

Undergraduate Legal System Courses
and
Where They Fit in the Curriculum for Best Learning Outcomes

Shannon E. Martin
Journalism Department
The Media School

shrmart@indiana.edu

Abstract

Courses about legal system can be found across the university curriculum, from the business school, to the school of public and environment affairs, to several units in the arts and sciences college. While these courses are taught independently across these many units, the success of the students may well be predictable, based on the timing of inclusion of these courses in the students' academic career.

The data I want to analyze is available through the Office of Bloomington Assessment and Research. I would include only general course statistics and student demographics along with course placement in student academic careers.

The analysis would compare success within undergraduate law courses offered across campus units to the timing of those offerings within a student's program of study. This would include knowing what sorts of courses the students had already taken, coming into the law course, and seeing if the previous courses might have prepared the students for more success in the law course, in addition to the semester in which the law course was taken.

The results would be useful to any of the units included in the data set who, like the Media School, are considering curriculum adjustments or re-invention.

Project Description

Purpose: This study would model undergraduate program course sequencing across disciplines for greater student success in the accomplishment of legal system education. Since many of these student also go on to graduate degrees relevant to legal system training our students would be better prepared for success in those programs, too.

Significance: Understanding the legal system in the country to citizenship or residence is an important tool for all members of that society. If we can find a predictive strategy for student success in the courses that feature or focus on understanding and use of the legal system to advantage, then we have given our students an advantage in life as well as their academic programs.

Anticipated outcomes: Recommendation to curriculum committees on the placement and timing of legal system undergraduate courses across programs. More specifically, as The Media School begins to revise and reimagine the curriculum, this research could be used immediately to better serve the students who are required to take media law courses.

Research methods: Review university data on student course sequencing before attending legal system courses, looking for correlations of particular courses as a preparation or precursor to legal system courses and student success in those legal system courses.

Just a few of the obvious courses to be part of the review would be:

- BUS-L 100, Personal Law;
- BUS-L 201 Legal Environment;
- BUS-L 311 Law for Entrepreneurs;
- JOUR-300 Media Law;
- POLS-Y211, Introduction to Law;
- POLS-Y304, Constitutional Law;
- SPEA-V 377 Legal Process and Contemporary Issues;
- SPEA-H341 Legal Aspects of Health Care Administration;
- TEL – T 424, Telecommunication and the Constitution.

Means of measuring success:

- Identification of successful sequences within particular programs of study.
- Recommendations for placement of legal systems courses within undergraduate programs for better student success in accomplishing the course materials for legal system instruction.
- Implementation of sequence adjustments where applicable.

Previous research results: NA

Shepard, Linda L

October 31, 2014 5:03 PM

To: Shannon Martin

[Hide Details](#)

RE: Data for Learning Analytics fellows program?

Hi Shannon,

Yes, I think a conversation would be most helpful for me. That would allow me to more fully understand the data you would need. As presented it sounds very doable. We could meet in my office, Carmichael 201 A-D. Let me suggest that we set up a time the week of November 17. My Outlook calendar is up-to-date if you want to find a time that works for you.

Happy Halloween!

Linda

-----Original Message-----

From: Martin, Shannon R

Sent: Friday, October 31, 2014 10:50 AM

To: Shepard, Linda L

Subject: Data for Learning Analytics fellows program?

Hi-- Thanks so much for being present at the workshop Wednesday morning. At that time I gave you my card in aid of making this email less surprising.

I want to apply for a fellowship but before I get going on it I wondered what I might need to do in order to collect a dataset from you that concerns courses/students other than my own.

The data I want to analyze does not need to identify specific students or teachers, just courses and student demographics generally.

I want to compare success within undergraduate law courses offered across units to the timing of those offerings within a student's program of study. This would include knowing what sorts of courses the students had coming into the law course and seeing if the previous courses might have prepared the students for more success in the law course, in addition to the semester in which the law course was taken.

The analysis would be useful to my unit because I teach our required law course in JOUR, and as we are now reconsidering our curriculum I wonder if it is most advantageously taken by seniors, juniors or sophomores, and if this is different for other, similar law courses in other units. It might also be useful to other units as they reconsider their curriculum and prerequisites if the data proves interesting.

Is this something I can get from your office? Do we need to meet? I am happy to do so if that will help with identifying and correctly describing what I will hope to propose. Thanks for your time and attention on this rainy, dreary Halloween Friday. --Shannon Martin

Researcher CV

SHANNON E. MARTIN
PROFESSOR OF JOURNALISM

EDUCATION

Ph.D. Mass Communication, University of North Carolina (1990-93), 1993.
Dissertation: Principles of Federal Information Control in a Technological Age. Director: Donald L. Shaw.

ACADEMIC APPOINTMENTS

Associate Vice Provost for Faculty and Academic Affairs, Indiana University-Bloomington, 2013.

Associate Dean for Research and Graduate Studies, School of Journalism, Indiana University, 2009-2012.

Professor of Journalism, School of Journalism, Indiana University, 2008.

Professor, University of Maine, 2001- 2006; Department Chair, Communication and Journalism, 2007-2008.

Director, Master of Communication and Information Studies Program, School of Communication, Information and Library Science, Rutgers University, July 2000-2001.

Tenured and promoted to Associate Professor, School of Communication, Information and Library Science, Rutgers University, April 1999.

Assistant Professor of Journalism, School of Communication, Information and Library Science, Rutgers University, July, 1993.

RESEARCH PUBLICATIONS

Books

Martin, S. *Social Media and Participatory Democracy: Public Notice and the World Wide Web*. (New York: Peter Lang, 2014).

Martin, S. *Freedom of Information: News the Media Use*. (New York: Peter Lang, 2008).

Cook, R. & Martin, S. *Post-Vietnam Confrontations: U.S. Wars and the Media in Primary Documents*. (Westport, Conn: Greenwood, 2005)

Martin S., & Copeland, D. (eds) *The Function of Newspapers in Society: A Global Perspective*, (Westport, Conn: Greenwood, 2003).

Martin, S. & Hansen, K. *Newspapers of Record in a Digital Age: From Hot Type to Hot Link*, (Westport, Conn: Praeger, 1998).

Martin, S. *Bits, Bytes and Big Brother: Federal Information Control In The Technological Age*. (Westport, Conn.:Praeger, 1995).

(Referred journals and presentation, book chapters and reviews omitted here)

Research Grants

Faculty Summer Research Fellow, Indiana University, 2009.

Journalism Training for Tanzanian Journalists, Primary Investigator, USAID, 2008, \$183,000 to support research and six journalists in summer training on University of Maine campus.

Fulbright Senior Scholar, University of Sarajevo, Bosnia-Herzegovina, 2002-2003 (full support).

University of Maine Competitive Grant for Scholarly Materials & Equipment Fund, 2001 for 2002.

Chairman's Research Support Award, Journalism Department for 1993 and 1994

COURSES TAUGHT:

Indiana University graduate level –

Research Methods, Fall 2012; Media and Social Institutions Spring 2012; Media Law, Spring 2009, Spring 2010; Intensive Writing and Reporting, Fall 2008

University of Maine graduate level--

Communication Law, Spring 2004, Spring 2006; Mass Communication Theory, Fall 2002, 2004.

Rutgers graduate level--

Communication & Information Processes, Fall 2000

Mediated Communication Processes, Fall 1994, Spring 2000

Methods of Inquiry, Spring 1995, Fall 1998

Information Law, Spring 1996 & Spring 1997, Spring 1998, Spring 1999, Fall 1999, Spring 2001

Government Information Resources, Fall 1997

Advanced Qualitative Research Methods, Summer 1998

Indiana University undergraduate level –

Writing & Reporting, Spring 2013 & 2014; Communication Law, Fall 2014, 2012, 2009; Media and Social Institutions Spring 2009, Fall 2008;

University of Maine undergraduate level—

Communication Law, Fall 2002, Fall 2003, Spring 2004, Fall 2004, Sp2005

Writing for Mass Media, Fall 2001 (2 sections), Fall 2002, Summer 2003, Fall 2004, Spring 2005

History of Mass Communication, Fall 2001

News Writing and Reporting, Spring 2002, Fall 2002

Public Affairs Reporting, Spring 2002

Media Ethics and Responsibility, Spring 2002

First Amendment Theory and Law (Honors College), Spring 2004

Rutgers undergraduate level--

Communication Law Fall 1993, Spring 1996, Spring 1998, Fall 1998

News Writing and Reporting, Fall 1994 & 1995, Spring 1996,

Advanced Reporting, Fall 1994, 1995, Spring 1997, Spring 2000, Spring 2001
News Writing, Spring 1994, Summer 1996, Fall 1997

Grant-Supported Teaching Fellowships

Fulbright Senior Scholar, University of Sarajevo, Bosnia-Herzegovina, 2002-2003
(Onsite Spring 2003).

International Research and Education Exchange (IREX) Internet Training for
Reporters in Bosnia-Herzegovina, May 2000.

American Society of Newspaper Editors' Journalism Education Excellence
Fellowship, Summer 1999.

Rutgers Teaching Fellow, 1998-1999, Teaching Excellence Center.

Teaching Fellow at 1995 Association for Education in Journalism and Mass
Communication-Freedom Forum Teaching Workshop, Indiana University,
Bloomington.

Grant-Supporting Curriculum Development

Summer Fellowship, CITL, to develop online undergraduate law course, J300,
\$8,000, 2014.

New Pedagogies, New Technologies: Learning Spaces in the 21st Century, with Emily
Metzgar and Hans Ibold, Indiana University, \$24,000, 2010.

East Asian Curriculum Development Grant, with Emily Metzgar, Indiana University,
2009.

Maine Center for Student Journalism, renewable grant from Maine Daily Newspaper
Publishers Association, \$17,000-\$20,000 annually, 2002-2008.

University of Maine Instructional Technology Course Grant, Summer 2002.

University of Maine Learning Circles Program Course Development, Jim Bird, Project
Chair, Spring 2002.

Rutgers Teaching and Curriculum Evaluation Grant, awarded 1998 for 1999
Teaching Literacy and Sourcing Education in the Journalism Writing and
Reporting Courses.

Rutgers Citizenship and Service Education (CASE) Program Course Development
Grant, 1995, Computer-Assisted Reporting Outreach course.

Teaching Awards and Honors

"Excellence in Teaching Award," School of Communication, Information and Library
Studies, Rutgers University, 1999.

"Excellence in Teaching Award," Department of Journalism and Mass Media, Rutgers
University, 1998.

"Excellence in Teaching Award," School of Communication, Information and Library
Studies, Rutgers University, 1996.

"Excellence in Teaching Award," Department of Journalism and Mass Media, Rutgers
University, 1995.

(Service and Professional Experience omitted here)