document for submission via Turn it in.

Blogs are to be 150 words maximum.

Submission will be made via Turn it in with the nominated blogs, and the links to them.

Total word submission 900 words maximum.

Submission date Monday 5 October 9am (Week 12)

Assessment Due Date

Week 12 Monday (5 Oct 2020) 9:00 am AEST

Return Date to Students

Exam Week Friday (23 Oct 2020)

Weighting

30%

Assessment Criteria

Students are tasked with creating a weekly media blog using the weekly task/challenges as their basis for the blog.

Students must to include weblinks images etc. as supporting evidence of their stance.

Students MUST acknowledge all weblinks and images using APA 7 referencing..

Students may use any platform for their blogs however they need to be made accessible for grading.

Students to select (six) 6 of their blogs for grading.

Blogs are to be 150 words maximum.

Submission will be made via Turn it in with the nominated blogs, and the links to them.

Total word submission 900 words maximum.

Assessments that are over word count will be penalised 5%

Submission date Monday 5 October 9am (Week 12)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Critique the different forms of power that shape media institutions and networks
- Develop strategies for managing organisational media presence in traditional and social media
- Discuss the regulatory structures that govern media institutions
- Explain the ways in which social media has changed the way that we understand crime.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem