

spig news

Newsletter of AEJMC's Small Programs Interest Group

Fall 2014

Strategies for taking students abroad

By Jack Zibluk

The world is flat, according to *New York Times* Columnist Thomas Friedman. He means that we're so wired and wireless that Bangor, Maine, and Bangalore, India, are a click away.

Still, nothing beats a real interpersonal connection for both students and faculty. In smaller journalism programs, there are often fewer resources to meet those needs than in larger schools. Nevertheless, SPIG members have found several strategies to go abroad, and they shared them with a group of a dozen attendees in Montreal.

While Montreal is only an hour away from the U.S. border, Celeste Gomez Bustamante of the *University of Arizona* advised the audience to think of using your own geography to your advantage. Her school worked with *Columbia University* in New York to produce



From left, Heloisa Herskovitz of *Cal State Long Beach*, Caroline Kim of *Biola*, Rachele Kanigel of *San Francisco State*, Celeste Gomez Bustamante from *Arizona*, and John Williams of *Principia*, discussed international opportunities. Photo/Jack Zibluk

a multi-media series focusing on issues on the Mexican border.

"There are borders and communities near most of you,"

he advised. She also discussed working with international communities within the U.S. to

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HEAD NOTES: Creating a connected community

By Wally Metts

We all know it's coming. Actually, we all know it's here.

The question is, when will social media become part of the SPIG culture? Yes, the listserv is an amazing tool. A recent

conversation about purchasing/ requiring cameras, for example, provided helpful advice and questions. But we have a Facebook account and a Twitter account, too. How should we use it and why?

These tools are perfect for shorter bits — an article we just

read, for example. The truth is, the ground is changing so fast beneath our feet we all need help staying current. Social media allows us to quickly share links about new books, current articles, or program success.

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METTS

Panel: Future of news is hyperlocal

By Jack Zibluk

As newspaper revenues and the job market continue to decline, publishers are looking to smaller and tighter perspectives to serve readers.

The hyperlocal market is here to stay, and about a dozen journalism teachers attended a SPIG panel on the new trends in the local market at the AEJMC convention in Montreal.

"The future is really bright," said Jan Shaffer of J-Lab who described the broad array of hyperlocal organizations. Some are non-profit, some are for-profit, some are sponsored and some are independent. "There are so many ways to make small online journalism work," she said.

Lisa Philips of *SUNY New Paltz*, had a more sobering look as the result of her research on several small hyperlocal startups in upstate New York. After several years, she said the publication she observed are

struggling financially. "They want to do it, but it's hard to live on \$20,000 a year or less, and that's what they bring home," she noted.

Carrie Buchanan of *John Carroll University* detailed the struggles of hyperlocal projects in Cleveland, Ohio, and Brenda O'Farrell of the *Montreal Gazette*, who oversees hyperlocal initiatives at her paper, have both seen the struggles of local reporting online. But both agree, the small, local approach is where the readers are.

Ross Connelly of the *Hardwick Vermont Gazette* gave an impassioned presentation of the joys of local newspapers. He operates the paper solo after the recent death of his wife, with whom he co-edited the paper. "It's the life of the town. And it's journalism," he said.

John E. Zibluk is a professor of mass media at Southeast Missouri State University, Cape Girardeau, Mo. His email address is masscomm@semo.edu.

Soap operas can help promote health issues

By Donna Harrington-Lueker

Co-sponsored by the Small Programs and Entertainment Studies interest groups, the teaching panel session "Opportunities and Challenges for Entertainment-Education Interventions for Global Justice" explored the field of entertainment education—that is, the strategic use of media entertainment to promote social change.

Examples of such use include Indian soap operas with story lines designed to have an affect on the status of women, Internet and social media campaigns around global justice issues, and health information advocacy in television shows and movies.

William Brown, Ph.D., professor and research fellow in journalism and strategic communication at *Regent University*, opened the session with a description of entertainment education's research base, including theories of celebrity and parasocial interaction, social learning theory, and theories of identification. He followed with a description of research into the effectiveness of the KONY 2012/Invisible Children campaign.

KONY 2012 began as a web-based short film to raise global awareness of and opposition to Ugandan warlord



SPIG honors Teacher of the Year

Carolyn Mae Kim, Ph.D., is congratulated by SPIG Head Michael Ray Smith after he presented her with the "Teacher of the Year" plaque at the AEJMC conference in Montreal in August. Kim is public relations program director at Biola University, LaMirada, Calif., where she teaches public relations, manages a student-run PR agency and advises the campus PRSSA chapter. The award is named for former SPIG head Ginger Rudeseal Carter Miller.

Photo/Jack Zibluk

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SPIG profile

Wally Metts wrote an 'autobiography' of St. Nicholas

Who are the people guiding the Small Programs Interest Group? The following is a regular feature in SPIG News, a profile in Q&A format of a leader of our organization.

What is your current primary job title and employer?

Director of Graduate Studies in Communication, *Spring Arbor University*. I primarily teach journalism and advertising.

Tell me an interesting fact about you.

Went to a very conservative college for two years, and the first time I went out with my wife she was the chaperone and I was dating her roommate.

What was your first job?

Framing and pouring concrete sidewalks in Coral Gables, Florida.

Tell me about your education.

Fort Myers Senior High, *University of Tennessee at Chattanooga* (BA in combined science), *University of Tennessee at Knoxville* (MS in curriculum and instruction), *Michigan State University* (Ph.D. in interdisciplinary studies—English, communication and religious studies).

What was your dissertation topic and what is your current research focus?



WALLY METTS speaks at a panel in Montreal.

The topic was Worldview (defined as the overall perspective in which one sees the world), as reflected in narratives

Tell me something about your personal life.

We live on a Christmas tree farm and our 10

"We live on a Christmas tree farm and our ten grandchildren call me 'Santa.' . . . I'm associate pastor for a midsize rural church."

that occur in ordinary conversation.

What do you like about your job and your workplace?

It's mission driven and has given me the opportunity to innovate.

grandchildren call me Santa (I have written an "autobiography" of Nicholas of Myra.) I'm an associate pastor for a midsize rural church.

What other significant achievements have you

had?

Launched an online MA in communication and will launch a BA next fall.

What are your personal or professional goals now?

Mentoring others, especially those who may be considering online options for their own programs. I've had a blog on faith and culture (thedaysman.com) for 10 years and hope to expand its reach. There are a couple of books in me when I retire.

What leadership roles have you had in the AEJMC and the Small Programs Interest Group?

None. Have been active in College Media Advisers, however, and am doing four panels at their conference in Philly this fall. Relatively new to SPIG.

What goal do you have for SPIG?

A greater sense of community, one in which the organization becomes "top of mind" for its members as a place to encourage and celebrate each other.

If you had to describe yourself, what words would you use?

Blessed.

To suggest someone for a SPIG profile, send a message to Dr. Richard Hendrickson at newsprof@mac.com.

Assignment ideas for multimedia class?

Notes from the SPIG discussion list

Q. Do you have ideas for assignments for a multimedia class?

A. I am doing an Instagram assignment in my Writing for Interactive Multimedia class. I am having them take photos for our school's Instagram account in six categories: School spirit, clubs, favorite campus spot, friends, etc. I just did a lecture on taking photos with your smart phone and I showed them examples of strong college Instagram accounts. I made sure the assignment was timed with parents weekend and homecoming so we had opportunities for lots of lively shots.

Kathleen Webber, College of New Jersey

My media writing class (freshmen and sophomores, mostly) live-tweeted lunch in the cafeteria today and did a great job. (We were working on you-are-there details.) Students often finish the mini-projects or activities we work on in class in much, much less time than I think they'll need. (As in I plan for a 20-minute exercise, and they finish in 5.) Today, I had to go in and get them so that I could tell them class was over. We're going to live-tweet an event next week.

Donna Harrington-Lueker, Salve Regina College

This is a great idea that forces their powers of observation to focus on mundane things, making them interesting to an audience. I could see adding a photo essay and video clips as an introduction to mobile journalism multimedia!

Cathy Yungmann, Cabrini College

I am pretty proud of a short mini-documentary I am using to help students do multi-media reporting...I give the students the pieces of the puzzle, and I show them my finished product afterward. I learned a lot of how to do this at the NPPA's Kalish workshop at Ball State.

<https://www.youtube.com/watch?v=DIVONsO->

More questions from the list: Do you have some answers?

Rethinking our graduate program

We have an opportunity to rethink our graduate program in communication. I'd be interested in your thoughts about what a master's degree in communication should look like in the 21st century.

What should graduates know, value or be able to do? Or put differently, if you were hiring an adjunct with a masters what would you be hoping for?

No reasoned reflection required here, although it is certainly welcome. A few bullet points would be very welcome.

Wallis C. Metts Jr., Spring Arbor University, Michigan

SPIG LIST Q&A

[Tko&feature=youtu.be](#)

Jack Ziblik, Southeast Missouri State University

My colleague Tina Lesher has her students in Advanced Reporting working on a class project entitled, "Eye on '64" (www.eyeon64.com). They created a website and have populated it with stories and photos, both national and local, on what happened in 1964. For example, the chair of our department sang at the World's Fair in 1964, the Beatles made their first appearance in the U.S. in 1964, the reminiscences of a Vietnam Veteran who served in 1964. The students have really enjoyed the project and I think Tina has done a great job in working with them. If you'd like to speak with Tina about the project she can be reached at Leshert@wpunj.edu

Elizabeth Birge, William Patterson University

Apps for convergence class?

A note from the SPIG Discussion list

Q. Any suggested apps for the convergent journalism classroom?

A. For converged journalism production just Wavepad, iMovie, iPad. All are free downloads, and come bundled with new iPhone 6. GarageBand is rubbish for journalism.

I try to keep to free downloads, so students can easily do it at home or after the course. However, I also found the students have less apprehensions about spending online for apps than those of us with full time jobs!

Dr. Catherine Strong, Massey University, Wellington, NZ

Teaching out of the plagiarism moment

By Michael A. Longinow

It happens more than we know or want to think about. Students are stealing. They steal quotes, paragraphs and sometimes entire assignments in the quest to get good grades while putting in minimal time and effort. Sadly, the system rewards them. And many laugh all the way across the stage at commencement. Oh, what they can get away with.

As those teaching journalism, we want students to care enough that they would never think of plagiarizing. We're so busy teaching them to love truth, love the pursuit of facts they ferret out of the data and the corporate or government reports that we assume they know what we mean. Too many don't. Or, if they do, they don't care enough, as late teens or early twenty-somethings, to believe it matters.

Research by Lynn Lampert at California State University, Northridge, told us a decade ago that teaching about plagiarism was crucial across all academic disciplines, but noted journalism as a place where the teaching had particular importance. The good news, noted by Mike Conway and Jacob Groshek in Journalism Educator in 2008, is that students' perception of the importance of avoiding plagiarism (and fabrication), and their awareness of the severity of penalties in the workplace is "malleable" and can grow exponentially over a four-year period.

So when I got a call from the news editor on our campus weekly, I feared the worst. She's

ADVICE FOR ADVISERS

not the confrontational type. She's forgiving, willing to correct gently. She was furious and, in her quiet way, pleading for my support. (I'm faculty adviser for the paper and its daily online edition.) She sat bolt upright in her chair and said she wanted one of her writers fired. He had turned in a sports article that contained quotes and stats lifted out of university sports information releases. And they weren't few in number. When she brought it to

"I looked him in the eye and said the problem was trust. His editors didn't know whether to believe anything he said or wrote now. And trust lost is difficult to earn back."

his attention, she said he laughed at her concern. It was just a class assignment, he told her. And he said it in a way that was supposed to make her wake up and get real.

So, the next day, I showed the closing scenes from the film "Shattered Glass." In it, Stephen Glass' attempts to hide his fabrications finally falls apart. His editor, who'd wanted to believe in him, had to face facts. This very bright reporter and writer was a liar. I made that class session a sobering confrontation of lying, cheating and

cynicism. I told 60 students, in two sections of a first-year class, that what they were seeing was reality. I told them to never let it happen to them, ever. Even the appearance of plagiarism or fabrication should be excised from their work. If they can't read their notes, pull the quote. Pull the whole story if there's not a clear support for what they claim happened or what someone said.

The next day, the student who'd plagiarized the sports piece came to see me. He apologized. But he also said he didn't know why there was such a fuss. He made a mistake; so why not just let it go and forget it? I looked him in the eye and

said the problem was trust. His editors didn't know whether to believe anything he said or wrote now. And trust lost is difficult to earn back.

I told him I believed he was smarter than what had just happened. I told him he had great potential as a writer and reporter. And I even (shame on me) quoted the line from "Batman Begins" where Bruce Wayne's Dad rappels down into the cave where the boy had fallen.

"Why do we fall down, Bruce? So we can get back up."

I told him there were other media where he could learn the ropes: radio and television, in particular. And he loved the idea. More than that, he loved being given hope that he could prove his integrity by other means. In many programs, plagiarism is cause for immediate dismissal. It's a ticket to the dean's office and maybe worse. I've opted to teach from the concrete floor of confrontation over error. (Had he

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Critical issues at stake in 'News Engagement Day'

By Michael Ray Smith

Oct. 7 was National News Engagement Day, a good time to think about the journalism of hope and ways to engage readers and viewers.

That term isn't original with me. It came from Al Neuharth, founder of *USA Today* and author of "Confessions of an S.O.B." The journalism of hope is old-school journalism that says as a vigorous free press increases, accountability and reform increase.

That's the spirit behind National News Engagement Day, a month before Election Day, Nov. 7. Sponsored by Association for Education in Journalism and Mass Communication, the day is receiving attention from journalism educators and media organizations across the nation. Two critical issues are at stake.

Issue 1: Awareness includes discerning between the questionable role of public relations as a part of the news model in some editorial operations.

Pew Research recently reported, "One of the greatest areas of revenue experimentation now involves website content that is paid for by commercial advertisers—but often written by journalists on staff—and placed on a news publishers' page in a way that sometimes makes it indistinguishable from a news story."

Known as native advertising, the trend is catching in legacy media with eMarketer predicting that native ads spending will reach \$2.85 billion by the end of 2014.

Issue 2: The journalism of hope

COMMENTARY

includes the idea of teleos, what the ancients said is the goal of this life, which is to seek the good.

A group of us in AEJMC have joined the idea of seeking the Good with sympathetic objectivity, an idea that former *Christianity Today* editor Tony Carnes pioneered. As journalism educators, we talk about the need to get it right and the number one

"We teach students the ethic of consulting themselves before weighing into an article. Prayerful preparation can make the difference."

duty of a journalist: Accuracy. We teach students the ethic of consulting themselves first before weighing into an article. Prayerful preparation can make all the difference.

We teach them to train their news antenna to wiggle over news that may be missed by others such as the beach-side baptism of nearly 100 people in September by a downtown West Palm Beach Church. We applaud the work of the mainstream when it covers religion on page one as the Sept. 30 *Wall Street Journal* did with its Tamara Audi piece, "Tough Choice for Iraq's Christians: Fight or Flight."

The ultimate goal is to report information for the good of the community to help the community

flourish.

The twin concerns of the encroachment of public relations into the news content and the wariness of coverage of faith in the marketplace are two areas where we can improve in journalism. We can seek the Good as part of the free flow of information for a healthy democracy. It doesn't have to be bad news for the sake of bad news; it can be gritty reports of power abuses that will lead to reform.

The journalism of hope boldly speaks to power to do the high calling of the teleos of fourth estate: To make the powerful accountable and reform more likely.

Engage the news today and participate in the extraordinary power of the free press to make a difference for the good of the order.

A professor at Palm Beach Atlantic University,

Michael Ray Smith worked as a journalist for a number of newspapers, including the *Atlantic Journal-Constitution*, and is author of the 2014 book, *"The ABC List of Feature Ideas."*

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give students some international experience.

Rachele Kanigel of *San Francisco State University* has been working with a consortium of schools, Ieimedia, to bring her students to Jerusalem, Italy, Ireland, France, Spain and Turkey. Ieimedia, founded by Andy Ciofalo of *Loyola University*, takes care of the logistics and helps students and faculty who can't attract large numbers of students by pooling resources. "We get students from several schools

at each site, immerse them in the local culture and they do great," said Kanigel, a former Ieimedia executive director.

Caroline Kim of *Biola University*, who teaches public relations, advised PR students to work with international clients, particularly non-governmental organizations, who are always looking for help. "You just have to keep your eyes and ears open," she said.

"No matter what you do, it's do-able," said John Williams, chair of journalism at *Principia*.

Williams said he has been able to cobble together support for an international trip every year for more than a decade. "It's always worth it," he said.

Kim chaired the panel, and Heloise Herskovitz of *Cal State Long Beach* also told of her experiences abroad. "We always found a way to do it," she said.

John E. Zibluk is a professor of mass media at Southeast Missouri State University, Cape Girardeau, Mo. His email address is masscomm@semo.edu

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With a little practice (and maybe an applet) it's easier to share a link to the press release about your students' latest achievement than to copy and paste it in an email.

Carolyn Kim (Carolyn.kim@biola.edu) is our social media coordinator. She can help make these tools work for us as an organization. We are fortunate she can bring her expertise to our Interest Group. But we are the only ones who can create a community as we communicate more with each other, offering insight and inspiration.

So do this. Post a note on our Facebook page. Just type "Small Programs Interest Group" in the search bar. (You must spell it out; "SPIG" doesn't work.) Be sure to follow us and

like us. Share your professional posts with SPIG just as you might with any other social media. Also follow us on Twitter and put @aejmcspig in any professional Tweet you (or your department) post so our members can know what's going on.

A true community celebrates the achievements of its members. And because people and programs in SPIG are most like us, we are the best equipped to encourage, advise or celebrate each other. So let's do that.

We will have so much more to talk about at the conference if we are talking all the time.

SPIG Head Wallace C. Metts, Jr., Ph.D., is director of graduate studies in communication at Spring Arbor University, Spring Arbor, Mich. His email address is wally.metts@arbor.edu

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laughed in my face as he had with the editor, we would have gone to see the dean.)

One thing I told my students after the "Shattered Glass" clip was that in my 25 years of teaching, the majority of cases of plagiarism had happened when students simply forgot to place attribution in a piece. They get sloppy. The cut-and-paste function in their computers is so easy. And the culture of online media (the blogosphere) is rife with stolen material. It's easy for them to forget why it matters to go back and check every line, every number, every fact-assertion for sourcing. It's on us as their instructors to make

the error rise in magnitude.

So we have work to do. And we can't depend on software like "Turn-It-In" to do the work for us. Plagiarism, fabrication, lying to sources about who they are, stealing documents — it all begins with a conception of right and wrong, of what should be. We have to model it. We have to talk about it. And thankfully, there are videos out there (okay, "Shattered Glass" is a little dated) to help us. A fairly new documentary about Jayson Blair is currently making the rounds and looks like a useful teaching tool. ("A Fragile Trust: Plagiarism, Power, and Jayson Blair at the New York Times," a film by Samantha Grant, is being marketed by Bullfrog Films, Box

149, Oley, Pa. www.bullfrogfilms.com.)

We, as journalism educators, must remain the wall into which these students must run. And when they make impact, I'd suggest don't just throw them on the refuse pile; in many cases, we can dust them off, stand them up, send back at it. The result, we hope, is that their generation will have fewer Stephen Glass and Jayson Blair characters and more journalists like David Halberstam and Seymour Hersh.

Dr. Michael A. Longinow is a professor and chair of the Department of Journalism and Integrated Media in the School of Arts & Sciences at Biola University, LaMirada, Calif.

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Joseph Kony and quickly became a social media phenomenon.

Using responses collected via SurveyMonkey, researchers found that a significant percentage of respondents (62 percent) could identify the campaign's objective but that much smaller numbers actually participated in the campaign. Only 3.5 percent of respondents reported taking part in specific events or activities that the campaign promoted. At the same time, researchers found that participants who signed the group's so-called Kony Pledge were more likely to donate money to the campaign. "If they signed the pledge," Brown said, "they were more likely to follow through [and donate]."

Overall, though, Brown noted, findings suggest that a low level of commitment may be the norm in online campaigns.

Brown also acknowledged that YouTube proved a double-edged sword for the campaign when Jason Russell, Invisible Children's co-founder and the maker of the Kony film, was videotaped running naked through his neighborhood in the aftermath of KONY 2012's release. "We found that [video] hurt the campaign," Brown said.

Continuing the panel discussion, Benson Fraser, Ph.D., also of *Regent University*, discussed the potential of indirect communication—that is, the strategy of using stories and narratives rather than overt or didactic appeals to engage and move people to action, and Dr. Brad Yates of the *University of West Georgia* spoke about singer-songwriter Bruce Springsteen as an example of parasocial interaction and celebrity engagement in social justice issues.

Yates explored Springsteen's personal support for New Jersey food banks as well as campaigns in which the singer

asks fans to contribute to these nonprofits at his concerts.

Finally, Joe Saltzman, professor of journalism and former associate dean at the *Annenberg School for Communication and Journalism at the University of Southern California*, discussed the work of the Norman Lear Center's Hollywood, Health, & Society project (HH&S) at Annenberg.

Saltzman noted that HH&S provides the entertainment industry with free expert information on health issues, health care coverage, and climate change, increasing the accuracy and the visibility of such storylines in entertainment media.

One of the television shows HH&S has worked with is "Chasing Life," a 2014 ABC drama in which the main character, a 20-something reporter, undergoes treatment for leukemia. "It's an accurate and realistic portrayal of ... the therapy for leukemia," Saltzman noted. HH&S has also worked with "Parenthood," "Grey's Anatomy," "Dexter," "Breaking Bad," "Madmen"

and others.

Saltzman also discussed HH&S's international outreach, including a grant from the Bill & Melinda Gates Foundation that helped pay for overseas research trips for writers that led to a sevenfold increase in storylines involving malaria, polio and HIV-AIDS. HH&S is also launching outreach efforts to writers in Bollywood and Nollywood (the film industries in India and Nigeria, respectively) to improve the accuracy and frequency of storylines on a variety of issues.

"Important information is just absorbed more deeply [in an entertainment medium] than in advertisements," Saltzman noted.

Donna Harrington-Lueker is a professor of English and Communications at Salve-Regina University, Newport, R.I.

"Important information is just absorbed more deeply [in an entertainment medium] than in advertisements."

-- Prof. Joe Saltzman, USC

Can you recommend a text for storytelling class?

Q. Can anyone recommend a good text to use in the spring for a 200-level multimedia story-telling class? (Students will have had the basic media writing course--but not much else at this point.) I'm thinking I'd like something that emphasizes story-telling rather than technology -- and I know I want something that isn't obscenely expensive.

Half the class will probably focus on mobile.

Many thanks.

Donna Harrington-Leuker, *Salve Regina*

A. "All the News: Writing and Reporting for Convergent Media" by Thom Lieb.

Sandra L. Combs, *Arkansas State*

A. *Advancing the Story* by Wenger and Potter also looks good. Lieb's also looks good.

Maureen Boyle, *Stonehill*

Wilson promoted

Margo Wilson, a leader in the Small Programs Interest Group and chair of the English Department at *California University of Pennsylvania* in California, Penn., has been promoted to full professor. To congratulate her, write: wilson_m@calu.edu.