

# spig news

Newsletter of AEJMC's Small Programs Interest Group

Fall 2009

## J-schools must grow 'multimedia producers' *Poynter scholar and panel offer advice on teaching convergence*

When Kenny Irby of the Poynter Institute recently visited a university's journalism school, he saw signs pointing to "print," "radio" and "television." It prompted him to ask, "Where's the intersection?"

Irby, who is Visual Journalism Group leader and Diversity Program coordinator for the Florida-based institute, recalled the visit and his question in a talk to journalism educators Aug. 4 at the AEJMC conference in Boston. He was the introductory speaker at a pre-conference workshop on "New Ideas and Practices for Convergent Classes and Curriculum," sponsored by the Small Programs Interest Group and Community College Journalism Association.

Campus publications should be seen as "news organizations, as

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integral platforms, entities in the community," said Irby. Students should be able to use multiple platforms. "Designers have to be taught to think about including animation and moving from print to web and broadcast to web. Photographers have to be thought of as reporters and not just image gatherers.

"The *multimedia producer* is a new role in the media landscape we should think about teaching for." And instructors should "spend more effort on the teaching of storytelling and engagement with a shelf life."

Irby said computer software for producing multimedia material should not be a barrier. Many programs are free, such as a sound editor at <http://audacity.sourceforge.net/>, and new versions and capabilities will keep appearing.

"Software is a continuum," he said. "New versions will keep rolling out. What we have to do is teach concepts, the concepts that are at work. Flash vector based software is about movement and animation. If you teach them the stage and the tools, they can move forward." Professors should teach software as a science, he said, so students have to have time in the lab, just like in the sciences. Use those students who are ahead to guide the others.

Among the story mediums

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## HEAD NOTES

### *I'm open to new ideas*

Dear SPIG-sters:

As the incoming head of SPIG, I want to send well wishes for the coming academic year and our continued work together.

We had a strong convention, with a very good showing for our panels in Boston. As outgoing head John Jenks noted in his

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MARTIN

### **Proposals due Oct. 13**

Oct. 13 is the deadline for submission of proposals for panel discussions sponsored by the Small Programs Interest Group at the Aug. 4-7, 2010, AEJMC national convention in Denver.

In the call for proposals issued in a Sept. 11 message to the list, Co-Vice Head Susan Lewis of Abilene Christian University suggested members "come up

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students should study are “graphics, data, audio, slide show and video. “Graphics can simplify data, show visual relationships, data allows us to personalize and localize complex information, audio gives us a sense of reality and first person, slide shows stop time and add personal voices with sound slides, and video introduces motion, emotion and characters. ... Video is not the panacea, not the grand solution. Many newsrooms rushed to put video cameras in the hands of news people and said just do video, and it is not happening. Publishers are pulling back.”

Irby’s talk began with a note of concern. He said he came away from a recent summer program troubled by what he heard from students. “They talked almost to a person about the malaise in the university, professors who didn’t know about the technology, what was happening in the landscape, (and) who were learning the materials the night before the class.”

**Curriculum panel**

Those attending the pre-conference workshop heard other insights and advice from a panel on convergent curriculum, which was moderated by **Pam Luecke** of Washington & Lee University. She said small programs can do a better job of moving to convergence because “we are more nimble.”

**Indira Somani**, also of Washington & Lee, said the print and broadcast sequences at her school have been merged and students now work in the lab together, producing stories for print, broadcast and online. Teachers team up. “Beat reporting includes both print and broadcast students; we teach the fundamentals together, review the



**SPIG HEAD John Jenks introduces a pre-conference panel in Boston to talk about curriculum for convergence. At the table, from left, are moderator Pam Luecke and panelists Indira Somani, Janet Kolodzy, David Weinstock and Tracy Lauder.**

technology with all. We are just calling everybody a journalism major. No more ‘print’ or ‘broadcast.’ All print students are required to take a camera with them to the field, expected to shoot. Print students are required to produce one or two broadcast stories per term ... Broadcast students are required to know how to write print stories.”

**Janet Kolodzy** of Emerson College said her school now starts with four basic courses “Discovering the news,” covering journalism history and issues; “The

newsgathering process.” covering basic reporting; “Images of news: words, pictures and sound,” teaching students to think visually and act ethically, and “Journalism Law and Ethics.”

The students are encouraged to develop an expertise in either print or broadcast. “They’ll pick one, but dabble in the other.”

Among the lessons she’s learned are there is “a need for flexibility and adaptability, that storytelling is a central purpose, coordination necessary across sections and from one semester to the next, and the best students seek to work in multiple media. ...

“We are now moving to ‘Convergence 2.0.’ What can we give our students to give them that flexibility to incorporate innovative, entrepreneurial thinking? What happens if there are no news organizations? Where do they go to work? They have to figure out how to work for themselves.”

All of her classes have blogs and they are expected to post videos,

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**New models**

Kenny Irby of the Poynter Institute identified two examples of the new models of journalism:

From the Minneapolis Star-Tribune, “13 seconds in August” <http://www.startribune.com/local/12166286.html>

“Media storm,” sponsored by The Washington Post:

<http://mediastorm.org/>

## SPIG profile: Vivian Martin

*New head was once a reporter by day, astrologer by night*

*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](mailto:newsprof@mac.com).*

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

I am an associate professor (English) and coordinator of the Journalism Program at Central Connecticut State University, which just launched a new major. Like most SPIG-sters, I have taught or am scheduled to teach just about everything in my program:

News writing and reporting (I & II); Features; Magazine Writing; Opinion Writing; Journalism History; Web Journalism. I created the history and web courses, a pro-sem in the new major I debuted this semester, and a course on reporting cultural diversity, which I will teach. I have created and taught special courses like News Criticism and Covering Arts and Entertainment, and created a new course on Journalism Theory, which will deal with a lot of media and democracy issues. Our program is offering more study abroad opportunities to align with our school's international education mission. In the spring I will teach "From the BBC to Page 3 Girls: Exploring British Journalism," a 15-week course that will include a trip to London for spring break.

### **Tell me an interesting fact about you.**

I'm the author of a book, "Astrocycles: How to Make the



**MARTIN**

Major Planetary Cycles Work for You" (Ballantine Books, 1991), which definitely raised eyebrows among my newspaper colleagues. During my daily newspaper days, you could say I was a reporter by day and astrologer by night. Not silly horoscope stuff. I was very involved in a lot of groups interested in research in the area -- serious students (Wall Streeters, psychologists, math nerds, historians, not people normally associated with such an interest). I became very interested in the whole "it's bunk/there's something to it" debate when I was in college and put in a lot of years drawing charts and learning about its history, ancient and contemporary techniques. I was particularly interested in how

certain planetary cycles correlated with cycles in everyday life -- adult development cycles, cycles on Wall Street, shifts in the political mood -- and explored it in the book. It sold about 14,000 copies before going out of print, but every now and then someone buys one of the copies out there and wants to study with me. I go through phases in which I get really obsessed about exploring things, no matter what they are, though next time I think I'll use a pseudonym. The project wasn't exactly one you lead with on your CV.

### **What was your first job?**

I got my first paying job a few weeks after I turned 18. It was at Two Guys, which was a department store a couple of rungs below Sears, which called me a month later. I worked in the Sears catalog department for a few summers and college breaks. My first nonpaying job was as a program assistant at Girl Scout camp, leading crafts, songs and other activities. I should add that I am a First Class Girl Scout, which is the ladies' (far less rigorous) version of Eagle Scout.

### **Tell me about your education.**

I've had a lot of different educational experiences, from public to parochial to private schools. I've been at the top of the class and screw-up of the year. I attended a parochial high school while growing up in Connecticut, though I am not Catholic. I was bored at the public high school and the local diocese had just merged two girls' schools and the boys' school. St. Bernard

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## **SPIG officers -- 2009-2010**

Head – **Vivian Martin**

Co-Vice Heads  
**Susan Lewis**  
**Ginger Carter-Miller**

Research Chairs  
**John Jenks**  
**Teresa Heinz Housel**

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

Teaching Chairs  
**Jim Willis**  
**Pam Parry**

Newsletter editor  
**Dick Hendrickson**

WebMaster  
**Mitzi Lewis**

Secretary  
**Pam Parry**

Membership  
**Ann Colbert**

Hot Topics  
**Kim Landon**  
**Terry Dalton**  
**David Blow**

Liason to Commission on  
the Status of Minorities  
**Jim Simon**

Liason to Commission on  
the Status of Women  
**Ann Colbert**



**TEACHER OF THE YEAR -- John Jenks, left, presents the 2009 “Teacher of the Year” Award to Pam Parry of Belmont University in Nashville during the Small Programs Interest Group’s annual luncheon in Boston Aug. 7. At business meeting earlier in the week, Parry was elected SPIG secretary and named one of two teaching chairs.**

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stories. The classes use “Movable Type,” software for creating blogs and managing web sites. The school recently bought 50 “Flip” cameras.

**David Weinstock**, (formerly of Grand Valley State in Michigan, suggested “imperatives,” including that the student newspaper and broadcast operation has to merge into a new single-channel multimedia news medium and students must be cross-trained.

To enter the program, a student must have junior class standing and have completed a production sequence. Students produce a uniform number of stories per semester and they function as reporting staff while taking the courses. They may be editors once the sequence is completed.

**Tracy Lauder** of Emory & Henry College, said her department created

a new course to take students into convergence. “We called it “Introduction to Electronic Media” to make it as vague as possible. We do a lot of service learning. Require internships. We demand one, students can do up to two. (We get) a lot of local support from alums who come back. One talks about Twitter , another Facebook. ...

“One media lab is where it all goes down. We use ‘Final Cut’ for video. They work together, sometimes until 2 in the morning. Learn to work with each other, like in the real world.”

Some final comments by Lauder seemed to sum up the dilemma faced by many of the programs represented at the workshop: “I can’t know it all,” she said. “We tried to hire a new media person, but couldn’t find one and gave up.” But her department is committed to convergence, she said. “We are going to put web in everything.”

# Recruiting for your student newspaper

## Are pizza, points, practicums and potential enough?

*In an exchange of e-mail messages on the SPIG discussion list in early July, contributors offered answers to a question posted by Dr. Richard Hendrickson of John Carroll University (newsprof@mac.com).*

Q. How can we help the editors of our student newspaper recruit new staff? All the talk about the death of print may be discouraging those who don't consider the possibility that student paper clips can open doors to employment in new forms of journalism and other professions. We offer a little "extra credit" in journalism classes and the student editors hold an early fall "open house" with free pizza, but we need more ideas.

**John Hanc, New York Institute of Technology:** We offer credit; we offer pizza; we offer a P/F class where there are no tests or lectures, basically one-on-one writing coaching (with me), some readings, and you go out and do the work and meet the deadline and have some fun. We also offer the independence and power that journalists have (okay, to relative degrees), and that students are not going to get in any other class. And while they are taught to use it responsibly, the sum total of all of it seems to be a heady enough brew that students are attracted. We don't seem to have a problem recruiting, at least not yet.

**Jean Colbert, Indiana**

### SPIG Q&A

**University:** We started an internship for "on campus" activities and I can encourage them to consider something similar at one of the local papers, but, honestly, it's difficult. The lower internship is specifically to build the newspaper staff; some semesters it works and some not.

**Michael Longinow, Biola University (CA):** My sense is that smart editors look not at the nameplate of the newspaper, but at how significant the piece is. When a campus clip shows gutsy interviewing, an angle that has innovation and that is zigging when other media (including the pros) are zagging — that clip stands out. A great lede is just a great lede — even in a campus weekly. It shows chutzpah. And editors want that. Most students will want to supplement their campus clips with clips from internships. But the campus newspaper shows the student wasn't just sitting around wasting time like editors think students do.

Then, there's the Web presence. Get your students to sign on to a college publisher template and put a Web presence behind your campus newspaper. Better yet, get someone in your integrated marketing department to create your own way-cool template for a site. Then run with it. Make it your goal to create convergent campus media journalists. Get those students blogging, posting slide shows, and learning the software that can do interactive maps and other graphics that illustrate stories and make them clearer

through participation of audiences.

If students are bored with all that, there's something else going on.

**David Blow, Castleton State College (VT):** Our newspaper has probably the largest staff in my four-year tenure and I think part of that has to do with the quality of the paper. I often offer stories reported and written from my classes to the newspaper editor, which bumps up the number of solid, interesting stories. The paper has become a must-read for students, featuring a variety of hard news stories, features, columns, reviews etc. I think students see it and want to become a part of it, which helps the current staff's recruitment process.

Also, I agree that a web presence is vital. I used a special topics class in my first year to build a site using College Publisher. The students loved the course and now we have a decent online news source that we've found has really boosted interactivity from alums. Current students interact at a higher rate than ever before, too, and some trickle onto the staff.

A basic step we also take is to man a booth at freshmen orientation, complete with a bunch of papers and a laptop showing the newspaper web site. We have a sign-up sheet and always get at least a few staffers from that.

I also stress to journalism students as soon as I meet them just how important clips from the school paper are. It shows future employers they cared, were hungry and improved in their tenure. Obviously the internship clips are vital too, and these days so are the video clips, still shots etc. I

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was actually more lenient than most schools in the area: we had an Open Campus system that allowed people to just hang out for large blocks of time and do whatever they wanted as long as they stayed on the grounds. Not so smart, I realize now.

At the University of Connecticut as an undergraduate, I spent more time working on the newspaper than I spent in class (there wasn't a journalism major at the time and I wasn't real interested in doing anything else). I was a stringer for the AP and the campus stringer for the New York Times, and did a paid summer internship at The Day (New London). All this helped me land my first fulltime job at the Hartford Courant, but it took me extra years to earn a BA, including transferring and other headaches. I use it as a cautionary tale when my students on the campus newspaper get too engrossed in the paper.

My best educational experience came during graduate studies, and in particular working the inquiry-based method. My master's program in American Studies started with a question: *Will extended layoffs cause all the white-collar workers to shift their political ideologies around issues like health care and government assistance?* In the early part of the 1990s I was doing a lot of business writing as a freelancer; the insurance companies and other corporations in Hartford shed thousands of workers. Vermont College, which pioneered the inquiry method based on Dewey's ideas about experiential learning, had opened a satellite division in Brattleboro, VT (the college is based

in Montpelier). I enrolled and put together a program that allowed me to earn an MA in American Studies and tackle my questions. Working with my advisers, I created a program that took me through labor history, political economy, the sociology of work, readings in American intellectual thought, and research methods. The curriculum followed my questions. My desire to understand the phenomena made me quite eager to read everything connected to the area, and even take statistics and learn about survey design. Had I just pursued a traditional American Studies degree I would not have had those tools. I did critical annotations on something like 200 books I read (I told you I get obsessed). Like others in the program, I ended up doing a junior doctorate. It was quite transformational. I wish more

***“My area was and still is news reception, how people make meaning from news.”***

people could experience the method, though it does require that people be highly motivated and have a good foundation in writing and reading.

When it came time to go forward, I looked at some traditional programs and could have transferred in easily; I published and did scholarly presentations based on my master's work. I decided to go for the inquiry method once again, this time at the Union Institute, which is based in Cincinnati and was the country's first “school without walls” (though, technically, it has walls). Union gave the first Ph.D. in Women's Studies and other fields that seemed kind of weird at first.

At Union we got to recruit part of our doctoral committee from outside

the school and were encouraged to recruit top people in our field. My committee included James Carey (journalism and communication), Gaye Tuchman (sociology), Stanley Aronowitz (cultural studies). Interesting minds. My Ph.D is in Media and Culture.

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

My dissertation was: “Getting the news from the news: A grounded theory of purposive attending.” My area was and still is news reception, how people make meaning from news. Journalism and public discourse and journalism as knowledge work are also my areas. I published a good synopsis of the dissertation in *Journalism: Theory, practice, and criticism* (Feb 2008), and a chapter in *The Grounded*

*Theory Seminar Reader* (Sociology Press), which is run by Dr. Barney Glaser, who, as

some may know, is one of the co-discoverers of grounded theory, one of the most invoked methods in qualitative research. The flexibility of my doctoral program allowed me to study with Glaser to learn his take on the method, which he thinks has been misconstrued. My other academic research area is methodology (qualitative and mixed methods). I've been involved with Glaser's international seminars and had the honor of serving as the junior opponent for a disputas (dissertation defense) at the University of Bergen, Norway. The Scandinavians do a couple of days of public presentations for their dissertation defenses, but they also do a big party

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# Investigative reporting will survive newspapers

Three recent developments indicate serious journalism will survive the fall of newspapers, and perhaps even some of the papers will be around longer, too. That was the hopeful note that started and ended the Aug. 6 “hot topic” panel sponsored by the Small Programs Interest Group and the Media Ethics Division at the AEJMC national convention in Boston.

“Journalism at the Crossroads: After Newspapers, Then What?” featured two Pulitzer Prize winners, the director of the Nieman Foundation’s “Watchdog” program, a staffer for the now defunct Rocky Mountain News and a risk-taking Connecticut publisher. Moderators Terry A. Dalton of McDaniel and Kim Landon of Utica opened the session by asking for messages of hope.

**Barry Sussman** of the Neiman Foundation was first up with a list of two things he said seemed very small but significant. One was the decision by the Associated Press to distribute as content stories written by four online publications, and the other was the establishment of a consortium of online groups for investigative reporting.

The AP will send its members articles by the California-based Center for Investigative Reporting, the independent, non-profit newsroom Pro Publica, American University Journalist in Residence Charles Lewis and the staff of the Center for Public Integrity. These last two are in Washington.

## “Hot topic” panel

“They are doing really fine journalism,” said Sussman, noting that the American University program is “well-funded” and provides a place for professional reporters as well as college students. “(The AP’s decision) gives an

**“Read the submissions to the Robert F. Kennedy Awards competition to see that there is a lot of great journalism being done in a lot of places.”**

**-- Eileen McNamara, Brandeis**

audience that these groups would not otherwise have had. For many news organizations, it now gives them some highly respected Investigative Reporting that they otherwise would not have had access to.”

Another development was a recent meeting at the Rockefeller estate in Upstate New York, where 30 online groups took the first steps to form the consortium for a group effort for investigative reporting.

“If anything is going to save journalism, it is going to be a series of small steps in addition to big things,” said Sussman.

Panelist **Paul Giblin**, a Pulitzer Prize-winning reporter who is now working for an online news organization, arizonaguardian.com, offered a similar reason for hope. He pointed out that two policy groups, the Goldwater Institute, an

independent government watchdog organization in Phoenix, AZ, and the Immigration Policy Center in Washington, DC, have both recently hired top investigative reporters.

“They are doing investigative reporting,” said Giblin. “As we are seeing newspapers fall apart, other people are finding an outlet for that.”

Responding to an audience

question near the end of the day’s discussion, **Eileen McNamara** of Brandeis University, a former Boston Globe reporter who was the other Pulitzer winner on the panel, said there will be a future for journalism students “if they are committed to doing

journalism that matters.” She urged the audience to “read the submissions to the Robert F. Kennedy Awards competition to see that there is a lot of great journalism still being done in a lot of places.” The award is given to people who write about the disadvantaged.

## New business models

Turning to questions about future business models for newspapers, panelist **Natalie Humphreys** of the *Rocky Mountain Independent*, online successor to *The Rocky Mountain News*, said public broadcasting is one possibility. “Some of the great journalism is being done on NPR.”

The old business model still has potential, said **Michael Schroeder**, who bought two Connecticut newspapers that the Journal Register Co. planned to close. Schroeder

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at the end.

**What do you like about your job and your workplace?**

I love the freedom to think and talk about issues that interest me. Even with a 4/4 load, academia is a pretty good gig.

**Tell me something about your personal life.**

I'm the oldest of six. My father, who died four years ago after going in and out of a coma for 76 days following a massive heart attack, was career military (Coast Guard). I spent Wonder Bread years on both coasts (born in NYC, lived in Seattle from age 3.5 to 11, and then to New London, CT, when dad was stationed at the U.S Coast Guard Academy). I have a brother who is a tech journalist in the DC area; a sister who is a jazz musician and composer, and a sister who has worked for Broadway producers and has staged her own projects in NYC. Another brother is a retired Army major who was with CentCOMM for the Iraq invasion but is now pursuing a doctorate in archaeology at UMASS in Amherst. The youngest sibling is a clinical social worker in a state mental hospital and has a private practice. She and I have followed in my mother's footsteps in different ways. My mother, now 78, was a social worker, but she also pivoted into a second career by earning her doctorate and joining academia. After my father's death, my mother came back from Florida, and she, two siblings and I got a Victorian-era house (three floors, lots

of rooms and privacy) in Hartford's West End, not far from the Mark Twain House. It's kind of a back-to-the-future experience; I lived in Hartford during my newspaper days, before going suburban.

**What other significant achievements have you had?**

My achievements are probably quite similar to others in SPIG. I did eight years on a daily newspaper, went freelance to start writing books and doing magazine work (*Northeast*, *Woman's World*, *Black Enterprise*, *Connecticut* magazine, among others), spent a year on one of American Lawyer's former legal publications writing about the business of law, got a biweekly op-ed column from my former employer (*The Hartford Courant*) that ran

***"I want SPIG to be a place where people teaching in small programs can feel comfortable and ... where teaching gets its due through programming, reflection and research that promotes it."***

1997-2003 and was regularly picked in papers around the country, and still do freelance work, most recently a *Scientific American* piece on the sociology of media bias. In 2006, I got press credentials to cover oral arguments in the school busing cases out of Louisville and Seattle and did a commentary piece for the *Courant*. As someone who participated in one of Seattle's first busing ventures, I am very interested in the issue and plan to do a larger project.

**What are your personal or professional goals now?**

Along with a Norwegian research partner, I'm co-editing an anthology of essays on grounded theory and

finishing a book on how people live with the news. I then hope to jumpstart a project on the different ways race is configured here and elsewhere, and I do want to write about spirituality. My to-do list is long and impractical in some ways, so I won't bore you.

Personally, I love to travel—in the last few years, family members and I have toured Israel, cruised the Nile, and climbed the Great Wall of China—and hope to keep doing it.

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

At my first SPIG meeting (2004), I was recruited to be a liaison to the Commission on Minorities. I was a co-research chair for a year, and a co-vice head for two years.

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

I want SPIG to continue to be a place where people teaching in small programs will feel comfortable (AEJMC can be quite overwhelming otherwise); and I want SPIG to be the place where teaching gets its due through programming, reflection, and research that promotes it. I'd also like to see the AEJMC leadership better recognize the important role that small programs play in educating (and sometimes innovating) in journalism and mass communication.

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

Ugh. That question always stumps me. What day of the week?

I'm intense (sometimes obsessive), perceptive, purposeful. Not as patient as I should be, but working on it.



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farewell (see page 11), attendance at our Hot Topics panel reaffirmed its special contribution to the broader AEJ community. I was especially proud of our first-ever pre-conference, which we mounted after the membership indicated there was an interesting in having more programming around converging journalism and mass communication curriculum. Someone -- maybe Jim Sernoe? -- said it had a good vibe. We hope the pre-conference will be the springboard for future discussions and programming, and I believe our PF & R co-chairs Michael Longinow and David Weinstock plan to see to it through the best practices contest they're planning.

Before stepping fully into my new role, I'd like to thank John Jenks, the outgoing head, for the fine work he has done. John played a major role in making SPIG's pre-conference happen. Running a pre-conference alongside all the other regular convention programming is a big undertaking for a small group such as ours. John's willingness to roll up his sleeves and deal with nitty gritty details such as the technical needs of the panels (he lugged portable speakers from Chicago) allowed us to pull off a convention we can all be proud of. Moreover, throughout the year John modeled an inclusive approach to leadership that allowed us to get some newcomers involved on panels and more engaged with SPIG. He didn't get frazzled by the many details he had to manage as SPIG head. If only I can inherit just a little bit of his calm.

The good news here is that we're not saying goodbye to John. We're losing a head but gaining a Research co-chair. John has agreed

to help us push forward on research that is focused on helping us in teaching, the main mission for most of us in small programs. Encouraging pedagogical research on issues we face in our classrooms will further solidify SPIG's niche within AEJMC.

If you made it to the Scholar-2-Scholar session, where three of the five papers submitted to SPIG during the call for research were exhibited, you got a feel for the possibilities in this area. Researchers analyzed 10 years of GIFT winners to better understand good teaching, examined whether recording material makes a difference in beginning students' accuracy, and compared the extent of convergence at small and large programs. The submissions are getting stronger; authors apparently see SPIG as the place to go with this type of research.

As the incoming head I don't really have any major initiatives to set before you. I plan to build on the initiatives we have launched, grow

membership, and continue to raise SPIG's profile and special concerns within AEJ. Essentially, my plan is to carry out the priorities identified by the membership, and toward that end I am open to new ideas when members have them. You can contact me at [martinv@ccsu.edu](mailto:martinv@ccsu.edu) <<mailto:martinv@ccsu.edu>> or any of the other officers elected at the business meeting. (Their names are listed in the minutes of the business meeting appearing elsewhere in this newsletter.)

Our first job is to start work on is programming for the Denver convention. Soon, the vice heads will write to solicit ideas for panels. I'll let them spell out the particulars. I'll just say that weighing in on ideas for panels, even if you're not pitching an idea, helps the leadership serve you. I look forward to a vigorous back-and-forth throughout the year.

Have a good one.

**Vivian Martin**  
SPIG Head



**EXAMPLE OF CENSORSHIP -- Edward Alwood of Quinnipiac University shows how information was censored. SPIG Head John Jenks, right, moderated the panel on "The Trials and Tribulations of Researching in the Cold War Era" that also featured Lorne Ghiglione of Northwestern and Lisa M. Burns of Quinnipiac.**

**PROPOSALS**, from page 1

with a snappy title, short description and a few potential panelists and/or partners, and submit a formatted proposal to the appropriate people.”

She listed those “appropriate people” by topic area and venue:

- **Teaching.** Almost anything dealing with students; this is the most common for SPIG. Contact teaching standards co-chair for panels Jim Willis (Azusa Pacific) [jwillis@apu.edu](mailto:jwillis@apu.edu) .

- **Research.** This will mainly be for the spring refereed paper research competition, but if you feel you have the makings of a research panel, submit it to Teresa Heinz Housel (Hope) [housel@hope.edu](mailto:housel@hope.edu) and John Jenks (Dominican) [jjenks@dom.edu](mailto:jjenks@dom.edu) .

- **Professional Freedom and Responsibility.** This is a catch-all category for important ideas that don't fit into teaching or research. Contact Michael Longinow (Biola) [Michael.longinow@biola.edu](mailto:Michael.longinow@biola.edu) and David Weinstock [Bounder10@comcast.net](mailto:Bounder10@comcast.net)

- **Off-site.** Off-site sessions offer a change of venue and some great learning opportunities. If you have an idea of where to go and what to do in Denver that would benefit SPIG, send it to Ginger Carter Miller (Georgia College & State University) [ginger.carter@gcsu.edu](mailto:ginger.carter@gcsu.edu).

These individual chairs will pull the proposals together and forward the best to co-vice heads Lewis and Carter-Miller by Oct. 16. During the following two

weeks the two leaders, along with SPIG Head Vivian Martin, will vet the panels.

On Nov. 1 they will send the proposed lineup to the AEJMC, where all division and interest group proposals are assembled in a massive master list that will be used to negotiate the final lineup at the AEJMC Mid-Winter meeting. “You’ll know by early December whether your panel made it,” said Lewis.

Why should a teacher propose a panel? Lewis said it's a chance to:

- Share ways you've improved journalism education.

- Get feedback on ideas that you'd like to pursue further.

- Build up the CV to impress your school's rank and tenure committee.

- Get funding to come to the convention.

“You can share your ideas as a panelist, run things as a moderator or pontificate as a discussant,” said Lewis. “And you can do them on more than one panel, during the pre-conference or at an off-site venue.”

Some good ideas didn't make it last year, and should come back, said Lewis. Others came up in Boston, or are already perking on the listserv. For an idea of what's been done in previous years, check the list of past SPIG panels (see page 15). For ideas on what's happening now, watch and contribute to the listserv.

For an example of the format for a proposal see the Sept. 11 message from Co-Vice Head Lewis.

**HOT TOPIC**, from page 7

said the perception that the newspaper industry collapsed because people couldn't make money in it just isn't true. Most newspapers today are profitable, he said. On a stand-alone basis, taking away debt, they can make a reasonable profit of 3 to 6 percent.

“The problem is investors and analysts were used to seeing anywhere between 21 and 42 percent profit. At that time most newspaper companies leveraged themselves into a debt situation that was unsustainable in a normal environment. They couldn't meet their debt.”

“A newspaper is a business,” he explained. “At the same time it is a public service. Is the public willing to pay for good journalism? It's a cultural question more than anything else. (Newspapers won't survive) if people are not willing to pay for the value of a newspaper or any

other media and pay for the time it takes to turn out a piece of good journalism.”

Schroeder said newspapers can gain and hold readers by focusing on news about their communities. We are seeing it clearly that people that are subscribing to papers and watching our web sites is because we provide exclusive in depth coverage of what is going on right in front of them.”

To make the two dailies survive, he had to cut operating expenses to the bone while putting a renewed emphasis into the editorial content and rebuilding a relationship with readers. “We have to show our worth, our value, providing content that is exclusive, that meets you where you live.” Success depends on generating “a feeling by readers and advertisers that you've got something special, that we cover our community better than anybody. That means good news and bad news.”

## Reflection from John Jenks

*Boston panels drew interested audiences, animated conversations*

*Hello, Fellow SPIG-sters:*

To summarize my past year as SPIG head I'd like to quote French torch singer Edith Piaf -- "No, I regret nothing."



**JENKS**

On second thought, maybe the better quote would be the all-purpose American excuse: "It seemed like a good idea at the time."

Seriously, it's been a fun year as SPIG head, and thanks to the dedicated cooperation of you all we were able to put together a top-notch program at Boston and keep the organization humming throughout the year.

Here are some of the highlights:

Our first-ever pre-conference workshop brought together in Boston the Poynter Institute's Kenny Irby and eight or our own colleagues who are doing innovative work to keep their classrooms and curriculums on the cutting edge of 21st century convergent journalism. The panelists and some 30 audience members shared tips, experiences, ideas and cautionary stories for an exhilarating four hours. In fact, we were still in animated conversation when the next workshop tried to take the room.

For those who were not able to make it to the pre-conference, our new webmaster, Midwestern State University's Mitzi Lewis, will be putting up some of the panelists' presentations on our Web site. Look for an announcement on the listserv



**AFTER THE PANEL -- Conversations brought speakers and members of the audience face to face after a SPIG-sponsored panel discussion in Boston in August.**

when it's up.

SPIG's "Hot Topics" showcase panel, "Journalism at the Crossroads: After Newspapers, Then What?" drew a packed house -- some 120 people -- to discuss the future of journalism with Pulitzer Prize winners, innovative on-line journalists and a businessman betting on the future of newspapers. Organizers Terry Dalton and Kim Landon, along with Castleton State's David Blow, have promised to continue next year with another Hot Topic.

Another SPIG specialty, the writing panel, also drew a large crowd as Ron Hollander led a sometimes raucous discussion about the on-line delivery and the constants and the changes involved in good writing.

Other, more specialized panels

spurred serious discussion on:

- How teachers can use internships, advisory boards and other devices to link our students with the professional world.
- How and why teachers should bring media theory into skills classes.
- The challenges of administering a small program.
- The importance of women journalists' organizations.

In addition, SPIG continued to co-sponsor the ever-successful Great Ideas for Teachers (GIFT) session, which celebrated its 10th anniversary in Boston. Some SPIG members have volunteered to help out during the next year as Edna Bautista, who has organized GIFT from the beginning, steps down. If you want to get more involved in GIFT, get in touch with John Kerezy from the Community  
See **JENKS**, page 12



## iPhones for freshmen changed ACU's view of media

When Abilene Christian University began requiring incoming freshmen to have iPhones or iPod Touch devices, it “changed the way the whole campus looked at media and how they expected it to be delivered,” said ACU journalism teacher Susan Lewis. “We became a campus committed to innovators.”

The iPhone/iPod Touch revolution, which grew out of a partnership with AT&T and Apple Computer Inc., came a year after ACU stepped up its convergent journalism program in a new multimedia newsroom and began offering its 275 majors courses such as “Writing for Electronic Delivery.”



**LEWIS**

One of eight faculty in the Department of Journalism and Mass Communication at the school in rural Texas two and a half hours west of Dallas, Lewis described her course during a panel discussion at an Aug. 4 pre-conference workshop sponsored by SPIG and the Community College Journalism Association. The focus of the discussion moderated by Cecilia Friend of Utica was on how life in the classroom changed when faculty were encouraged to “Throw Out the Book (and Write Your Own).”

Lewis said what didn't change when journalism moved to new media were the questions writers have to consider: purpose, audience, method, medium and message. Credibility is still important in the message, but it can be more quickly established or lost on line. Clarity is still essential, with the text not only grammatically correct but also visually concise. She makes students first write tweets for their stories,

then blog posts and finally the whole story.

“It must be complete and coherent, the whole story for your audience, or a way for them to get (the story) easily,” she said. “The story should contain not just an emotional appeal, but a link to real content.” Students begin by submitting a written analysis of what other people have done, in the manner of analysis that have been done by Knight Ridder.

“Look, people are grading web sites,” she told them. “You get to grade web sites.” Students start by doing an evaluation individually, and then talk about their reports in groups. She pulls out the most interesting reports and they talk about them as a big group. “It forces them to think how they are going to (create and populate sites).

Eventually students will produce a group package. “Group work is real world,” she explains. “When you work together you play on each other's strengths.”

### JENKS. from page 11

College Journalism Association at [john.kerezy@tri-c.edu](mailto:john.kerezy@tri-c.edu) <<mailto:john.kerezy@tri-c.edu>> .

We continued our foray into research with a strong selection of papers at the scholar-to-scholar session. Papers addressed highly relevant topics such as: convergence in small programs, analysis of 10 years worth of GIFT winners, and the efficacy of using tape recorders for reporting classes.

At the business meeting we wrestled with a number of issues, including the future of SPIG's

contests. We decided to sponsor “Teacher of the Year” every year, “Best Practices” during even numbered years and “Scholarship of Application” in odd-numbered years. The next day two dozen SPIG and CCJA members celebrated the 2009 Teacher of the Year Pam Parry and the 15th anniversary of SPIG at our second annual awards luncheon, at Charley's on Newbury.

Finally, although I passed the metaphorical (or merely mythical) gavel to Vivian Martin at the Boston conference, I'm still planning to stay heavily involved in SPIG as one of the research chairs. (Teresa Housel will be my partner.)

I've long hoped to get more pedagogical research on the SPIG agenda, but it always wound up on the back burner. This way I'll be able to concentrate on that alone as we gear up for Denver in 2010.

So, although I'm now joining the ever-growing legion of ex-heads, I'll still be peppering people with e-mails and bothering you with programming ideas as the year winds on.

But in the meantime, thank you all for a wonderful year.

*John Jenks is a professor of journalism at Dominican University in River Forest, IL*

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**Small Programs Interest Group**


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**AEJMC Convention**


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**Business Meeting 8/6/09**


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1. **Call to order by John Jenks, outgoing head, 8:30 p.m.**
2. **President's Report for 2008-2009, Presented by John Jenks**
  - a. The SPIG engaged in several activities to increase its visibility within AEJMC, such as contributing AEJMC newsletter articles, placing a program advertisement on page 237 of the AEJMC Program for the Boston conference, and participating in a new members' breakfast. Additionally, SPIG made several "lit drops" of promotional materials and had numerous promos at various AEJMC sessions.
  - b. SPIG engaged in several conference activities in Boston, including:
    - i. Six panels, including hot topics, with some new partners (CCS, ICIG).
    - ii. Continuing co-sponsorship of GIFT.
    - iii. Scholar to scholar (Five papers were submitted for the research competition, and three papers were accepted, representing a 60 percent acceptance rate).
    - iv. Preconference on media convergence. Mike Longinow, PF&R Co-Chair, said that he and Dave Weinstock, PR&R Co-Chair, are discussing a variety of possibilities for further preconference programs and the possibility of linking them to a Best Practices Competition. Although he did not propose a specific resolution, Longinow said the PF&R Co-Chairs would be exploring options and communicating them when appropriate with SPIG members.
  - c. Membership Report: The SPIG membership dropped slightly from 97 members last year to 93. Jenks said the membership has fluctuated somewhat through the 1990s, but it has hovered around 100 in recent years.
  - d. Finance Report: All numbers are not in yet.
    - i. Start with \$1,800 balance; now \$2,100.
    - ii. Jenks said the SPIG could anticipate some AEJMC conference-related expenses that include:
      1. Advertisement, plaque, award for Teacher of the Year-- \$450
      2. Pre-conference -- \$800 [\$1,300; revenue \$500]. This event was slightly more expensive than anticipated.
      3. Hot topics overrun – the hot topics panels were excellent but the cost was slightly higher than anticipated.
3. **SPIG elected a slate of officers for 2009-2010:**
  - Head** -- Vivian Martin (Central Connecticut)
  - Vice Heads** -- Ginger Carter Miller (Georgia College & State University) and Susan Lewis (Abilene Christian)
  - Secretary** -- Pam Parry (Belmont)
  - Co-Chairs, Research** -- Teresa Heinz Housel (Hope) and John Jenks (Dominican)
  - Co-Chairs, PF&R** -- Michael Longinow (Biola) and David Weinstock
  - Co-Chairs, Teaching** -- Pam Parry (Belmont) and Jim Willis (Azusa Pacific)
  - Newsletter Editor** -- Dick Hendrickson (John Carroll)
  - Membership** -- Ann Colbert (Indiana Purdue/Fort Wayne)
  - Webmaster** -- Mitzi Lewis (Midwestern State)

MINUTES. from page 13

**Hot Topics Coordinator** -- Terry Dalton (McDaniel), Kim Landon (Utica), and David Blow (Castleton State College)

**Liaison, Commission on the Status of Women** -- Ann Colbert (Indiana Purdue/Fort Wayne)

**Liaison, Commission on the Status of Minorities** -- Jim Simon (Fairfield)

#### 4. Old Business

- a. **Contests** – members discussed whether all three competitions (Teacher of the Year, Scholarship of Application, and Best Practices) should be conducted annually. Jenks said that participation has not always been strong in all contests every year, and that there has been some informal discussion of rotating the competitions, with the exception of Teacher of the Year. After some discussion, Donna Bertazzoni (Hood) offered a motion that SPIG run the Best Practices competition during even numbered years, the Scholarship of Application in odd years, and the Teacher of the Year competition annually. It was seconded and approved unanimously by a voice vote.
- b. **Increasing membership** – Jenks asked members for suggestions on how to increase membership. Several members offered ideas. Ron Hollander suggested that information fliers for SPIG be made available at different AEJMC events. For example, at the preconference or hot topics panel, participants could pick up a flier and contemplate joining SPIG. Another suggestion was for SPIG to have a Facebook page and to engage in social media communication efforts. Jack Zibluk volunteered to check into social media possibilities for the group. Membership Chair Ann Colbert is going to draft a membership invitation letter that would allow members to solicit potential members from their home state.
- c. **Syllabi exchange on Web site** – this process has run into technical difficulties but efforts will be made to fix this so that syllabi can be exchanged more readily on the SPIG Web site. A Wiki solution may be explored.

#### 5. New Business

- a. **GIFT** – Jenks asked for volunteers who could help the SPIG in its co-sponsorship of the GIFT program. Five members agreed to help with this effort, including Cheryl Bacon, Jim Sernoe, Teresa Housel, Jack Zibluk, and Donna Bertazzoni.
- b. **Another pre-conference?** The group decided it was worthwhile to pursue another pre-conference event at next year's AEJMC conference. Jenks reported that 26 people attended this year's event, and that it was well-received.
- c. **Midwinter Conference** – Members discussed whether SPIG should participate in the AEJMC Midwinter Conference. Members agreed that to participate as an organization could dilute their efforts, but that individual SPIG members should be encouraged to participate.

#### 6. Jenks passed the metaphorical gavel to Incoming Head Vivian Martin.

#### 7. Adjournment at 9:45 p.m

8. **Twenty-three people attended, including:** Cheryl Bacon, Donna Bertazzoni, Ann Colbert, Terry Dalton, Dick Hendrickson, Mike Grundmann, Ron Hollander, Teresa Housel, John Jenks, Cathy Johnson, Kim Landon, Mitzi Lewis, Michael Longinow, Vivian Martin, Pam Parry, Jim Sernoe, Jim Simon, Cindy Simoneau, Michael Ray Smith, Carol Wilcox, Jim Willis, Margo Wilson and Jack Zibluk.



## Past programs and panels sponsored by SPIG

Spig sponsored and co-sponsored panels from 2002 to 2009  
(missing 2005 San Antonio convention)

### 2009 (Boston)

1. Pre-Conference “Small Programs, Big Opportunities: New Ideas and Practices for Convergent Classes and Curriculum”  
Part I: Curriculum: How convergence changes everything  
Part II: Classroom: Throw out the book (and write your own)
2. Bridging the Divide: Helping Students Get Professional Experience
3. Theory and Praxis: Cultural & Critical Perspectives in the Skills Classroom
4. Hot Topic: Journalism at the Crossroads: After Newspapers, Then What?
5. Get Me Rewrite...But Go Easy on the 5Ws: A Hands-On Workshop in How to Write and Teach the New News Story
6. Scholar-to-Scholar Poster Sessions
7. The Highs and Lows of Chairing A Small Program
8. The Wind Beneath Her Wings
9. GIFT mini-plen

### 2008 (Chicago)

TEACH “Teaching Religion and Public Affairs Courses” with RMIG.

TEACH “Opinion Writing” with Ethics (Teaching).

TEACH “Internationalizing Your Curriculum: Tips for Teaching Students to Become Successful Global Communicators” with CCJA.

TEACH “‘Yer Cheatin’ Heart’: Student Plagiarism and Administration Lip Service” with CCJA (teaching)

Teaching. “Preparing Students to Work in Trade Magazines”

PFR. “Hot Topics” (Election Reporting)

PFR “IRB ‘Mission Creep’ vs. Academic and Journalistic Freedom”

PF&R. “Mentoring: It’s More than Just a Hearty Welcome” with RMIG.

Research / scholar-to-scholar

GIFT mini-plen

### 2007 (DC)

1. PFR. Hot Topic w/ Ethics “Media Coverage of the Tragedy at Virginia Tech: Rising to the occasion, or Sinking to new lows.”
2. PFR w/ Religion “How to publish scholarly research in specialized areas” (Callahan moderating)
3. TEACH w/ CCJA Writing for the new media: Same as the old? Some rules for the digital road” (Hanc moderating)
4. TEACH w/ Religion. “Teaching students to recognize the voices of the silenced” (Housel moderating)
5. TEACH w/ CCJA “Stretching the Shoestring: Journalism education on a budget.” (Jenks moderating)
6. TEACH w/ CCJA “Teach-in: How to teach the First Journalism Writing class”
7. Research/scholar-to-scholar. Two papers, though more were possible. I don’t believe we spent a chip on this.

8. GIFT mini-plen

### 2006 (San Francisco)

1. TEACH w/ CCJA. “Where does journalism belong? Finding a happy home in a liberal arts setting (Ron Hollander moderating)
2. PFR Sole sponsor. “You can’t say that: Freedom of speech in under fire in the newsroom ... and the classroom.”
3. TEACH w/CCJA. “Web-based classes: A new way to learn? A new way to burn? (Margo Wilson moderating)
4. PFR HOT TOPICS w/ Magazine. “A gathering of 2006 Pulitzer Prize winners: How they did it, what it all means.”
5. RESEARCH Sole sponsored refereed paper session. No title.
6. GIFT mini-plen

### 2004 (Toronto)

1. PFR w/ CCJA. Journalism and the Liberal Arts: Can’t We All Just Get Along? (Steffen moderating.)
2. PFR w/ disability. “Breaking out of the ivory tower: getting started with freelancing, professional and consulting work” (Zibluk moderating)
3. TEACH w/ Civic. “Is news reporting and writing 101 dead? Would new approaches inspire undecided students to consider print journalism?” (Lofflin moderating)
4. TEACH w/ CCJA. “Coping Skills for journalism educators (Neal moderating)
5. TEACH w/ magazine. “Who, what, where, when and why didn’t I get an A; grading the journalistic writing assignment” (Hanc presiding)
6. GIFT mini-plen
7. Offsite: Voices in the Wilderness Revisited: How are Small Programs Greeting the teaching challenges of the future? (Dalton, moderating)

### 2003 (Kansas City)

1. PFR w CCJA. “You can do it: Practical Advice for Turning a Heavy Teaching Load into One publication a Year” (Voss heading)
2. TEACH w/ Magazine. “Tell me a Story: Feature Teachers Reveal their secrets for long form journalism” (Hanc moderating)
3. TEACH w/ CCJA. “If you build it they will come: Effective strategies for developing quality journalism and mass communication education in small programs and community colleges.” (Bailey moderating).
4. TEACH, w/ Civic. “Teaching students to get diverse voices in news stories: Using public journalism and other techniques (Simon moderating.)
5. Research, w/ VisCom. “Photojournalism into Art: The Image in Exhibits, Archives and History” (Voss moderating)
6. GIFT mini-plen

**RECRUITING**, from page 5

paint them a picture of a need to be extremely well-rounded in all media when they leave there -- including having clips in print, online, photos and video.

Also, even simple things like reaching out to the art department for a cartoonist makes sense to boost the staff.

Finally, many of my students take an elective practicum, essentially an independent study, and their tasks range from designing to photography to reporter to editor of the paper. It boosts the staff and many of them stay on after the study is done.

**John McClelland, Roosevelt University (IL):** My guess is that “the answer” does not exist, especially, as others have noted, in this time of dramatic change.

Our weekly paper has been online weakly for a few years now, and it seems to help to tell beginners that evolving media organizations respect any solid experience. I say that comes with being published digitally (especially if there’s some evidence of real editorial screening and opportunity for reader feedback) -- and on paper.

*Torch* picks up a couple of staffers from visits by an editor to classes. I have misgivings about this in the first reporting course, but allow it anyway if the staff asks. In the second reporting course, I actively encourage it. I put right in the syllabus my criteria for extra credit and for using a student-newspaper assignment for class credit or vice-versa. Briefly, those are: Clear it in advance with both instructor and editor, and submit both versions the same day; no prior editorial assistance on either piece of copy, but coaching on what sources to seek is encouraged.

The students last year resurrected our long-defunct radio station, converting it from an expired FCC

low-power broadcast license to an unlicensed (-) Web audiocast. Integrating the paper, Web, video (all j-students now must take a semester of TV news) and radio will be on a new advisor’s platter. Our paper has been online for a few years now, and it seems to help to tell beginners that evolving media organizations respect the experience that comes with being published digitally (especially if there’s real editorial screening) and on paper.

**Brian J. Steffen, Simpson College (IA):** I’d like to suggest a heresy here — that the day of the student newspaper is coming to an end. That is, the student newspaper as we’ve always known it.

We have sufficient staffing for our student newspaper, but I imagine that that’s because we require enrollment as part of the major in multimedia journalism. Take that requirement away and I’m certain the enrollments would plummet.

Let’s face it: Next to none of our students will pursue newspaper journalism careers. Sure, there’ll be a few, and my college has some outstanding examples. But the jobs simply aren’t there, the pay is embarrassingly low (especially for kids, like my students, with really high levels of student debt), and there are no guarantees for future employment (every one of my 2008 grads who sought newspaper careers was laid off).

I imagine that if I were entering a journalism program in 2009, as opposed to when I did in 1977, I’d run away from the student newspaper as fast as I can.

There’s evidence that this is already afoot in our programs. Many of us — not all, mind you — have abandoned yearbooks. In my view, they’re anachronistic in the era of Facebook. (As a side note, I just “friended” my senior prom date the

other day on Facebook — that seems more valuable to me than looking through the 1977 edition of *Tiger Tales*.) I imagine that within 10 years or so, yearbooks will be rare on campuses.

What I’d like to see us doing in the next few years is migrating from print to the Web, creating social media sites, and cross-platform production capabilities. In other words, we need to wean ourselves from the student newspaper and wed ourselves to the broader category of student media. It won’t be easy, but I think it’s the thing to do.

If we can do that, I’d bet that recruiting students will become somewhat easier.

**John Hanc:** We’ll let’s be clear, Brian: Are we talking about the newspaper or “news site” or “news something?” If you believe the printed product will be a thing of the past in the next few years on campuses, I can see that, certainly. But some of what you write sounds like we should forget about trying to teach journalism, and instead teach Facebook (which will itself be obsolete in a couple years, I’m sure, replaced by something new).

I hope you’re not suggesting that we stop teaching reporting, writing, First Amendment, ethics, etc, because while the industry is obviously changing, the need for consumers to get information and news in an ever-more-complex world and the need for a free “press” (digital, electronic, multimedia or whatever) is going to remain, and therefore, the need for people who know how to do it will remain as well.

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