

spig news

Newsletter of AEJMC's Small Programs Interest Group

Summer 2009

Boston hot topic: 'Journalism at a crossroads' *Pulitzer winners, 'Watchdog' founder, risk-taking publisher debate future of IR*

By Terry Dalton

In what promises to be a lively if not contentious discussion of the future of journalism in a country with fewer newspapers and more online news sites, five journalists will square off in Boston in a PF&R session sponsored by Small Programs and Media Ethics on Thursday, Aug. 6.

The panel will run from 11:45 a.m. to 1:15 p.m.

The star-studded panel will be comprised of two Pulitzer Prize

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winners, including one from this year; the director of the Nieman Foundation's "Watchdog" program – who once edited the Watergate articles of Woodward and Bernstein; a former copy editor and page designer

of the now-defunct *Rocky Mountain News*; and a prominent Connecticut newspaper publisher, **Michael Schroeder**, who dared to buy two dailies earlier this year that were on the brink of being shuttered by their former owner.

The special "hot topic" session is titled "Journalism at the Crossroads: After Newspapers, Then What?" A key aspect of the discussion will focus on who or what will replace

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Head notes...

New dinosaurs?

By **John Jenks**

Head, 2008-2009

Small Programs Interest Group

When the cataclysm hit, the big guys were the first to go – they were perfectly adapted to specific conditions that had vanished and could not adjust to the new, uncertain environment. But the small ones were more versatile and thrived in the more challenging circumstances...

Of course, I'm talking about the mass extinction of the dinosaurs 65 million years ago, but I could just as easily be talking about the current state of journalism and journalism education.

While we may have long envied the resources of the big schools, conditions now may actually



JENKS

See **DINOSAURS**, page 12

SPIG honors Pam Parry as 2009 Teacher of the Year

Pam Parry, associate professor of journalism at Belmont University in Nashville, will be honored as Teacher of the Year by the Small Programs Interest Group at the national conference of AEJMC in Boston.

John Jenks, SPIG head, will present the award at the SPIG Awards Luncheon at 12:15 p.m. Aug. 7. Jenks, who leads the journalism program at Dominican University, said "Every year SPIG honors one of its own as Teacher of the Year. This year Pam Parry demonstrated she merits that honor through her documented classroom skills and all-around



PARRY

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investigative reporters as their numbers dwindle, often replaced by more entertainment-minded news people who may lack the skills and motivation to do crucial “watchdog” reporting.

One of those watchdogs, **Paul Giblin**, won a Pulitzer Prize in April for local reporting that was done for the *East Valley Tribune* in Mesa, Ariz. Giblin’s five-day investigative series, “Reasonable Doubt,” uncovered abuses by the Maricopa County Sheriff’s Office’s illegal immigration-enforcement operation. The series was featured on the national PBS television show “NOW on PBS.” But in what many see as an example of what’s wrong with journalism today, Giblin was laid off by the *Tribune* not long after winning his Pulitzer. He now works for *The Arizona Guardian*, a subscription-based news site that covers Arizona government and politics and which Giblin co-founded and now serves as the site’s senior political editor.

The third panelist, **Barry Sussman** of the Nieman Foundation, founded

NiemanWatchdog.com which went online in 2004. The onetime *Washington Post* special editor and author of three books says that Watchdog helps to frame questions for reporters on important issues.

“It was clear,” he said, “that reporters could use all the help they could get, stuck as they were under enormous pressure from deadlines, a flood of raw information, manipulated news, deliberate misinformation and just plain junk that was thrown at them every day.”

The panel’s second Pulitzer Prize winner, **Eileen McNamara**, won first

“It’s the journalists in the trenches who are insisting we’ll survive.”

place in the commentary category in 1997 while a columnist for the *Boston Globe*. Now a fulltime journalism professor at Brandeis University, McNamara continues to write and has been sharply critical of *The New York Times* for threatening in May to shut down the *Globe*, which it purchased in 1993 for \$1.1 billion. In recent years

a year to provide an outlet for scholars and researchers within the Southwest region to report research findings and discussions on mass communication.

The SWECJMC includes institutions from Arkansas, Arizona, Colorado, Louisiana, New Mexico, Oklahoma, Texas and Utah. The editor must be a faculty member from one of the member institutions. Associate Editor David Nolan will continue to handle layout and design of the journal.

the *Globe* has faced several rounds of layoffs, pay cuts and buyouts.

In a recent column in the *Boston Herald*, McNamara wrote, “I don’t think *The New York Times* cares about the *Boston Globe*. I don’t think it ever did, except as an economic engine that was going to pump money into New York. And since they’ve bought the paper, they’ve done nothing but strip it of the things that made it a distinctive newspaper.”

The fifth panelist, **Kimberly Humphreys**, is a veteran journalist who worked as a copy editor and page designer at the *Rocky Mountain News* prior to that paper’s demise a few months ago. Since then, Humphreys had led the effort called IWantMyRocky.com to launch a news/analysis site about the industry. Like McNamara, she has been harsh in her criticism of the RMN

top executives.

“Corporate owners are failing us, leaving us, shutting us down,” she said in a recent interview. “It’s the journalists in the trenches who are insisting we’ll survive.”

The program was assembled by Kim Landon and Terry Dalton of the Small Programs Interest Group

Editor sought for mass communication journal

The Southwest Education Council for Journalism and Mass Communication is seeking applications for 2010-2013 editor of the peer-reviewed Southwestern Mass Communication Journal.

SWECJMC is a regional affiliate of the Association for Education in Journalism and Mass Communication. The application deadline is July 31. For more information, go to the Council’s web site at <http://www.swecjmc.org/>

The journal is published twice

Free lunch!

Okay, not really, but there will be lots of *free-flowing conversation* at the

SPIG Awards Luncheon

at 12:15 p.m. Friday, Aug. 7th
at Charley’s on Newbury,
284 Newbury St., Boston.

We’ll be partying with the **CCJA** folk and honoring our Teacher of the Year, **Pam Parry**.

Reserve your place now with a message to John Jenks or Ann Colbert.

SPIG profile

Michael Longinow found ‘a calling for which God equipped me’

*This is a Q&A profile of a Small Programs Interest Group leader. If you’d like to nominate someone for the next edition, send a note to the editor; **Dr. Richard Hendrickson**, at newsprof@mac.com.*

What is your current primary job title and employer, and what do you teach?

I’m a professor of journalism and chair of the Department of Journalism in the School of Arts & Sciences at Biola University in La Mirada, CA. I teach Foundations of Journalism — the entry-level course required of all majors — as well as writing, reporting and cultural/diversity courses. I try to weave convergence into all courses I teach, so there’s a smattering of visual and audio media woven into my instruction.

Tell me an interesting fact about you.

My father came to Chicago as an immigrant from the Ukraine when he was in high school. My mother’s parents came to Chicago from northern Mexico. That combination of cultures has given me a sense of “otherness” that shaped my identity, first as a newspaper reporter for dailies in Illinois and Georgia, then as an educator teaching journalism in Kentucky and now in California.

What was your first job?

*I rolled up weekly newspapers on Saturdays in Oak Park, Illinois and threw them on the big porches that **Ernest Hemingway** talked about with disdain two generations earlier.*

Tell me about your education.

I attended Oak Park-River



DR. LONGINOW

Forest High School — a school that felt like a small city to me with more than 4,000 students on a campus of about four square city blocks. I did a semester at a junior college while I figured out whether I could be serious about higher education, then transferred to Wheaton College where it took me three majors to figure out that journalism — a major they didn’t offer — was a calling for which God had equipped me. Rather than plunge into a recessionary-tight job market (1982) I accepted a research assistantship at the University Illinois-Urbana and completed an M.S. in news editorial journalism. That led me to four years of full-time newspaper reporting before getting an offer to teach news at a small Christian liberal arts college outside Lexington, Kentucky (Asbury). While

at Asbury, I took the college up on a loan offer to get my doctorate while teaching full-time.

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

My doctoral research at the University of Kentucky blended study of the history of American higher education and the history of journalism education alongside the media of evangelical Christian institutions. I analyzed the work of Kentucky’s Enoch Grehan, among other pioneer journalism educators, as templates for the uneven success of journalism education, at Christian and secular institutions, through the 20th century. That research led to chapters in “Understanding Evangelical Media: The Changing Face of Christian Communication” (2008); “Mass Media in 2025: Industries, Organizations, People and Nations” (2001); “History of American Journalism” (2001); “The Promisekeepers: Essays on Masculinity” (1999); “Christianity in American Journalism History” (1999); and “The Eye of the Reporter” (1996).

What do you like about your job and your workplace?

I love coming up with innovative ways to make students sit up, get excited, and go out to do the kinds of journalism and media work they thought only other people were capable of. The school where I teach rewards innovation like that, and

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SPIG officers for 2008-2009

Head – **John Jenks**
Sr. Co-Vice Head – **Vivian Martin**
Co-Vice Head – **Ann Colbert**

Research Chairs
Carol Dykers
Teresa Housel

PF&R (professional freedom
and responsibility)
Dave Weinstock
Mike Longinow

Teaching Chairs
Cheryl Bacon
Mary Carmen Cupito

Newsletter
Dick Hendrickson

WebMaster
Susan Lewis

Secretary
Susan Lewis

Membership
Margo Wilson

Hot Topics
Kim Landon

Liason to Commission
Minorities
Pam Parry

Liason to Commission on the
Status of Women
Kim Landon

TEACHER, from page 1

dedication to her students and her profession,” Jenks said. “Parry has also been an educational entrepreneur – building a program and attracting scores of students to it.”

The honor was announced by **Cheryl Mann Bacon**, Ed.D., APR, of Abilene Christian University, who is Small Programs Interest Group teaching co-chair.

Parry founded the public relations program at Belmont in 2004 and in four years it became largest program in the School of Social Sciences and one of the fastest growing programs in the College of Arts and Sciences.

She holds master’s degrees in communication and religious education from American University and Midwestern Baptist Theological Seminary, respectively, and a bachelor’s degree in journalism from the University of Missouri. She is working on a Ph.D. in Mass Communication at the University of Southern Mississippi.

Parry joined the faculty at Belmont in 2001 after teaching for two years at Taylor University in Upland, Ind. She also served as an adjunct faculty member at American University and George Washington University’s Center for Career Education.

She has remained active professionally during her years in academia, working as president and owner of Parry Communications in Nashville. At Belmont, she was honored in 2008 with the Presidential Faculty Achievement Award for service to students outside the classroom.

She has authored two books: *The Bottom Line: How to Build a Business Case for ISO 14001* (CRC Press, Boca Raton, Fla., 1999), and *On Guard for Religious Liberty: Six Decades of the Baptist Joint Committee* (Smyth and Helwys Publishers, Macon, Ga, 1999).

She presented papers at AEJMC in 2007 and at the Convergence and Integration Colloquium at Texas Tech University, also in 2007.

A colleague and fellow department chair described Parry as “a terrific teacher who has the uncanny ability to connect with both advanced and average students. Her evaluation scores are invariably well above Belmont’s averages, no small feat given this university’s commitment to undergraduate education. She combines an intellectually rigorous curriculum with a relaxed, non-threatening classroom style that receives rave reviews from students.”

In addition to teaching, Parry advises about half of Belmont’s 80 public relations majors. She established the PRSSA chapter. A colleague is now the advisor. A student nominator said, “She teaches with great patience, invaluable insight and an emphasis on the tools needed to succeed outside of school. She taught me not only the fundamentals of journalism and public relations but also the importance of integrity and work ethic.”

All three judges for this year’s Teacher of the Year competition were former recipients, and all commented on the number and breadth of strong nominees.

“She teaches with great patience, invaluable insight and an emphasis on the tools needed to succeed outside of school.”

To contribute to **spig news**, contact Dr. Richard Hendrickson, John Carroll University, Cleveland
newsprof@mac.com, 440-570-2779

How can we help students find fresh story ideas?

In an exchange of e-mail messages on the SPIG discussion list in late February, contributors offered answers to this question posted by Donna Harrington-Lueker of Salve Regina University, Newport, RI. dhlueker@cox.net

Q Does anyone have a sure-fire exercise/approach for getting experienced journalism students (experienced reporters) to look for story ideas in new places? We're spending too much time on lame/overused story ideas before finally coming up with something good, and I'd like to present or frame an assignment that will get them to original and interesting much more quickly. (In other words, I need a fresh take on how to help students get a fresh take. I appreciate the irony.)

Michael Longinow: Get them off-campus.

Cheryl's idea of edging them out of the comfort zone is crucial. Take them somewhere that is on the cutting edge of a news trend, do the advance research, show up and get the interviews, then follow up with more backgrounding. Immigration is huge. Get them talking to people who are supporting your economy but aren't necessarily documented workers. Get them talking to people feeling the big hurt from our economy's meltdown. Get them talking to car dealerships, mom-pop storeowners, real estate brokers. I'm taking a

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magazine class to Vegas to interview people there about the realities behind the glitz in that city: focusing on addictions, STD, homelessness, crime, depression, and the downturn of the economy on the fun. Takes lots of front-end research to pull this off.

Rachele Kanigel: You can also try going through a national newspaper like The New York Times and localizing stories to your community. The economic downturn offers a plethora of story ideas -- from its impact on college students and the job market for grads to its effect on the elderly, small businesses, schools, etc.

Ron Hollander: Re getting out of comfort level: Yes, absolutely critical. I won't let students do feature stories on: Friends, roommates, other college students, family members. I urge them as much as possible to work with people who are different than they are by: Age, education, profession, ethnicity, upbringing, etc.

We are in Montclair, NJ, 11 miles west of NYC, a very diverse, educated, upscale, sophisticated community. So I require my mostly white, middle- or lower-middle class students to do a story on a Newark social service agency, including a sidebar profile of a client (homeless, drugs, prison, poor, single mother, recent immigrant, etc.), and also to do one on a New York neighborhood.

They grouse about transportation, and are literally scared of getting out of their comfort zone (some have -- I kid you not -- brought their

big brothers or their mommies with them!), but afterwards they are all excited about how great it was, how "nice" the people were, etc.

Vivian Martin: I agree with those who ban roommates and try to push students off campus. I do all that, but I also found that it is difficult to push them out of their comfort zone even on campus. I got a taste of that last year in a class on reporting race, religion and other differences. One assignment was a project on campus climate around diversity issues (there was some tension).

We discussed some of the issues swirling around on campus (people of color not feeling welcome; the LGBT community's complaints, etc). Each student was to do a profile on someone quite different from them for what the editor of the campus newspaper, who was also in the class, thought might eventually make a nice spread. He did a nice piece on the head of the Muslim student group.

A couple of people volunteer to write about gay/lesbian students. Someone did a piece on an immigrant, albeit an Eastern European, which was pretty safe considering the large Polish population around here. It was really difficult to get students to interview Latino and/or Black students (about 12% of the population). I had to lead them there. We also had a bit of foolishness: a sorority girl wanted to do a feature on sorority girls as a marginalized minority, and one half of a set of twins wanted to write about stereotypes about twins and how that has affected her and her twin's time at CCSU. Certainly, there

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NRJ plans special issue on community journalism

The rapid changes in the newspaper industry have turned more focus in recent years to what appears to be one of the more stable branches of the newspaper business — small-circulation daily and weekly newspapers generally referred to as “community newspapers.” In light of these developments, the Newspaper Research Journal is accepting research articles and conceptual/theoretical essays that will shed light on “The Future of Community Newspapers” for a special issue of NRJ (tentatively scheduled for the winter 2011 issue).

This call is for articles that provide insights into the modern role of community newspapers, as well as suggestions that would help community newspapers to adapt to the changing marketplace. Both social-scientific

and cultural/critical approaches will be considered, as will mixed-methods approaches. Preference will be given to articles that draw upon and advance media theory, although insightful non-theoretical, descriptive studies will be considered.

Submissions will undergo NRJ’s usual peer-review process, and must be original research that is not under review with any other publication (although modified conference papers will be considered). NRJ’s published guidelines regarding length, citation style, and formatting of tabular material will apply. The deadline for submissions is Dec. 1, 2009.

Submissions should be sent as Microsoft Word files to guest editor **Bill Reader** of Ohio University. E-mail them to reader@ohio.edu.

SPIG sponsored/co-sponsored Boston events

TUESDAY, Aug. 4

1-5 p.m. - Preconference Workshop on Convergence Education

WEDNESDAY, Aug. 5

10 a.m. -- “Bridging the Divide: Helping Students Get Professional Experience.”

1:30 p.m. “Theory and Praxis: Cultural & Critical Perspectives in the Skills Classroom.”

3:15 p.m. -- Great Ideas for Teachers (GIFT).

THURSDAY, Aug. 6

8:15 a.m. -- “The Trials and Tribulations of Researching the Cold War Era”

11:45 a.m. -- “Hot Topics: Journalism at the Crossroads: After Newspapers, Then What?”

1:30 p.m. -- Scholar-to-scholar research session

3:15 p.m. -- ““Get Me Rewrite...But Go Easy on the 5Ws’: A Hands-On Workshop on How to Write and Teach the New News Story,”

8:30 p.m. -- Business Meeting.

10:15 p.m. -- Offsite Social

FRIDAY, Aug. 7

12:15 p.m. -- Off-Site Awards Lunch at Charley’s on Newberry, 284 Newbury St., Boston

3:30 p.m. -- “The Highs and Lows of Chairing A Small Program”

SATURDAY, Aug. 8

11:45 a.m. Saturday -- “The Wind Beneath Her Wings

JCU department renamed to remember Tim Russert

The Communication and Theatre Arts Department at John Carroll University, the Jesuit university in Cleveland, has been renamed to honor the memory of “Meet the Press” moderator **Tim Russert**.

Russert, a Buffalo native and 1972 graduate of JCU, was host of the popular Washington-based television news program when he died of a heart attack in May of 2008 at the age of 58. He had already endowed a \$1,300 college scholarship for a Western New York student, and now JCU and NBC have joined to sponsor an annual semester-long “Meet the Press” fellowship in his name for a JCU student.

The announcement of the new name was made early this summer.

“We are very pleased and proud to be named for Tim Russert, a great journalist, a great human being and a proud Bue Streak,” said Dr. Karen Gygli, department chair. “Tim’s professionalism and humanity are qualities we want our students to emulate.”

SPIG list Q&A: Tips for finding fresh story ideas

IDEAS, from page 5

were stories there, but I had to keep pointing them back to the syllabus and title of the course.

Fortunately, some of the students' peers got tired of suggestions about sorority girls and twins. Several let out a loud derisive laugh when the sorority girl made her pitch. We were able to make some corrections because the most clueless helped others see what had gone wrong.

John Lofflin: I love these ideas. Here's one very simple idea that worked for me: I simply turned the reporting students loose in the building in teams. Their assignment was to write a lede and seven paragraphs of a news story in 90 minutes. It was really interesting to watch the group dynamic. Every one of the stories was publishable (after some serious extra research and editing).

Alan Hantz: At UNCA, our instructor in the public affairs reporting course has gotten the sheriff's department here to share cold cases with the class. A few students have picked up on one. No crimes solved but a lot of good investigate experience for them.

David Weinstock: These ideas are for juniors and seniors. I wouldn't try this stuff out on students who haven't at least completed a basic news writing and a basic reporting class.

When teaching them column writing, I have been known to assign a column about their favorite kitchen utensil (non-powered), followed by a column about their favorite (powered) kitchen appliance. Yes, these are mundane things. But I remember lots

of days of having to cover the same ground I'd covered with the audience before, yet now in a different year (or season). These two assignments provide an opportunity to exercise some creative muscles to make the mundane interesting. It is also tempts a lot of them to try humor; this affords an opportunity to talk about the risks of humor and how what's funny to you....

“Our instructor in the public affairs reporting course has gotten the sheriff's department here to share cold cases with the class.”

-- Alan Hantz, UNCA

Another column writing exercise I ask them to do on Valentine's Day is to write a column about romance... not love...romance. I further refine it by saying that I'd like to be spared the usual rants about how Valentine's and Sweetness Days are “created” holidays and how romance should not be limited to holidays. This one can be a monster, with people reaching inside themselves to write copy that is meaningful, illustrative and has journalistic value (if written during the right season). It's also a cutout assignment for any holiday in any season.

For news, I like to send my students out into the communities around campus, the farther away the better. I reserve the communities closest to campus for those without cars and am not averse to sending others on half-hour drives to communities well away--in both distance and type--from the campus area/college town.

Be sure to assign commuters to communities that are nowhere near home. For those hotshots on the campus newspaper or who have internship experience, I put them on a county beat with orders to localize legislation from the state capital (they like that). I have been able to assign up to two reporters per county without having any overlap in subject matter. I put three people on a city beat in a city of roughly 200,000 people and had no overlap problems.

There is nothing more diverse and unique than people and communities. News classes get beats to do this--those normally associated with community journalism. My seniors are doing

one story a week in my advanced community reporting class and doing very well.

In feature writing classes, I allow them to range freely within a relatively close region, but limit their coverage to a specific subject area (business, science and community leadership profiles are a few I've used). Everyone must come up with unique material, so it forces them to cast the net wider/farther.

I like to package the output in service learning projects. I contract photos from a couple of the campus newspaper photographers and pay them (out of pocket) the newspaper's rate, upon publication. That's the other part. Sending them out into the community like that, we publish the stuff they write and edit, in either campus newspaper inserts or on the Web. For publication design, I

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News organizations blog to fit audience interests

By David Weinstock

My seniors have been blogging in their second community reporting seminar. As kind of a check against reality, I used Facebook to pull together a list of 20 ex-students who now work in various media jobs and asked them to weigh in on the blogs, to offer constructive criticism to my students.

It worked pretty well. They filled the comment boxes below the blog items with cogent and constructive criticism. More surprisingly, however, was a discussion my ex-students started with me in Facebook about blogging in general.

Perhaps the most interesting part of the discussion involved several Newhouse reporters who described the company's new blogging policy. I have excerpted this description below (names have been removed to protect the innocent):

"As (name withheld) said, journalistic content is now secondary to garnering hits for your corporation's news site. We have been taught to visit Google trends each day and find things to blog about and words to get in our headlines that millions of people are

Discussion starter

searching for that day. ...

<http://www.google.com/trends>

"...the headlines need to be a minimum of two lines, more likely three, and include as many names and cities and things that Google will pick up. At my newspaper, they tell us, instead of writing 'local,' write 'Battle Creek, Michigan,' so people will find it.

"As in, 'Local officials say reporter (name withheld) is a huge jerk for his biased coverage of their conduct at weekly meetings.'

"This would now be 'Battle Creek, Michigan, officials say Battle Creek Enquirer reporter (name withheld) is a huge jerk for his biased coverage of their conduct at weekly meetings.'

"The idea being when someone is Googling info about (name withheld), they aren't going to use the search term 'local.'

"Also, the posts should be a maximum of three paragraphs and the rest jump inside. That gives you more headlines and posts on the main page

that people can scan and decide what to read.

The blog posts should include all sorts of links throughout. Along with photos and YouTube videos when applicable."

The reason? As another Newhouse reporter noted:

"Something like 70 percent of a news site's traffic comes from search engines rather than regular readers, no matter how often you update, how good your content, etc...."

My personal opinion: Google-ized heads may be only the beginning of a REALLY radical idea: audience-driven newspapers!

One more piece of a brave new world....

David Weinstock came to academia after an award-winning career as reporter, editor and photographer in the magazine industry. He researches journalism pedagogy, and the effects of multi-media exposure on news recall. Most recently he taught at Grand Valley State University. His e-mail address is bounder10@comcast.net.

SPIG'S Dianne Lynch named president of Stephens College in Missouri

Former SPIG head **Dianne Lynch** has become president of Stephens College, an all-women's liberal arts institution in Columbia, Mo. She will be inaugurated in October to succeed Wendy Libby, who moved to Stetson University in Florida.

Dr. Lynch was instrumental in helping get SPIG established within AEJMC during its early years in the 1990s. She was for many years chair and professor of journalism at St. Michaels College in Vermont and for the past several years has been dean of the Park School of Communication at Ithaca College in New York.

A story about her appointment, her educational philosophy and her family was featured in the Columbia Missourian and is available at <http://www.columbiamissourian.com/stories/2009/06/03/dianne-lynch-stephens-new-leader-lets-curiosity-guide-her/>

[columbiamissourian.com/stories/2009/06/03/dianne-lynch-stephens-new-leader-lets-curiosity-guide-her/](http://www.columbiamissourian.com/stories/2009/06/03/dianne-lynch-stephens-new-leader-lets-curiosity-guide-her/)

The Missourian article said Lynch, now 53, grew up in Madison, WI, earned undergraduate and master's degrees in journalism from the University of Wisconsin at Madison and a doctorate from McGill University in Montreal. She was a newspaper reporter and online columnist.

Lynch and her husband, Phillip Coleman, have a daughter, Annie, 11, and she has two more children from another marriage and one step-daughter, all of whom are in their mid-to-late 20s, according to the story in the Missourian.

As of last fall Stephens had an enrollment of 754.

PROFILE, from page 3

I'm surrounded by faculty who get jazzed by watching the lights turn on in students heads.

Tell me something about your personal life.

My family and I would probably be called religious. We pray together, talk about what it means to know God in day-to-day experience — sometimes while reading the newspaper or watching the evening news — and we credit our individual pursuit of God as what helps us generally like each

other, despite our differences. The older I get, the more I see how unusual it is to cultivate this kind of home life. It's not easy to pull off, but it's been worth the sleepless nights (teenage T.P. parties on our front lawn, birthday parties that seem to never end...)

and the sacrifice of some sections of my vita.

What other significant achievements have you had?

I've been a fellow with the American Press Institute, I've twice been a faculty fellow with the Poynter Institute, and I've been a research participant with the Houghton Institute (a now defunct cross-disciplinary symposium hosted by a Christian liberal arts college in upstate New York.) I was named, this spring, as the McCandlish Phillips Chair of the World Journalism Institute. WJI is a workshop/training center for students across the U.S. who want hands-on journalism preparation alongside readings and discussion about the interplay of

media and a Christian world-view.

What are your personal or professional goals now?

My goal is to become a better teacher and a better facilitator of colleagues' success in my department, across the university, and across Christian higher education nationally and overseas. I see my task in the next 10-15 years to build a department of journalism that has convergence as its foundational purpose, and cross-cultural insight as a unifying thread

“I would encourage SPIG to look for ways to anticipate and serve (rather than merely react to) the changing ethnic and cultural demographics of students entering higher education in the unfolding 21st century.”

tying all its programs together. To this end, I hope to build ties between my department and my university with campuses, agencies and organizations in urban areas of greater Los Angeles, Washington, D.C., New York, and in Latin America, Europe, Asia and Africa.

What leadership roles have you had in the AEJMC and SPIG?

I have held minor leadership roles in Religion and Media Interest Group, and have also served RMIG as vice-head and head. I have served in minor leadership roles in Small Programs Interest Group, and in the Media and Disabilities Interest Group.

What goal do you have for**SPIG?**

My goal for SPIG is to expand its influence within AEJMC as a stimulant for innovative teaching and the scholarship that leads to better teaching — scholarship crucial to serve the constantly changing landscape of the journalism and media industries. In pursuing this mandate, I would encourage SPIG to look for ways to anticipate and serve (rather than merely react to) the changing ethnic and cultural demographics of students entering higher education in the unfolding 21st century. This will involve adaptations involving languages (other than English), approaches to global media resources, a shifting of attention away from the U.S. as center of the news universe, better understanding of the interplay of religion

with public life, and uses of the Web that welcome rather than discourage diversity of understanding of news, interpretative reporting, and visual meaning. I would also encourage further study of the relative benefits to faculty, within SPIG, of pursuing status as a division.

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

I would call myself a kid on the playground who is learning that hitting the ball, rather than slamming it out of the park, is enough as long as I help others hit homers and serve my team so that, together, we learn to maximize our individual strengths and win more games than we lose.

Do you have administrative duties? How's it going?

In an exchange of e-mail messages on the SPIG discussion list in April, contributors offered answers to this question posted by Kay Colley of Texas Wesleyan University. kcolley@txwes.edu

Q “How many of you have served or currently serve as advisers to student publications or department chairs or program coordinators? How has that worked for you?”

Elizabeth Birge: I serve as the advisement coordinator for the Communication Department, for which I get one course release each semester. Our department includes students studying film, interpersonal communication, theater, journalism (print/broadcast), public relations and television/radio). We have 800 students (about 130 in the print area). In the past I've served as the advisor to the student paper, which doesn't come with any release or credit unless I'm teaching the class that accompanies the newspaper, which COMM students take.

John Jenks: I've been adviser to the student paper for nine years. Until recently there was no money, and no course release. Now, because we've linked it to a journalism practicum, I get a little money. Since the journalism discipline is just one full time person – me – I don't know that there's much that could be applicable. I'm in charge of adjuncts and have to make sure the

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bulletin is up to date and the majors are properly fed and cared for.

Brian Steffen: I am chair of our Department of Communication & Media Studies and I am interpreting your question as to how it “works” as asking how I'm compensated. (If not, let me know...) Chairs at my institution receive no salary or release time for their duties. For many years, it was simply assumed that the senior member of the department would serve as chair as part of his/her service duties.

With a new dean three years ago (and the unfortunate revelation that some chairs were getting paid and others weren't) we now offer all department chairs a \$1,000 stipend that can be used for travel, books, memberships, etc., or can be taken as additional salary. If it's taken as salary, it gets taxed, so most of us use it for memberships, etc.

I formerly advised the student newspaper and received a one-fourth reduction in course load as “compensation.” (Although the student newspaper was and continues in fact to be a class and so there really was no reduction.)

Matthew M. Reavy: At my institution, the newspaper adviser gets a one-course reduction, which he or she may elect to receive instead as compensation for an overload course. That is one course per year, not per semester.

Michael A. Longinow: I do — and have for about 11 years. How? Multi-tasking, delegation of thinking and shoe-leather to students, and lots of advice from smart

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IDEAS, from page 7

have contracted from the campus newspaper if the skills aren't available in the class.

I also encourage students to shop their stories at either the local newspaper or the city magazine, as well as the alternative publications around. Though to be honest, if the campus news kiosks are spread around the off-campus community to any degree, the material is pretty well read and becomes tough to sell locally. So, we get a copy of Writer's

Market and see if those features will play in some other publication market.

Jean Ann Colbert: Some things I do when we've reached a plateau and we're all bored with each other: Have them walk in pairs or threes to different buildings on campus and work together to find five news and five feature story ideas to share with the class. (And I assign the student pairs.) Variations: Look through the want ads or the yellow pages for five (news or feature) ideas. Everyone

shares their findings and I then work with the whole class to come up with different ways to develop and investigate the story.

We also look at magazines or out-of-town newspapers for story ideas that could be adapted to other media. Actually, I've used these same exercises with beginners; getting out of the classroom and opening eyes is half the battle, especially for students who are used to looking online for everything.

Why you should consider becoming a leader in SPIG

By Vivian Martin

Senior Vice Head

Every year about this time, we start looking for people to help us develop our group. Members of SPIG value it as a place where people in small programs can share ideas and support one another, and we strive to nurture that feeling through our programming and other activities. Holding an officer position is a good way to get to know other SPIG members better and build a network of other journalism, public relations, and mass communication educators, and it looks good at promotion and tenure time.

Are you interested in developing programming for the convention? The two Vice Heads shape the convention program, working with members to develop panel ideas and

recruit presenters. Along with SPIG Head, the co-vice heads participate in the chip auction, negotiating for co-sponsors and time slots for panels and other activities at the annual convention.

If you have ideas for furthering teaching and would like to oversee competitions such as Teacher of the Year, perhaps a Teaching co-chair position would be a good fit. Over the past few years, SPIG has worked to build an interest in research that is relevant to small programs. We need co-chairs for Research to build on our success.

Professional Freedom and Responsibility (PF&R) co-chairs develop activities that highlight professional concerns; this year the co-chairs helped plan SPIG's first pre-conference. SPIG is an important

hub of activity within AEJMC, and as Membership chair you could help recruit others to join us.

In addition to the officer positions, there are several other jobs that need to be done: newsletter editor, website editor, liaisons to the Commission on the Status of Women and the Commission on the Status of Minorities. We have work for anyone who wants to play a role in building SPIG.

Officers will be elected during the annual business meeting Friday, Aug. 7, in Boston. If you are interested in a particular position or want to know more about the responsibilities, contact SPIG Head John Jenks, jjenks@dom.edu <<mailto:jjenks@dom.edu>>, or Senior Vice Head Vivian Martin, martinv@ccsu.edu <<mailto:martinv@ccsu.edu>>.

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people like those on this listserv.

Cheryl Bacon: All department chairs in the College get a 3 or 6-hour reduction in the typical 12-hour-per-semester load. I get 6 because I'm also building supervisor and the department includes all student media -- newspaper, TV, FM radio station and multi-media online presence. Chairs get an annual stipend of about \$3,000, which is taxable. We are expected to be on duty in the summer months, though not necessarily in the office full-time. I work in the office about three days per week during the summer.

Our newspaper is published twice weekly. The adviser gets a one course reduction from the standard 12-hour load. A typical edition is 8-14 pages, broadsheet. We also have a visual adviser who also gets a three-hour reduction. He oversees the weekly newscast and sportscast that go on YouTube, and production of two video features per issue for the newspaper's online edition.

Vivian Martin: I get a three-credit course release to advise the newspaper. I am also program coordinator, moving into the role of interim chair of a new department of journalism and a new major in journalism. I am not sure how the load credit will work then, but chairs get at

least one course reduction. The bigger departments get a two-course reduction. We're hoping that our eventual new hire will advise the student newspaper, but we would have qualms about throwing that person into the role in his/her first semester, given the controversies with the student newspaper. Also, the student newspaper gets to choose its adviser (it's in their constitution). The paper comes out once a week and runs 12-16 pages. When ads are really good, they have gone up to 20 (they don't have enough solid content to fill that), but that hasn't happened this semester.

Tom Prinsen: Our paper is 6-8 pages every other week and the advisor receives no load credit. The current advisor has been in that role for 15+ years and does not expect a load reduction. We are considering a search for a journalism professor in the coming year and I have already planted the idea with the administration that this will need to change when the new person comes on board, and they have been receptive.

As chair, I am supposed to receive a load reduction of one-class-per-year. I also have an active research agenda, so the administration has given me another one class-per-year-reduction, so I should have a 3-3 load. In reality, I

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favor our small programs. We can be more versatile and adaptable, and with a little bit of cunning and quick maneuvering we can not only survive but thrive in the new media environment.

At the AEJMC's Boston convention SPIG will highlight the changes in the industry and the academy with a pre-conference workshop on convergence, a Hot Topics panel on the newspaper crisis and a series of carefully tailored panels that will help all of us stay among the quick and nimble.

After last fall's membership survey showed a massive interest in convergence education, we put together colleagues who were doing innovative things with convergence in their own programs. The result is SPIG's first pre-conference workshop: "Small Programs, Big Opportunities: New Ideas and Practices for Convergent Classes and Curriculum"

The workshop kicks off at **1 p.m. Tuesday, Aug. 4** with the Poynter Institute's **Kenny Irby** talking about small programs' role in the changing environment. The workshop's first session, led by Washington & Lee's **Pam Luecke**, wrestles with curriculum issues. The second, led by Utica's **Cecilia Friend**, offers classroom-specific techniques to incorporate convergence without losing the core. We'll wrap up by 5 p.m. (For more information, see the detailed description on page 1 of this newsletter.)

The charge is only \$20, and includes refreshments. If you're serious about convergence, we'll see you there.

For years SPIG has stayed on top of breaking news with the Hot Topics panel. This year is no exception as we tackle the newspaper industry's crisis. At press time **Kim Landon** and **Terry Dalton** were pulling together top-notch journalists who will talk about what

the implosion has done to journalism, and chart some possible ways to a better future. Make sure you're there at **11:45 a.m. on Thursday, Aug. 6** for this hot session.

SPIG is also sponsoring or co-sponsoring a half-dozen other important panels that you should mark on your program:

- "Bridging the Divide: Helping Students Get Professional Experience," **10 a.m., Wednesday.**
- "Theory and Praxis: Cultural & Critical Perspectives in the Skills Classroom," **1:30 p.m. Wednesday.**
- "Great Ideas for Teachers (GIFT)," **3:15 p.m. Wednesday.**
- "'Get Me Rewrite...But Go Easy on the 5Ws': A Hands-On Workshop on How to Write and Teach the New News Story," **3:15 p.m. Thursday.**
- "The Highs and Lows of Chairing A Small Program," **3:30 p.m. Friday.**
- "The Wind Beneath Her Wings," **11:45 a.m. Saturday.**

Our traditional research competition brought in some especially relevant papers including: "Does Size Really Matter? Small Programs and the Shift to Convergence," "GIFTed Teaching: An analysis of 228 Great Ideas for Teaching (GIFT) awards in journalism education," and "The Effect of Audio Recording on Reportorial Accuracy: Implications for Teaching Beginning Reporters." Check them out at the scholar-to-scholar poster session at **1:30 p.m. Thursday.**

And what would SPIG be without a party? We're hosting an off-site awards luncheon at **12:15 p.m. Friday, Aug. 7** at Charley's on Newbury. Send an e-mail message to Vice Head Ann Colbert (colbert@ipfw.edu) to get a seat.

Southwest Symposium issues Call for Papers

Faculty and graduate students are invited to submit papers on any topic related to journalism and mass communication for the 2009 Southwest Symposium, Nov. 6 and 7, 2009, of the Southwest Education Council for Journalism & Mass Communication at The University of Texas at Arlington, Arlington, TX. The deadline is midnight July 21 and the papers must be sent to dshipka@lsu.edu

All scholarly methodologies are welcome. All papers will be refereed and top paper authors will be honored with special awards. The top six papers selected for presentation are eligible for publication in the Southwestern Mass Communication Journal without additional review. For more information go to <http://www.swecjmc.org>.

Have your say!

On Friday, June 12, the Los Angeles Times wrapped its editions in a four-page section promoting a movie. *You can talk about the ethics of this on the SPIG listserv. To subscribe to this e-mail exchange, send a message to spig@simpson.edu. Leave the subject line blank. Click "off" any automatic sig line you append to your emails. Then write in the body of the message: *subscribe spig**

Pirate rescue story puts student in the national spotlight

By David Blow

Castleton State College communication student **Eva Kane Leenman** must have done 100 Google searches on April 14.

Her news story detailing how a fellow Castleton student was the daughter of captured sea captain **Richard Phillips** was going national, and she wanted to see just how far it would go.

It was on the front page of the local paper, *The Rutland Herald* in Rutland, Vt., but is also made headlines in *USA Today*, the *Boston Globe* and the *Daily News* and even onto BBC.

Colleagues of mine were coming up to me that morning saying they heard the *Castleton Spartan* story cited on NPR that morning as well.

For Leenman, a talented writer and page designer, it was her first taste of the adrenaline and pride that a journalist gets when breaking a big story.

"It was definitely pretty exciting," Leenman said in a recent phone interview. "And it was kinda surreal. It was interesting to see how fast something can become something like that."

At the time the story was uploaded to the *Castleton Spartan* web site (castletonspartan.com) on April 13, no member of Phillips family had spoken to the media and the world had just learned that Phillips had been rescued from his Somali pirate captors in a daring effort by Navy SEALs. So the account by his 18-year-old daughter, Mariah, was truly breaking news.

Later that day, Phillips' wife gave a brief statement, but was suffering from laryngitis, making Mariah's comments to Leenman still the most informative family comments on the web.

Leenman led the story with a great

anecdote from Mariah about how her dad had always told her about pirates on the seas, but that she never thought they could overtake a huge cargo ship like he captained.

She took a five-minute telephone interview and turned the information into a well-crafted story, getting college faculty, administrators and the student newspaper editor to round it out.

Joining Leenman in the non-stop Google search the day after the story hit the Web was a proud *Castleton Spartan* editor **Terry Badman**, who graduated in May.

Badman had the unenviable task of dismantling the front-page of the print version of the paper that Monday, just hours before it was to head to the printer. He was quoted in the story as saying he initially "freaked out" at the daunting redesign task, but quickly realized with prodding from his adviser that breaking news like that demanded the change.

"It really serves as a reminder of how important journalism is these days. There's news everywhere. It's not just New York, L.A. or the Middle East. It's cool when the little guys like us from podunk Vermont can scoop the rest of the world and the big guys who have been doing it forever," Badman said in a phone interview.

Some might argue that the school paper was a little slow in getting out news of its connection to a global story. It wasn't until a colleague told me the morning the story was published online that his student was the daughter of Phillips, that student journalists began pursuing the story.

But it wasn't a coincidence that news of Mariah's connection to the captured sea captain was kept secret. Castleton President **Dave Wolk** took countless steps to protect her privacy

during her trying time and Mariah's friends did the same.

Wolk, however, talked with pride about the paper's accomplishment and national recognition.

"What's particularly impressive about Eva and the *Spartan* itself, which we're very proud of, is that they dealt with a highly sensitive and very personal topic with maturity, integrity and the passion to get the story out," Wolk said in a recent interview. "It was beautifully written and respected the sensitive, almost fragile circumstances."

In the hours and days that followed the story, the college received numerous requests from national media outlets for information on Phillips and permission to shoot on campus. All were denied, Wolk said.

Leenman was hounded by **Dianne Sawyer's** people and Badman was contacted by *The New York Times*.

Leenman said she was intrigued by how the national media reacted to her story and the lengths they went to get a better story of their own, like "spamming" students' Facebook accounts fishing for information.

Leenman interviewed Mariah in person for a more in-depth follow-up story a week later. She led that story with Mariah remembering a game she and her brother played when going to the airport to pick up their dad when he came home from sea. Going to get him at the airport after his release reminded her of those days.

Although the local paper again ran the story on its front-page, only a few national media outlets snatched it up, likely because Phillips himself was speaking.

Randal Smathers, editor of the *Rutland Herald*, spoke about how well-written the two stories were.

"I think what surprised me about
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am teaching 5 classes this semester but I am getting overload pay.

Faron Scott: Our print weekly is usually 10-12 pages. We also have online content. We split the job between a practicum director (basically helps oversee the newsroom, mentors the editor in chief in management and teaches some content in a weekly class) and a legal/ethical advisor, who basically vets the paper and online content, does some lectures for reporters on legal and ethical issues, and advises the staff when legal and ethical issues come up, which they do every week. The adviser has no grading power, and the EIC has the final say about whether to accept/reject advice. The director gets four hours of what we call "reassigned time" per term, and the adviser gets two hours.

The English-Communications dept is one of the largest, so our chairs have been relatively well supported. I got a four-hour release per term plus \$4700/

year. Smaller departments get a small stipend and no release. It's very inconsistent, and the each successive dean tries to achieve some consistency, usually by trying to take away \$ or release from English instead of adding time or money for the other chairs! Budgets, you know.

Wayne Lewis: I've been adviser to the newspaper for the 9 years and chair for the past 5 years. Compensation is \$1,000/year for adviser and \$2,000/year for chair. This was just increased the past year from \$1,000/year. Because of assessment, the workload has increased every year. It's too much. I'm stepping down as chair after this academic year.

Gail Henson: I have been adviser to the newspaper since 1984, adviser to yearbook off and on for 10 years, and chair of the undergraduate program since 1987. Compensation is \$1000 a year for the adviser and one course reduction per year for chair. Not a lot for a lot of work.

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the **Mariah Phillips** stories was how professional they were. Often when stories like this pop up, their strength can be solely in the access to the source, but these were also polished," Smathers said in an e-mailed response. "The first story in particular was impressive because of the deadline issues involved. The hostage taking was breaking news so it had to be good the first time or risk being passé.

"I was happy to get them and I hope it encourages kids from a smaller school like Castleton to realize that it's the quality of the product, not the byline, that makes a story successful."

As adviser to the paper with a staff of about 10 or so, it was perhaps my proudest moment. The experience rejuvenated a sometimes-lackadaisical Leenman and gave Badman a great story to tell future employers. It also proved that no matter how big or small your news operation is, if you get a big story and pursue it properly, good things can happen and the world will take notice.

David Blow is a 20-year journalist who since 2005 has worked as assistant professor of communication at Castleton State College in Castleton, VT.

Registration and rooms for Boston

For details, see:

<http://aejmc.org/events/convention/index.php>

Early Bird Registration (by July 10)

AEJMC Member: \$135; Non-AEJMC Member: \$240*; AEJMC Student Member: \$60; Non-AEJMC Student Member: \$105* and Retired AEJMC Member: \$60

Onsite Rates (after July 10, 2009)

AEJMC Member: \$185; Non-AEJMC Member: \$290*; AEJMC Student Member: \$75; Non-AEJMC Student Member: \$120* and Retired AEJMC Member: \$75. *Only non-member rates include AEJMC member dues.

Convention Hotel Rates

Sheraton Boston Hotel ,39 Dalton Street, Boston, MA 02199
Phone: 617-236-2000

Standard Room

\$168 single / \$195 double / \$218 triple / \$242 quad

***Student Block**

\$135 single / \$156 double / \$174 triple / \$193 quad

A special link for booking hotel rooms at the student block rate will be e-mailed to AEJMC graduate student members at a later date

Club Room

\$215 single / \$242 double / \$266 triple / \$289 quad

Current taxes are 12.45%

Subject to change without notice (10/08)

Before Boston conference, a workshop on convergence

In response to members' demands in the fall survey for more programming on convergence, the leadership of the Small Programs Interest Group will offer something extra the day before the 2009 Boston convention – a preconference workshop on convergence education in small programs.

“Small Programs, Big Opportunities: New Ideas and Practices for Convergent Classes and Curriculum” runs from 1 to 5 p.m. Tuesday, Aug. 4, at a cost of only \$20 (including snacks and refreshments.) Sessions will run consecutively, so everyone who attends will be able to hear the presentations on all of the topics. Scholars will be able to sign up for the pre-conference when they register for the convention, according to John Jenks, SPIG Head for 2008-2009.

“Small Programs, Big Opportunities: New Ideas and Practices for Convergent Classes and Curriculum”

1-1:30 p.m.

Keynote Speaker: **Kenny Irby**, Poynter Institute

Kenny Irby has been a leading figure on issues of photojournalism, ethics, diversity and leadership since he came to the Poynter Institute in 1995. He is currently Poynter's Visual Journalism Group Leader and Director of Diversity – and an expert on visual story telling.

1:30-3:15 p.m.

Part I: Curriculum: How convergence changes everything

Moderator **Pam Luecke**, Washington & Lee University and chair of the accrediting committee of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)

1. Ready, set, converge! Managing convergence at the small liberal arts college

Indira Somani, Washington & Lee University

Synopsis: Convergence at a small, liberal arts college offers special challenges for newly minted Ph.D.s who juggle new classes, research, service, and the new mix of technologies while trying to maintain a personal approach with their students and a semblance of work-life balance. New Ph.D. Indira Somani shares the lessons that she has learned making the transition after her first year as a tenure-track Assistant Professor.

Background: Indira Somani came to Washington and Lee University last year after a decade as a broadcast news writer and producer, and a doctoral degree from the Phillip Merrill College of Journalism at the University of Maryland.

2. Convergence Curriculum 2.0

Janet Kolodzy, Emerson College

Synopsis: The “silos” have been broken down but what should we be building in its stead? A look at efforts to move to a single-track curriculum and some ideas on how to build versatility and flexibility into the curriculum while helping your faculty add it to their classes.

Background: Janet Kolodzy is an associate professor in journalism at Emerson College in Boston, where she specializes in broadcast and convergence-oriented journalism. She has developed and taught most of the cross-media undergraduate and graduate courses at Emerson and is the author of the text, “Convergence Journalism: Writing and Reporting across the News Media.”

3. Merging traffic: From multiple tracks to a single track

David Weinstock, Freelance Journalist/Independent Scholar

Synopsis: Success in merging academic track goes far beyond the course catalog, and must extend to the creation

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of multi-media student news operation to supersede previously separate student newspapers and broadcast networks.

Background: David Weinstock came to academia after an award-winning career as reporter, editor and photographer in the magazine industry. He researches journalism pedagogy, and the effects of multi-media exposure on news recall. Most recently he taught at Grand Valley State University.

4. Creating partnerships at community colleges

Robert Muilenburg, Del Mar College

Synopsis: Community colleges educate nearly half the students in America and send many of their journalism students to small four-year programs. Robert Muilenburg will describe how he works with four-year programs to make sure that his students have a strong base and a seamless transition into four-year-programs' convergence work.

Background: Robert Muilenburg has taught and advised student publications at Texas. Currently he teaches at Del Mar College in Corpus Christi, Texas. Before coming to Del Mar he taught and advised at Texas A&M University-Kingsville.

5. Continuous convergence at a liberal arts college

Tracy Lauder, Emory & Henry College

Synopsis: The mass communications program at Emory & Henry College has been “converged” since its inception more than two decades ago. Grounding media-related skills in a strong liberal arts tradition—and no traditional tracks or sequences—this converged curriculum has helped students succeed in media industry careers. Tracy Lauder, now in her seventh year at E&H, shares the strategies of this successful program, as well as current challenges regarding adaptation to a rapidly changing media industry with specialized technological needs in a small-college setting.

Background: With a professional background in magazines and public relations, Tracy Lauder's experience includes being a writer and editor at *Southern Living* magazine and running a freelance writing and consulting business. With a Ph.D. in communication from the University of Alabama, her teaching interests include media literacy, persuasive communication, print design, media writing, and women's studies. She is particularly interested in how the mass media shape culture and influence behavior.

3:15-3:30 p.m. – Refreshment Break

3:30-5 p.m.

Part II: Classroom: Throw out the book (and write your own)

Moderator: **Cecilia Friend**, Utica College and co-author of *Online Journalism Ethics: Traditions and Transitions*

1. Rethinking hands-on production

Todd Sodano, St. John Fisher College

Synopsis: Convergence offers scores of opportunities to break down walls between disparate classes. Todd Sodano gives a video production perspective of convergence, and relates what happened with his Advanced Media Production class joined forces with an Advanced Media Relations class to produce press conferences, “live” in-the-studio interviews, and stand ups.

Background: Todd Sodano is an assistant professor in the Communication/Journalism department at St. John Fisher College in Rochester, NY. Todd earned his doctorate from Syracuse University and wrote his dissertation on the HBO series “The Wire.” His research interests include American prime time television, cultural studies, TV criticism, and video production.

2. “I didn’t know I had any stories to tell”--- Student empowerment through digital storytelling

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Barbara Zang, Worcester State College

Synopsis: The personal story has its place in the communication curriculum. Students record their stories in their own voices, add visual elements, which may be still images or video clips or both, and a music track, which they create using Audacity or GarageBand, then share their digital stories with their fellow students. The collaborative process is empowering and transformative

Background: Barbara Zang, Ph.D., a professor in the communication department of Worcester State College, made her first digital story in a Center for Digital Storytelling workshop in Denver in 2005 and became a zealot for using this technology to tell stories. She completed the CDS Train the Trainers workshop in 2006. Digital Storytelling is now part of her department's curriculum.

3. Multimedia and the introductory newswriting course: what's worked

Faron Scott, Fort Lewis College

Synopsis: In Faron Scott's intro class the basic assumption is that convergence doesn't consist just of adding new software or production techniques, but rather of inculcating a new, convergent habit of mind. That helped maintain the commitment to teaching critical thinking and sound, ethical practice that would result in strongly reported, well-written stories, while getting students started on multimedia storytelling to prepare them for the workplace.

Background: Faron Scott is a professor in the English-Communications Department at Fort Lewis College in Durango, Colorado. She teaches newswriting, media law and ethics and media theory and criticism. She is co-authoring a newswriting text for Oxford UP.

4. Going Mobile: E-rhetoric, journalism, PR, and mobile technology

Susan Lewis, Abilene Christian University

Synopsis: Convergent "e-rhetoric" multiplies the opportunities for successful persuasion as students learn to think about their audiences from multiple perspectives and craft a winning multi-media message. Susan Lewis will also share her experience of incorporating mobile technology into the classroom after Abilene Christian began giving all incoming freshmen iPhones as part of its mobile learning initiative.

Background: Dr. Lewis is an assistant professor at Abilene Christian University in the Department of Journalism and Mass Communication, which is accredited by the ACEJMC. She was named SPIG Teacher of the Year in 2008. As a faculty member at ACU, Dr. Lewis served as interim department chair for the spring 2007 semester and led the planning and construction of the multimedia news facility, which opened in January 2008. Her research interests include social networking, media ownership and use of technology in education, and she is active professionally as a Web consultant for several non-profit organizations.

Respondent: Michael Longinow, Biola University

Must-read books for communicators

Here's a short list compiled from discussion on the SPIG discussion list. SPIG News welcomes suggestions for additions. Post your contributions to the listserv with the subject line "Must-read books for communicators."

"Lying : Moral Choice in Public and Private Life" by Sissela Bok (1978)

"Amusing Ourselves to Death: Public Discourse in the Age of Show Business" by Neil Postman (1985)

"The Media Monopoly" by Ben H. Bagdikian (1983)

"The New Precision Journalism" by Philip Meyer (1991)

"Groundswell: Winning in a World Transformed by Social Technologies" by Charlene Li and Josh Bernoff (2008)

Have your say!

Should small programs teach students to use Dreamweaver, InDesign or Photoshop, or just stick to theoretical courses?

You can talk about your views on this question on the SPIG listserv. To subscribe to this e-mail exchange, send a message to spig@simpson.edu. Leave the subject line blank. Click "off" any automatic sig line you append to your emails. Then write in the body of the message: subscribe spig