



CRIM11005 *Crime, Media and Power*

Term 2 - 2021

Profile information current as at 30/04/2024 12:14 am

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 - 2021

- Online

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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback

Assessment requirements could have been clearer.

Recommendation

Workshops will be developed around assessment items to ensure students are able to complete all of the components to an assessment item. We will also provide students with exemplars.

Feedback from Student feedback

Feedback

More resources are required

Recommendation

We currently provide a large number of resources in journal, audio and visual with recommended text books (optional). New resources will be added as they become available on the various media platforms

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

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

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

Liz Walter Unit Coordinator

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Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
What is Media?	APH, (2006), Media ownership regulation in Australia, Retrieved from: https://www.aph.gov.au/about_parliament/parliamentary_departments/parliamentary_library/publications_archive/archive/mediaregulation	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Media regulation in action	Draghici, C., & Woods, L. M. (2018). Killing Journalists Is Not Media Regulation: Private Rights, Collective Wrongs and the Impact of Impunity. <i>Transnational Law and Contemporary Problems</i> , 28(2), 263-308.	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Fear of crime and moral panic	Arnold Hunt. (1997). "Moral Panic" and Moral Language in the Media. <i>The British Journal of Sociology</i> , 48(4), 629-648. https://doi.org/10.2307/591600	

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Fake news	Carlson, M. (2020). Fake news as an informational moral panic: the symbolic deviancy of social media during the 2016 US presidential election. <i>Information, Communication & Society</i> , 23(3), 374-388. https://doi.org/10.1080/1369118X.2018.1505934	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Open-source media	Lih, A. (2004) Wikipedia as Participatory Journalism: Reliable Sources? Metrics for evaluating collaborative media as a news resource. In Proceedings of the 5th International Symposium on Online Journalism, Austin, Texas. Retrieved from: http://www.ufrgs.br/iimc/participativo/pdf/wikipedia.pdf	Media Report due Media Report Due: Week 5 Tuesday (10 Aug 2021) 1:00 pm AEST

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Media and punishment	Chagnon, N., & Chesney-Lind, M. (2015). Someones been in the house: A tale of burglary and trial by media. <i>Crime Media Culture</i> , 11(1), 41-60.	

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Influencer or influenced?	Reyns, B. W., & Fisher, B. S. (2018). The Relationship Between Offline and Online Stalking Victimization: A Gender-Specific Analysis. <i>Violence and victims</i> , 33(4), 769-786. https://doi.org/10.1891/0886-6708.VV-D-17-00121	

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Social Media	Crump, J., (2011) What Are the Police Doing on Twitter? Social Media, the Police and the Public, <i>Policy & Internet</i> : Vol. 3:. 4, Article 7.	

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Crime on film	Rafter, N. (2007). Crime, film and criminology: Recent sex-crime movies. <i>Theoretical Criminology</i> , 11(3), 403-420. https://doi.org/10.1177/1362480607079584	

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Discourse analysis	Anabela Carvalho (2008) MEDIA(TED) DISCOURSE AND SOCIETY, <i>Journalism Studies</i> , 9:2, 161-177, DOI: 10.1080/14616700701848162	

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Infamous crimes	Julie B. Wiest (2016) Casting Cultural Monsters: Representations of Serial Killers in U.S. and U.K. News Media, <i>Howard Journal of Communications</i> , 27:4, 327-346, DOI: 10.1080/10646175.2016.1202876	

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Critical breakdown	Reporting on the opioid crisis (2000-2018): role of The Globe and Mail, a Canadian English-language newspaper in influencing public opinion https://doi.org/10.1186/s12954-020-00443-7	Written Assessment due Learning logs / diaries / Journal / log books due Critical Case Study Due: Week 12 Tuesday (5 Oct 2021) 1:00 pm AEST Workbook Due: Week 12 Tuesday (5 Oct 2021) 1:00 pm AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 18 Oct 2021

Assessment Tasks

1 Media Report

Assessment Type

Practical Assessment

Task Description

This unit develops your understanding of media institutions and the regulatory structures that govern them. In this report you will select two media institutions and identify governing bodies and regulations in Australia that apply to each institution. You will then compare the ways these organisations are regulated and include a discussion on the appropriateness of these regulatory structures for your chosen institutions. This may be presented visually or in writing with appropriate APA references with a maximum of 1,000 words.

Assessment Due Date

Week 5 Tuesday (10 Aug 2021) 1:00 pm AEST

Return Date to Students

Week 7 Tuesday (31 Aug 2021)

Weighting

30%

Assessment Criteria

- Concise overview of the organisations chosen and their social context
- Accurate evaluation of the different regulatory contexts
- Critical comparison of the chosen organisations
- Use of theory to understand and contextualise analysis
- Exploration of implications for media control and regulation

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 Critical Case Study

Assessment Type

Written Assessment

Task Description

Throughout this unit the workshops and weekly activities will incorporate opportunities for critical analysis of case studies in the Media. This assessment requires you to explain how media has potentially influenced social attitudes to crime in relation to that specific case study. This will also include any regulations you identify to be relevant in their reporting of the case study. This is an exercise in critical thinking and requires your research and original thoughts on

the issues presented.

This may be presented in an essay style format. However if you wish to present in a different written format, please discuss with the unit coordinator prior to Week 8.

Suggested case studies and areas of focus will be outlined on Moodle and discussed in workshops.

Maximum 1500 words for an essay or by agreement for alternative formats.

Assessment Due Date

Week 12 Tuesday (5 Oct 2021) 1:00 pm AEST

Return Date to Students

Exam Week Tuesday (19 Oct 2021)

Weighting

40%

Assessment Criteria

- Concise and accurate breakdown of the case study and its relevance for analysis
- Exploration and explanation of the impact this case study has on social attitudes to crime.
- Framing your discussion within themes and issues raised in this course, the set readings and your own independent research.
- Analysis of the social and regulatory context for the case study.

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 Workbook

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

Approximately 300 words for each entry, 3000 words total maximum.

This unit emphasises practical and applied learning, to draw connections between the reading/preparatory material and the real world context in which it is used. Each workshop is designed around a challenge that tests your skills, with the support of a small group of peers. To evidence what you have learned, you will write individual reflective reports on each of the workshop activities in which you participate. Your Workbook will include a total of ten reports - including modules 1 to 6 and four of the remaining workshops. Each log is approximately one half to one page in length and worth 3% for a total of 30%. You will be graded on satisfactory completion of each report. If you are unable to attend any workshops, these challenge tasks may be completed in a study group that you organise with peers at your own convenience.

Assessment Due Date

Week 12 Tuesday (5 Oct 2021) 1:00 pm AEST

Return Date to Students

Review/Exam Week Tuesday (12 Oct 2021)

Weighting

30%

Assessment Criteria

- Use creative problem solving in response to challenges.
- Report succinctly on challenge task activities and what you have learnt from them.

- Reflect on your learning process and set educational goals for the future. Understand how theories and concepts from the coursework integrate into practical and applied situations.
- Participate in small team activities and actively support peers' learning.

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