

SPIG 2017 Conference Panels

Getting religion, getting ethics: Analyzing film as a pedagogy tool about doing good with a faith perspective

The teaching of media ethics and the teaching of religion (perhaps as a vehicle for understanding the origins and implications of good and evil in moral decision-making) get a boost in the minds of Millennials when the concepts can be tied to film clips or entire films devoted to the struggle. "Spotlight" is a prime example. Yet faculty using this medium find it a struggle to separate fact from fiction as they transition from analysis of cinematic concepts to the ambiguities and difficulty of day-to-day journalistic experience. Come hear this panel's take on the advantages and drawbacks of film as a leaping-off point for guiding students into critical thinking, ethical decision-making and confrontation of their own perspectives and choices.

Lead D/IG: SPIG

Co-sponsor: RMIG

Panel Type: Teaching

Panelists:

Rick Moore, Boise State RMIG

Michael Longinow, RMIG

Sonya DiPalma, SPIG

Paola Banchemo, SPIG

Moderator

Michael Longinow, SPIG

Mixed messages: Strategies for teaching classes geared toward both journalism and PR students

This panel will give advice on how to teach communications courses that are geared toward both journalism, public relations and marketing students. In small programs, courses are frequently geared to a variety of communications students with career aspirations ranging from journalism to public relations and marketing. This panel aims to give advice on how to create lectures and assignments that will serve diverse audience of students even when their intended careers have different codes of ethics, legal constraints and audiences.

Lead D/IG: SPIG

Co-sponsor: CCJA

Panel Type: Teaching

Panelists

Toni Albertson, Mt. San Antonio

Ginny Whitehouse, Eastern Kentucky

Jim Sernoe, Midwestern State

Alan Goldenbach, Hood

Moderator

Liz Atwood, Hood

The challenges of writing 101: A pedagogical research panel

This panel uses survey and interview research to address a pedagogical challenge that has repeatedly surfaced in conference attendee discussions over the past few years. Even among veteran literary journalism professors, there seems to be concern about students' declining writing skills and how (or even if) we can address that in our classes and assignments.

To tackle this challenge, we'd start with results from an online survey—to be conducted this Fall with IALJS, SPIG, and Magazine Division members—about professors' experiences teaching basic writing to literary journalism students. Next we'd dive in a little deeper by describing what we learn from interviews of a few willing survey respondents. Third, we'd offer a specific case study. Finally, in a discussant section, we would examine some of the fundamental assumptions underlying this panel.

Lead D/IG: MAGD MAGAZINE MEDIA

Co-Sponsor: SPIG

Panel Type: Panel Research

Panelists:

John Hanc—New York Institute of Technology

Mitzi Lewis—Midwestern State University

Calvin Hall—North Carolina Central University

Kevin Lerner—Marist College

David Abrahamson—Northwestern University

Moderator:

John Hanc—New York Institute of Technology

Out of the shadows – Recruiting to small programs

Strategies to recruit students to small communication arts programs when nearby universities offer more resources and state-of-the-art technology.

What attendees can expect to learn and/or anticipated outcomes of the panel: Ideas for how to “sell” the small program to prospective students.

Lead D/IG: SPIG

Co-sponsor: CCJA

Panel Type: PF&R

Panelists

Toni Albertson, Mt. San Antonio

Michael Longinow, Biola

Donna Bertazzoni, Hood

Alan Goldenbach, Hood

Moderator

Liz Atwood, Hood

Breaking the cycle of burnout for minority professors: Tips for coping in the present and advocating for the future

Minority professors often find themselves alone in their departments. “Among degree granting colleges that receive financial aid from the U.S. Department of Education, 17 percent of full-time undergraduate students are black, compared with nine percent of professors. At the same 4,313 schools, 12 percent of students are Hispanic, compared with four percent of faculty.” As the only representative of their minority group, professors at all levels may sometimes feel overcome with students of similar backgrounds constantly seeking their advice. This situation can lead to burnout, as minority faculty tend to perform disproportionate amounts of mentoring and service work in an attempt to balance their professional needs/expectations with their desire to guide students who look to them as models. However, due to the fact that this additional service goes unrecognized, oftentimes these demands are too much to bear for minority faculty, leading to eventual resignation and a loss of diversity within the academy. To speak to this issue this panel proposes to discuss the need to support and retain those minority professors who are already in the academy. By edifying those who have already been recruited, we will allow for diversity to build. Soon they won't be alone. Panelists from various career stages in the academy will discuss their experiences with regard to diversity and offer tips for minority professors to avoid feeling isolated and overwhelmed.

Lead D/IG: PRDV

Co-Sponsor: SPIG

Panel Type: PF&R

Panelists

Dr. Vivian B. Martin, Central Connecticut State University

Dr. Hua Jiang, Syracuse University

Dr. Natalie T.J. Tindall, Lamar University.

Dr. Nathian Shae Rodriguez, San Diego State

Dr. Jack Ryan, Gettysburg College

Moderator

Dr. Briones Winkler, University of Maryland

Great Ideas for Teachers (GIFT)

Lead D/IG: PRDV

Co-sponsor: SPIG

Panel Type: PF&R