FEEDBACK

SUBMISSION GUIDELINES

1.   Submit an electronic version of the complete manuscript with references and charts in Microsoft Word along with graphs, audio/video and other graphic attachments to the editor. Retain a hard copy for reference.

2.   Please double-space the manuscript. Use the 5th edition of the American Psychological Association (APA) style manual.

3.   Articles are limited to 3,000 words or less, and essays to 1,500 words or less.

4.   All authors must provide the following information: name, employer, professional rank and/or title, complete mailing address, telephone and fax numbers, email address, and whether the writing has been presented at a prior venue.

5.   If editorial suggestions are made and the author(s) agree to the changes, such changes should be submitted by email as a Microsoft Word document to the editor.

6.   The editor will acknowledge receipt of documents within 48 hours and provide a response within four weeks.

REVIEW GUIDELINES

1.   Potential instructional materials that can be reviewed include books, computer software, CD-ROMs, guides, manuals, video program, audio programs and Web sites.

2.   Reviews may be submitted by email as a Microsoft Word document to the editor.

3.   Reviews must be 350-500 words in length.

4.   The review must provide a full APA citation of the reviewed work.

5.   The review must provide the reviewer's name, employer, professional rank and/or title, email address and complete mailing address.

SUBMISSION DEADLINES

Feedback is scheduled, depending on submissions and additional material, to be posted on the BEA Web site the first day of January, March, May, July, September and November. To be considered, submissions should be submitted 60 days prior to posting date for that issue.

Please email submissions to Joe Misiewicz at joedr@sbcglobal.net. If needed: Joe Misiewicz, *Feedback* Editor, Department of Telecommunications, Ball State University, Muncie, IN 47306, USA.

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TEACHING SOCIAL ISSUES TO TECHIES AND TECHNICAL ISSUES TO HUMANISTS: THE INTRODUCTION OF AN INTERDISCIPLINARY MINOR IN INFORMATION TECHNOLOGY AT THE UNIVERSITY OF MASSACHUSETTS

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INTRODUCTION

Colleges and universities find many good reasons to change curricula, but most academics know that curricular change usually is no easy sell. Struggles over precious financial, intellectual, and "turf" resources can distort the best-considered change process, and turn a fine idea into a symphony written by committee: all the notes may be there, but the cacophony offends the ears!

Nevertheless, at the University of Massachusetts Amherst, a coordinated effort to institute an interdisciplinary minor in Information Technology has produced a model for blurring distinctions among different intellectual homes on campus, yielding surprisingly positive results for students, faculty, and the community. The experience clarified at least one message for the future of the university in the 21st Century: educational models that breach traditional academic boundaries can catalyze good ideas, and integrate areas of campus and campus life traditionally separated or insular. The result at UMass Amherst has helped students understand that "theory" and "practice" are indivisible.

BACKGROUND

Assuming a readership mostly from the Humanities or Social Science disciplines affords a certain luxury. To paraphrase Woody Allen, the difference between working in education or in business is that business expects results! Although the reality is changing, most would likely agree that for many years, faculty in the Humanities and Social Sciences were not expected to produce results identical to those in the more traditional sciences. Of course, the measure of academic success for all academics may

remain the publication count, but traditionally there has been less attention to funding our own research through grants and industry connections. Few of our science faculty friends, in contrast, have had the luxury of taking the "high ground" – refusing to further the capitalist agenda by pandering to the captains of industry. Instead, we have, from a safe distance, been allowed to criticize, comment, and moralize about the social conditions of the media industries, our society, and the world. As a result, we often find ourselves in the oldest buildings, serving significantly higher numbers of students, and dashing the hopes of students who believe that they want to work in the media industries despite a) the state of the media industries today; b) the exploitation of the public; c) hegemony (in various forms); or d) all of the above!

Students at the University of Massachusetts Amherst are similar to many public university students throughout the United States, though they bear distinct characteristics, based upon the pool of students from around New England. Our students represent a broad range of social and economic classes. For most, the economic burden of attending the University translates into an "investment" of both time and money. Most of our students have practical needs and see the University degree as a credential to achieve, minimally, a middle-class life. Many of our students creditably understand the pressure to have a relevant minor, a certificate, or some additional credential to set them apart from other bachelor's degree candidates.

The Information Technology minor at UMass Amherst began with the University's ongoing efforts to strengthen partnerships among government leaders, businesspeople, and academics. In 1998, the President of the University formed our Information Technology Workforce Development Task Force. Of course, the group did not spring forth from Zeus' brain; many participants had been involved in other committee work that crossed traditional boundaries and enabled faculty to understand the overlap in content areas, if not in methodological approach. Many of us knew of others' interests in technology, but we often assumed we knew how each of us dealt with the topic in classes.

In 1999 UMass Amherst held a two-day workshop for business, government, and academic leaders to discuss the IT labor shortage in the Commonwealth of Massachusetts (see: http://www.umass.edu/itprogram/about.html). By attending, many of us on campus learned more about what other departments do in terms of IT. One of the authors distinctly remembers explaining the content of a course that dealt with the social effects of information technology to a computer science faculty member and receiving the response: "You mean people really study that?"

The conference articulated four major questions:
1. Is there an IT labor shortage (in Massachusetts), and if so, is it likely to continue?
2. What can we learn from other IT programs across the country?
3. Is IT a valid academic discipline?
4. What is our action plan?

In general, the answers to those questions (at least, when we posed them) confirmed that there appeared to be a shortage of trained IT workers nationally and internationally, and that the shortage would likely continue over the next several decades. Four-year colleges appeared to be the primary source of IT workers, and while not every four-year institution had IT programs, many offered some program that granted certificates, undergraduate degrees, and/or graduate degrees in IT. [1]

At the conference, whether IT is a valid academic discipline drew the most discussion. As to employment, public and private sector employers outlined different needs—but each, interestingly, articulated the need for IT "generalists" who understand the technology well enough to explain it to non-technical policy makers, and who understand managerial concepts (well enough to deal with contracts), the human needs of workers, and the effective translation of technical IT issues for non-IT personnel. Public sector IT workers seemed to need, in particular, a fundamental understanding of IT, the ability to problem-solve, work in teams, think critically and learn on the job – more so than the private sector, where technical expertise appeared to be of greater importance.

ACTION PLAN

The two-day conference provided the necessary attention to the issue of curriculum development, legitimized expending energy toward a practical solution, and elevated the importance of deliberations on campus and throughout the state. It also energized faculty, bringing people together in a spirit of cooperation and opportunity often lacking in a large bureaucracy. The eventual (and rapid) resolution to the problem of dealing with instituting a new program on a campus that had few financial resources to support a program's growth was perhaps one of the best success stories in UMass' history.

The Information Technology minor was organized and in place in preliminary form by fall 2000. The goal of the program is to enable any interested student to "secure an intellectual platform" for using IT in the field (Report). Faculty reflect disciplines such as English, Public Policy and Administration, dispute resolution in Legal Studies, Natural Resource Conservation, Art and Art History, Journalism and Communication. Eight different colleges or schools on campus offered more than 50 courses that could fulfill a part of the minor, that included four areas:
- foundations prerequisite
- technical courses representing two technical subcategories
- at least one "Broadened Inquiry" course
- electives from any category to total 15 credits

At least two of the courses must be taken outside the student's major department and students may not count courses for both the major and the minor.

Although the "word" about the new minor seemed slow to spread, the first cohort of 21 students graduated with an IT minor in spring of 2003. Presently, there are 109 students enrolled in the minor, representing all ten colleges and schools across the UMass campus and 38 different majors. Undoubtedly the greatest number of students from a single area (about 30 percent) come from the School of Management, where faculty members aggressively promote the program and support IT initiatives with a student organization that familiarizes management students with IT companies around the state and the country.

What may be surprising, however, is the number of students in social and behavioral sciences and humanities who comprise the second tier of students seeking the IT minor – about a third of the total. And it is this group that suggests some interesting features for our discussion.

THE STATE OF THE UNIVERSITY IN THE U.S. TODAY

The university in the United States has evolved over the years to reflect two clear paradigms, and, perhaps, we are on the verge of a third. Postman (1992) has reminded us that all universities were once affiliated with a religious organizations, and that the study and practice of religion were inextricably tied to every student's education. Religion was both the reason and the method for pursuing advanced study.

As U.S. society (and many other industrialized nations) began to embrace science, the purpose of the university changed from spreading moral theology to spreading a belief in the scientific method. Johns Hopkins University was the first university in the United States with the mission of obeying the "god" of science. Since then, most universities have created campuses that reify the sciences and embrace scientific methods.

The ascendancy of this paradigm is often obvious. On most campuses, the sciences are located on the "better-heeled" parts of campus. Humanities and social sciences are often treated as poor relations—necessary for general liberal arts education, perhaps, but comparatively less expensive to administer. They comprise, in large part,

the attempt to create and understand the arts as symbol. They are the intellectual ancestor of the university once dedicated to theology as method.

Science became the method, the paradigm for universities in the 20th Century. Whether it will remain so in the 21st is another question. Most universities traditionally compartmentalize academic subjects. As Alvin Toffer reminded us in *The Third Wave* (1980), we still labor under an industrial-scientific revolution model that values specialization and concentration. Toffler's remarks were written more than 20 years ago, but there is still plenty of evidence that college campuses retain that bias.

Consequently, too few universities offer interdisciplinary programs, except to streamline course offerings for economic reasons, to appeal to a broader range of students. Such programs are comparatively few, and there is a presumption that if the program were supported by enough student enrollment, it, too, would become a specialized "major."

Students today seem to understand that many of the world's problems do not fit neatly into categories of "majors" at a university. Many see that while embracing the scientific method has resulted in technical progress, it also has produced limiting ways of seeing the world. For example, although many of today's world's problems (terrorism, globalization, the crisis in health care, the problem of corporate control of the media) may be reduced to scientific questions, the answers tend, by far, to be more interdisciplinary.

In *Technopoly* (1992) Postman evaluates the impact of "belief in science" and the university predicated on the scientific paradigm:

In consideration of the disintegrative power of Technopoly, perhaps the most important contribution schools can make to the education of our youth is to give them a sense of coherence in their studies, a sense of purpose, meaning, and interconnectedness in what they learn (185-186).

At UMass Amherst, the information technology minor appeals in this very way to students who see the limitations of having a single major, and who understand the cachet of the buzz words, "information" and "technology." In part, the IT minor affords a way for students in the humanities, social sciences, and in business to enhance their credentials with a more scientific bent. For these students, the IT minor is practi-

cal and utilitarian.

To take the opposite case, what do students in the traditional sciences perceive of the importance of "people skills" and social approaches to a knowledge base when they already have confidence in their marketability with a single major in a science field?

A friend who teaches social science at a Polytechnic Institute talks about such students' bias. At that institute, she is the lone "social scientist" on a faculty composed of computer scientists and engineers. She teaches about the social impact of technology to students who have their minds on more technical matters, and her courses are extremely popular; yet, she says she feels, at times, a certain futility. "My students know that social issues are important. They do know that. They don't care, but they do know it!"

In her remarks, we see both the narrow world view that science has wrought, and the challenge to introducing "science" students to social issues. In part, we have the traditional academic conundrum: how do you teach what you believe will benefit students when they see no benefit, and they reject what is not already in their world view?

WHAT STUDENTS SAY ABOUT THE IT MINOR

The first cohort of 21 IT minors graduated May, 2003. The director of the program conducted exit interviews with most of those graduating, and found general satisfaction with the program. Their comments illuminate the problems of meeting the needs of two "types" of students: hard science types, versus more socially-involved majors. [2]

From the "non-scientists:"

• "One advantage of the IT Minor is…that everybody can't learn computer science, but everybody needs to learn some kind of technology."

• "It was a great way to incorporate my major with this—media and IT, they work hand in hand. It's the perfect marriage. To me it was a no-brainer, they're things that would complement each other."

• "When I came, I had no computer science background; I wanted to know how to apply computers to my area of work—business. In Ghana, we do accounting with handwriting, not with computers….Right now, I'm jobless; but as I look at job descriptions, they all require computer skills.

From the "scientists:"

• "I want to learn how to talk in public, how to handle issues at work, and (have) workshops on how to manage emotions."

• "I love the technology, and have forever. The classes in the IT program are really cool, especially in the applications in business, because of where I hope to go and be (in IT applications of finance)….[You learn] networking (not in PC terms) – getting to know folks, and establishing links you might not think are powerful, but you never know."

• "…learning the 'Net can be used against and for you…."

THE PROGRAM IN PROGRESS

No curriculum goes unchanged; no new program, unmodified. As the UMass IT minor evolves, a number of changes are underway. Plans are in place for a new "infor-

mation commons" in the main library, intended to bring a focal point and common work place for students, faculty, and staff in IT on campus. A new capstone course will enable students to apply their interests in IT directly to a project intended to guide them toward an IT specialty or focal point. A rapid-response course revision provision is being adopted to enable the more rapid inclusion of new courses as new approaches to IT are implemented. A new faculty research series has begun, intended to further intellectual exchange and partnerships across the schools and colleges. New connections are being made for K-12 education, to connect elementary and secondary students to the IT Across-the-Curriculum approach at UMass Amherst. And the IT program is being expanded as a program for the entire Five College Community (Amherst College, Smith College, Mt. Holyoke, and Hampshire College, as well as UMass Amherst).

These are the obvious, continuing steps in the maturing of a curriculum that has proven of great benefit. Some unintended, sometimes hidden benefits are less obvious, but very important.

The IT faculty from across the campus are getting to know each other, effectively forming a new community of academics interested and engaged in cross-disciplinary ferment despite a time of lean resources.

More students are getting a better understanding of the importance of a minor, not only as intellectual dividend, but as vocational backstop for their careers.

Students themselves are driving some of the incentives for new courses, coming up with ideas for courses that should be taught and how best they might be implemented.

Faculty are gaining a new appreciation of the extent of specialization in IT curricula – and a certain humility about what it takes to keep up in a field where the only constant is change.

SUMMARY

The challenges of instituting an interdisciplinary minor are innumerable, but the dividends in doing so are impressive. The UMass Amherst model offers a means to more effectively bridge academic components and student desires, an essential for making the range of students' coursework more relevant to their world.

The IT minor has proven to be a dynamic partnership of students, faculty, and staff, working together to create relevant courses and a meaningful academic experience. The effort appears to be helping bring the university of the 20th Century into the 21st through a meaningful combination of disciplines, skills, and theory in an applied program.

RESOURCES:

http://www.sunysb.edu/reinventioncenter/Spotlights/Minors%20Spotlight.htm#UMass

The website spotlights model interdisciplinary minors, including the University of Massachusetts Information Technology minor

Maryland Applied Information Technology Initiative (MAITI)
Indiana University has a program in its School of Informatics.
The Pennsylvania State University College of Information Sciences and Technology
Rensselaer Polytechnic Institute degree program in Information Technology

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FOOTNOTES

[1] Research universities make up only 3 percent of the 3,600 colleges and universities in the United States, but 33 percent of the nation's college graduates receive their undergraduate degrees from a research university (Envisioning undergraduate education).

[2] Students' comments included those concerning course scheduling and some disappointment in classes not offered often frequently enough in the short time the minor had been in operation, but the comments were generally favorable. Interestingly, students who were disappointed in their own majors seemed to embrace the IT minor, and to find a cohesiveness in the minor that they sometimes perceived had been lacking in the coursework for their majors.

RADIO STUDIES: MORE NOW THAN THEN

Michael C. Keith

INTRODUCTION

Last year (May 21, 2004) Thomas Doherty's article—"Return With Us Now to Those Thrilling Days of Yesteryear: Radio Studies Rise Again" appeared in *The Chronicle of Higher Education* and rightfully suggested a growing interest in the field of radio studies. Mr. Doherty cited excellent recent books by Michele Hilmes, Gert Horten, Tona J. Hangen, and Edward D. Miller as examples of this expansion of the canon. However, these books all share a similar focus on and common interest in the medium's golden age (1925-1950). Doherty's article, while providing illuminating and cogent observations on research devoted to aspects of vintage audio broadcasting, overlooks scholarship dedicated to radio during its post-television era (1950 to present).

Indeed, it may well have been the author's intent to limit his focus on recently published books about old-time radio. However, this runs the risk of giving a narrow, if not minifying, impression of the scope of radio studies, which really has come into its own in the recent past by concentrating mostly on the influence and impact of program content on its audience and practitioners. It is this evolving emphasis that has added most significantly to the canon's scholarly cache and credence in the academic community over the last few years. Prior to this works devoted to the study of radio almost exclusively centered on the nostalgic character of heyday programming. Little theoretical or cultural analysis of audio discourse existed, yet popular histories of radio's first incarnation (the second incarnation coming after the arrival of television) appeared with some frequency and found a receptive audience in broadcast academics seeking further knowledge of the nature of the world's first electronic mass medium. Meanwhile many of these same academics longed for more contemporary studies on radio—those probing beyond its revered and much heralded past.

TALK OF THE TIMES

Since the mid-1980s interest in the broader aspects of radio studies became more apparent as the result of a growing output of publications (both in book and article form) principally concerned with the medium's unique role in modern culture and

society. To wit, works assessing the influence of political talk radio were plentiful and include among others Murray Levin's *Talk Radio and the American Dream* (Rowman & Littlefield, 1987), Gini Graham Scott's *Can We Talk? The Power and Influence of Talk Shows* (Perseus, 1996), Cameron Armstrong's and Alan B. Rubin's "Talk Radio as Interpersonal Communication" (Journal of Communication 39, no. 2, 1989), Howard Kurtz's *Hot Air: All Talk, All the Time* Crown, 1996), Ian Hutchby's *Confrontation Talk: Arguments, Asymmetries, and Power on Talk Radio* (Lawrence Erlbaum, 1996), C. Richard Hofstetter's and Christopher Gianos's "Political Talk Radio: Actions Speak Louder than Words" (*Journal of Broadcasting and Electronic Media* 41, no. 4, 1997), Barry A. Hollander's "Talk Radio: Preceptors of Use and Effects of Attitudes about Government (*Journalism and Mass Communication Quarterly*, 1996), and Alice Hall's and Joseph N. Cappella's "The Impact of Political Talk Radio Exposure" (*Journal of Communication* 52, 2002).

ON FRINGE GROUPS

Likewise several studies were published on race and ethnicity in radio. These include, but are not limited to, Joseph Migala's *Polish Radio Broadcasting in the United States* (East European monographs, 1987), William Barlow's *Voice Over: The Making of Black Radio* (Temple University Press, 1999), Louis *Cantor's Wheelin' on Beale: How WDIA-Memphis Became the Nation's First All-Black Radio Station and Created the Sound that Changed America* (Pharos Books, 1992), this author's, *Signals in the Air: Native Broadcasting in America* (Praeger, 1995), Steven O. Shields's and Robert Ogles's "Black Liberation Radio; A Case Study of Free Radio Micro-broadcasting" (*Howard Journal of Communication* 5, no. 3, 1995), Bruce L. Smith's and Jerry C. Brigham's "Native Radio Broadcasting in North America" (*Journal of Broadcasting and Electronic Media* 39, no. 2, 1992), Casey Lum's "An Alternative Voice from Afar: A Brief History of New York's Chinese Language Wireless Radio" (*Journal of Radio Studies* 2, 2000), and Mari Castanede Paredes's "The Transformation of Spanish-Language Radio in the U.S. (Journal of Radio Studies, 10, 2003).

Numerous studies regarding gender and sex in radio have been undertaken. Some are Donna Halper's *Invisible Stars: A Social History of Women in American Broadcasting* (Sharpe, 2001), Caroline Mitchell's *Women and Radio: Airing Differences* (Routledge, 2001), Phylis Johnson's and this author'*s Queer Airwaves: The Story of Gay and Lesbian Broadcasting* (Sharpe, 2001), Marita Mata's "Being Women in Popular Radio" (*Women in Grassroots Communication*, ed. Pilar Riano, Sage Publications, 1994), and Lauren M.E. Goodlad's "Packaging Alternatives: The Incorporation and Gendering of 'Alternative' Radio" (*Communities of the Air: Radio Century, Radio Culture*, ed. Susan Merrill Squier, Duke University Press, 2003).

TUNING LOCAL

Publications focused on radio's role in the community and family have been on the increase and include Robert Hilliard's and this author's *The Quieted Voice: The Rise and Demise of Localism in American Radio* (Southern Illinois University Press, 2005), Charles Fairchild's *Community Radio and Public Culture* (Hampton Press, 2001), Peter M. Lewis's and Jerry Booth's *Invisible Medium: Public Commercial and Community Radio* (Howard University Press, 1991), Greg Ruggerio's *Microradio and Democracy: (Low)*

Power to the People (Seven Story Press, 1999), this author's *Voices in the Purple Haze: Underground Radio and the Sixties* (Praeger, 1997), Paul M. Dennis's "Chills and Thrills: Does Radio Harm Our Children?" (*Journal of the History of the Behavioral Sciences* 34, no. 1, 1998), and Sharon Lee Hammond's, et al, "Radio and Teens: Convincing Gatekeepers to Air Health Messages" (*Health Communication* 2, no. 2, 1990).

VOICES IN CONFLICT

Radio studies as pertains to the medium's involvement and role during various wartime conflicts represents another formidable area of scholarly work. Listed below are a handful of works on this theme. Howard Frederic's *Cuban American Radio Wars* (Ablex, 1986), Horst J.P. Bergmeier's and Rainer E. Lotz's *Hitler's Airwaves: The Inside Story of Nazi Radio Broadcasting and Propaganda Swing* (Yale University Press, 1997), Howard Blue's *Words at War: World War II Era Radio Drama and the Postwar Broadcasting Industry Blacklist* (Scarecrow Press, 2002), Gerd Horten's *Radio Goes to War: The Cultural Politics of Propaganda during World War II* (University of California Press, 2002), James Critchlow's *Radio Hole-in-the-Head: Radio Liberty, An Insider's Story of Cold War Broadcasting* (American University Press, 1995), Arch Paddington's *The Cold War Triumph of Radio Free Europe and Radio Liberty* (University of Kentucky, 2003), Ronal Garay's "Guiding the Airwaves: Government Regulations of World War II American Radio" (*Journal of Radio Studies 3*, 1995), and George R. Urban's *Radio Free Europe and the Pursuit of Democracy* (Yale University Press, 1998).

WORDS FROM ABOVE

Religion represents yet another growing category in the radio studies oeuvre with titles such as Tona J. Hangen's *Redeeming the Dial: Radio, Religion, and Popular Culture in America* (University North Carolina Press, 2002), Paul Apostolidis's *Station's of the Cross: Adorno and Christian Right Radio* (Duke University Press, 2000), Howard D organ's *The Airwaves of Zion: Radio and Religion in Appalachia* (University of Tennessee Press, 1993), Hal Erickson's *Religious Radio and Television in the United States, 1921-1991: Programs and Personalities* (McFarland, 1992), Ronald H. Carpenter's *Father Charles E. Coughlin: Surrogate Spokesman for the Disaffected* (Praeger, 1998), Quentin J. Schultz "Evangelical Radio and the Rise of the Electronic Church (*Journal of Broadcasting and Electronic Media* 32, no. 3, 1988), and Michael Casey's and Aimee Rowe's "Driving out the Money Changers: Radio Priest Charles E. Coughlin's Rhetorical Vision" (*Journal of Communication and Religion* 19, no. 1, 1996).

TODAY AND YESTERDAY

Perhaps the most significance occurrence in the domain of radio studies was the creation of the discipline's first academic publication--*Journal of Radio Studies*--in 1991. Its establishment went a long way toward validating and legitimizing the field and prompting an increase in radio scholarship. Initial anthologies such as Michele Hilmes's and Jason Loviglio's *Radio Reader: Essays on the Cultural History of Radio* (Routledge, 2002) and Susan Merrill Squier's *Communities of the Air: Radio Century, Radio Culture* (Duke University Press, 2003) are indicative of the upsurge in interest in this specialty and it would seem both aforementioned volumes are the by-products of the journal's existence and ground-breaking work. Also taking its lead from the *Journal*

of Radio Studies, England debuted (2003) its own review--*The Radio Journal*--devoted to the study of the medium on the international level.

CONCLUDING THOUGHT

While the preceding is not intended to be an inclusive inventory of works in the radio studies canon, it should attest to the fact that the field extends far beyond the research devoted to the medium's golden-age, which is not to suggest that work on that era has made a minor contribution to this long neglected area of study. In point of fact, it provided the essential foundation and inspiration on which to construct the subject's library.

(Note: The author has a chapter length discourse on this topic in Donald Godfrey's *Methods of Historical Analysis in Electronic Media* (LEA, 2005)

Michael C. Keith is a member of the Communication Department at Boston College. His most recent book is *The Quieted Voice: The Rise and Demise of Localism in American Radio* (Southern Illinois University Press, 2005).

PRODUCING YOUR OWN MEDIA PROGRAM: IDEAS FOR CROSS-DISCIPLINES

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GETTING STARTED

• Determine and target your medium preference: television, radio, or print.

• Timing: when to get started. Fall semester? Spring semester? Summer Term?

• Investigate: Asl the School of Journalism or the Communication Department on your campus for available resources such as the campus television and radio stations or newspaper. Additionally, identify faculty or staff who may support cross-disciplinary efforts.

WRITING A LETTER OF INQUIRY

• Contact identified colleagues such as advisor, producer, manager or editor by email, mail, phone, or in person.

• Introduce yourself, explain your area of expertise, and proposed idea.

PITCH YOUR IDEA

• Describe your proposed program or show and format.

• Explain the benefits for the medium, your area of expertise, the campus and/or community.

TRANSFER LECTURE NOTES INTO SCRIPTS

• Learn how to prepare your script for television or radio.

• Seek various broadcast production textbooks or websites for television and radio scripts.

• Select important points or tips to be employed as graphics on a televised program.

USING FOCUS GROUPS AND SURVEYS TO DEVELOP AND SELECT PROGRAM TOPICS:

• Focus groups provide opportunities to learn and understand your target audience.

• Seek information on developing focus groups

• Select and organize your focus group

• Define characteristics of the targeted group: women only? men only? students? married students? etc.
• Use a survey to generate program ideas and show topics.
• Seek survey guides for preparation of survey studies.

SAMPLE PROGRAM

Scheduling Personal Time:

I'm Dr. _____ and today on AP Magazine, I'll be talking about planning personal time.

Your life is composed of diverse interests: family, friends, work as well as spiritual, religious, cultural, physical and intellectual pursuits. You have to somehow find a balance in your life and maintain this balance. Personal time is one way to balance out your life.

Personal time is the down time you schedule for yourself to rejuvenate. This time is necessary to function at your maximum level in your profession and in your personal relationships. Schedule this time as you would a doctor appointment or an important meeting, thereby assuring the time you need will always be there.

Here are some tips to strengthen your spirit during your personal time:
• Go for a long, quiet walk
• Take a relaxing bubble bath
• Read an inspirational book
• Take a vacation
• Exercise, work out
• Take a class to learn something ne
• Pamper yourself with a facial, massage, and makeover
• Treat yourself to dinner and a movie

Use common sense and commit yourself to whatever you want to accomplish. Remember that everyone deserves rest. Take time to schedule rest time and your body will thank you.

Thank you for joining me for AP Magazine and remember, make every minute count!

KNOWING WHAT'S YOURS: RECLAIMING YOUR SCHOOL'S CABLE CHANNEL

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ABSTRACT

When a cable channel operated by a school is returned for use to the local cable franchise, is that a permanent decision? This study provides details of one school's experience of actually reclaiming their cable channel some 13 years after relinquishing it to the local cable company. Even more interesting in this specific case is that the reclamation by the school was with a cable company that had acquired the franchise agreement, thus accepting a previous channel alignment. Paramount within this study is the idea of understanding what the school is entitled to by way of the local cable franchise agreement. Furthermore, the importance of actions undertaken by department and upper administrators, as well as station advisors, in the station's well-being and continued operation is exemplified by examining the roles of the various constituents representing the school, city, and local cable company, as is presented in this discussion.

PEG Channels means the public channels, educational channels and government channels provided by [the cable] Company on the cable system under the Franchise, [an] Acceptance Agreement, or applicable ordinance, and shall include leased access channels provided pursuant [to such]. (City of Denton, Acceptance of Terms, March 23, 1999a, p. 15)

INTRODUCTION

In Denton, Texas, a city of over 100,000 people as of 2005 (with official numbers at 90,200 as of 2003, source: http://cityofdenton.com/pages/populationeco.cfm, accessed December 5, 2005) located in the Dallas-Fort Worth metroplex, the PEG channels on the city's cable system are comprised of governmental, public, and education access. A college town with more than 40,000 students in attendance at two major state-supported universities, the educational channels are utilized by Texas Woman's University and the University of North Texas. But, this has not always been the case since the establishment of cable services in Denton in 1979. Thus lies the premise for this study: when a cable channel operated by a school is returned for use to the local cable franchise, is that a permanent decision?

This discussion provides details of one school's experience of actually reclaiming their cable channel some 13 years after relinquishing it to the local cable company. Even more interesting in this specific case is that the reclamation by the school was with a cable company that had acquired the franchise agreement, thus acknowledging a previous channel alignment from 1998. Vital within this study is the idea of interpreting what the school is entitled to by way of the local cable franchise agreement. Detailed in this discussion is the importance of actions undertaken by the school representatives in the station's well-being and continued operation as well as the input from the various constituents representing the city and local cable company

THE HISTORICAL CONTEXT

On October 31, 1979, "Mayor Bill Nash threw the switch to turn on the Golden Triangle Communications cable television for Denton. Golden Triangle Communications [was] a partnership formed by a subsidiary of the Denton Publishing Company and Cox Cable Communications of Atlanta, G[eorgia]" (Patterson, October 31, 2004, p. 3A).

By 1988, the local cable television franchise agreement between the City of Denton, Texas and Sammons Communications, Inc. (who had acquired the local cable franchise) clearly established the three initial PEG channels designated for use by the University of North Texas, Texas Woman's University, and for Public Access/Local Organization. These access channels, part of "five original channels for public programming, educational programming and governmental programming," were to be made available "for non-commercial use to qualifying applicants without charge" (City Council, 1988a, p. 15). This franchise agreement followed a prior Memo of Understanding of 1986 that was under the auspices of Cox Cable, the original cable company operating in Denton (J. Cabrales, personal communication, October 9, 2002). The channel line-up for 1988 is detailed in Figure 1.

Figure 1: 1998 Channel Line-Up

Exhibit 4

BASIC PROGRAMMING MIX AND CURRENT CHANNEL ALIGNMENT:

Station	Affiliate	Cable Channel	Programming Services
KDNT	PBS	2	Public Broadcasting
ESPN		3	Sports
KDFW		4	Network Programming
KXAS	NBC	5	Network Programming
	CBN	6	Family Oriented
USA Network		7	
WFAA	ABC	S	Network Programming
WGN	IND	9	
CNN Headline		10	24 Hour News News
KTVT	IND	11	

		12	Local Weather/Radar
KERA	PBS	13	Public Broadcast
KDAF	IND	15	Independent
WTBS	IND	17	Independent
KXTX	IND	18	Independent
		19	Texas Woman's Univ.
Cable Value Network		20	24 Hour Shopping
KXTA	IND	21	Independent
	CNN	23	24 Hour News
		25	Local Organization! Public Access
KDFI	IND	27	Independent
	FNN	29	Financial News
	Univision	30	Spanish Language
	C Span	31	
		36	University of North Texas Access

OPTIONAL PREMIUM CHANNELS:

HBO	16	Movies, Sporting
Cinemax	22	Foreign Films, Children's Movies
Disney	24	Children's Programming
HSE	26	Sports
Showtime	28	Movies, Comedy Specials
Lifetime	32	Health, Fitness, Medical Information
The Nashville Network	33	Country Music, Comedy
Nickelodeon	34	Films and Cultural Arts and Events, Children's Entertainment Programming
MTV	35	24 Hour Video Music

Source: City Council, City of Denton. (November 15, 1988b). <u>Cable Television Franchise Agreement between The City of Denton, Texas and Sammons Communications, Inc.</u> (Ordinance No. 88-189, Exhibit 4, Basic Programming Mix and Current Channel Alignment). Denton, TX.

Between 1986 and 1988, both the University of North Texas (UNT) and Texas Woman's University (TWU) began utilizing their respective channels, according to Scott Cook, former NTTV (North Texas Television) Manager from 1986 to 2004 (S. Cook, personal communication, November 22, 2004). While the University of North Texas has maintained its operation, Texas Woman's University relinquished its channel allowing Sammons Communications to "utilize that channel in their basic services"

on November 29, 1989. This arrangement was to terminate November 1, 1993. But, due to what was claimed as a result in changes in cable company ownership (the local franchise was taken over by Marcus Cable, that later became Charter Communications), the channel was not returned (B. Palmertree, Letter to Charter Cable, May 29, 2002). Furthermore, Bill Palmertree, vice president for information service at TWU, stated that the agreement of 1989 was "drafted to allow the [cable] company to use Channel 19, then TWU's public channel, for three years to help build Sammon's infrastructure in the area" (Chancellor, T., July 23, 2002, p. 1A). It should be noted there was also an agreement made stating that Sammon's Communications would compensate TWU in the amount of $5,000 per year for use of the channel up to a certain date. This though cannot be substantiated, nor are any records available showing such payments were ever made (J. Cabrales, personal communication, September 11, 2002).

Twelve and one-half years later on May 29, 2002, Texas Woman's University informed Charter Communications of their request to reinstate the "full access channel for TWU use not later than September 1, 2002." The university further stated that it intended to begin programming shortly after acceptance of the installation to reactivate the channel (B. Palmertree, Letter to Charter Cable, May 29, 2002).

The Dilemma

The initial response by Charter Communications to TWUs request to reactivate the university channel posed a quandary: no open channel capacity! The cable company informed the university it would have to drop other programming on a channel to make room for a TWU channel. Initially, Charter Communications proposed dropping The Weather Channel Radar, located on channel 38. Furthermore, it was stated that since the cable company understood that TWU would not have 24 hour programming upon the initial re-launch of the university channel, that possibly a shared-channel arrangement could be made "until such a time as either TWU can provide 24 hour product or Charter Communications had additional capacity" (D. Matthews, Letter to Texas Woman's University, June 20, 2002).

Needless to say, the idea of proposing to drop the weather radar channel did not sit well with local citizens when this information was released to the public July 23, 2002, in a front-page newspaper article of the *Denton Record-Chronicle.*. Although the article did quote Dusty Matthews, the general manager of Charter Communications, as saying the weather radar channel would be an option, but there may be others, John Cabrales, Jr., public information officer for the City of Denton, stated he had received communi-qués from citizens stating their displeasure with losing the local weather radar channel (J. Cabrales, personal communication, September 11, 2002). In defense, Matthews stated that "the [cable] company realizes that weather channels are important to viewers, but that in a college town, TWUs channel would be important. It's not something we would decide based on popularity of either channel" (Chancellor, T., July 23, 2002, p. 7A). Of interest, the local weather radar channel was a non-money making entity.

On July 11, 2002, Texas Woman's University formally requested the assistance of the City of Denton in regaining the use of the TWU PEG channel. In doing so, it was made clear that TWUs intentions were to provide a 24-hour program service on the channel and \a proposed schedule was submitted (see Figure 2) that would begin September 2002 (B. Palmertree, Letter to City of Denton, July 11, 2002).

Figure 2: 2002 Proposed Programming Schedule

TEXAS WOMANS UNIVERSITY
PEG CHANNEL
PROPOSED WEEKLY PROGRAM SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
7:00 AM 7:30 AM	TWU Promotional program Monthly Update					Bulletin Board (30-minute loop)		7:00 AM 7:30 AM
8:00 AM 8:30 AM 9:00 AM 9:30 AM 10:00AM 10:30AM 11:00AM 11:30AM	Bulletin Board Bulletin Board (30-minute loop)	Instructional Program	Bulletin Board	Instructional Program	Bulletin Board			8:00 AM 8:30 AM 9:00 AM 9:30 AM 10:00AM 10:30AM 11:00AM 11:30AM
12:00 PM 12:30 PM	Instructional Program	Monthly Special event	Instructional Program	Monthly Special event	Instructional Program	Promotional program(repeat) Monthly Update (repeat)		12:00 PM 12:30 PM
1:00 PM 1:30 PM 2:00 PM 2:30 PM 3:00 PM 3:30 PM	TWU Promotional program (repeat) Monthly Update (repeat) Bulletin Board (30-minute loop)					TWU Athletic event	TWU Athletic event (repeat)	1:00 PM 1:30 PM 2:00 PM 2:30 PM 3:00 PM 3:30 PM
4:00 PM 4:30 PM 5:00 PM 5:30 PM						Bulletin Board (30-minute loop)		4:00 PM 4:30 PM 5:00 PM 5:30 PM
6:00 PM 6:30 PM	TWU Promotional program (repeat) Monthly Update (repeat)							6:00 PM 6:30 PM
7:00 PM 7:30 PM	Instructional Program	Performing Arts	Instructional Program	Performing Arts (repeat)	Instructional Program	Performing Arts (repeat)	Performing Arts	7:00 PM 7:30 PM
8:00 PM [to] 7:00 AM	Bulletin Board (30-minute loop)							8:00 PM [to] 7:00 AM

Source: B. Palmertree, Letter to City of Denton, July 11, 2002.

(For comparison, a current programming schedule for NTTV, the University of North Texas channel, is provided in Appendix A.) It was also at this time the City of Denton said it would make an argument in favor of a stand-alone channel for TWU (J. Cabrales, personal communication, September 11, 2002).

As an item for discussion, Charter Communications informed the City of Denton on September 3, 2002 that the connectivity between the TWU studio and the local cable system would be completed no later than the week of September 8, 2002 to "allow TWU to air programming from their studio on the Charter cable system." Charter Communications further stated: "We are certainly aware of our obligation to provide TWU with a channel" (D. Matthews, Letter to City of Denton, September 3, 2002). It was in this same discussion that Charter Communications raised another point concerning channel availability. In the process to launch a Hispanic tier on the cable system in Denton, it was discovered there was an additional channel available. At

this point, Charter claimed they were investigating a scenario that, if technically feasible, would result in a win for everyone. It consisted of:

…TWU would have control over The Weather Radar as well as their own programming. [Charter Communications] would make it possible for TWU to air radar when they were not airing their own programming. [Charter Communications] would also make it possible for TWU to remotely switch off their programming in the event of a bad weather situation. (D. Matthews, Letter to City of Denton, September 3, 2002).

With this arrangement, it would be TWUs responsibility to determine when to switch from regular programming to the weather radar during inclement conditions. Furthermore, it could be purported that TWU would be "blamed" as to the reason why the weather radar channel was being replaced (at least for some if not all of the programming day) by TWU programming.

Charter Communications also offered to air TWU programming on the local public PEG channel until such a time that full service from TWU would be available. As noted earlier, while TWU had provided the City of Denton with a proposed 24-hour program schedule (as detailed in Figure 2) that would begin in September 2002, Charter Communications wrote that TWU had told them "they will not have 24 hour programming during the first half of the school year and that their programming would increase throughout the school year" (D. Matthews, Letter to City of Denton, September 3, 2002). This then offered an alternative whereby until TWU commenced full-time programming, its outlet would be on the local public PEG channel and the weather radar could remain full time until TWU took over its channel.

Two days later, the operations manager for Charter Communications provided a brief update to Texas Woman's University regarding the status of the connection between TWU and the cable company located in downtown Denton. At this point, it was estimated that the activation of the channel, via a fiber optic connection, would be had by Monday, September 16, 2002 (Charter Communications, Letter to Texas Woman's University, September 5, 2002).

Then, on Friday, September 6, 2002, Charter Communications called the City of Denton to inform them that there was possibly another channel available. This channel would be in addition to the channel discovered earlier that was being proposed for a Hispanic tier on the current cable system in Denton. At this time, a meeting was scheduled with all parties concerned to be held September 12, 2002 (J. Cabrales, personal communication, September 11, 2002).

THE SOLUTION

At the scheduled meeting held September 12, 2002 between Charter Communications, Texas Woman's University, and the City of Denton, it was announced that an additional PEG channel would be added to the Denton cable system. If a fiber connection was allowed within the current broadband capacity, this could provide forthree to five inputs, as was being proposed for the aforementioned Hispanic tier. Additionally, one additional "channel" was being proposed at either channel 97 or adjacent to the current PEG channels (possible channel 23 or 24). At that time, it was made clear the TWUs channel must be located within the basic tier to provide for a "must carry" arrangement (J. Cabrales, personal communication, September 13, 2002).

On Friday, September 27, 2002, Texas Woman's University commenced program-

ming to the City of Denton via the local cable system on Channel 32, the first such service since November 1989. (See Appendix B for the current channel line-up for Charter Cable in Denton, Texas.) Cable bills for the service period of November 6, 2002 through December 5, 2002 promoted the initiation of Channel 32:

Charter Communications is proud to announce the addition of full time programming provided by Texas Women's [sic] University – The TWU Channel is now available on cable channel 32. QVC has moved to cable channel 97. (Charter Communications, October 26, 2002.)

To date, the resumed programming has consisted of campus announcements and promotions via an enhanced billboard of still images and video clips with a music background. The TWU TV webpage (as shown in Figure 3) as of November 30, 2004, was promoting "TWU Pioneer TV."

Figure 3: Pioneer TV/Channel 32

PIONEER TV / CHANNEL 32

Pioneer TV Channel-32 operates a video graphic bulletin board 24-hours a day, seven days a week to provide the Denton Community with information regarding educational opportunities and other resources available to community members. Pioneer TV programming is regulated by FCC guidelines for educational access cablecast channels.

Source: http://www.twu.edu/is/PioneerTV.htm, accessed November 30, 2005.

Although the proposed schedule from 2002 (see Figure 2) purported planned programming, as of December 2005 no actual live programming (in addition to the billboard) had begun on the TWU channel. But, recorded productions, such as the senior and graduate student dance concerts and a faculty music concert were broadcast on Channel 32 in 2003 and 2004. According to Jean Mankoff, the TWU Manager of Instructional Technology who oversees Pioneer TV, planned programming did include a recorded lecture series for broadcast in December 2004. Furthermore, she stated that TWUs goal was to add two new productions in 2005, with three or four more production in the following years (J. Mankoff, personal communication, November 22, 2004).

CONCERNS AND CONSEQUENCES

All parties involved in the reallocation of the PEG channel to Texas Woman's University had legitimate and valid concerns:

• For TWU was the importance of once again operating its own cable channel from campus.

• For the local cable company, Charter Communications' concern was focused justifiably on the channel alignment of the local cable channels, particularly those housed on the lowest tier.

• For the City of Denton, its concern was that of supporting the PEG channels per the cable franchise agreement, of which they have a vested interest via their own governmental channel operation.

The consequences for each were varied. If Texas Woman's University was not able to secure the channel, the possibility of ever again having such an outlet would be questionable. Charter Communications, as the operator of the local cable company, had basically three consequences to consider: 1) maintaining its alignment of cable channels, particularly those that are for-profit; 2) meeting its obligation of providing services such as the local weather radar channel; and 3) providing PEG channels as outlined within the local cable franchise agreement. For the City of Denton, its consequences were the concern of both the citizens as to the disposition of the local radar weather channel and Texas Woman's University as to re-acquiring its PEG channel.

CONCLUSIONS

The scenario outlined in this discussion presents an ideal example of the critical role that school representatives, including department and upper administrators and station advisors, can play in the intended operation of such a student outlet as a campus cable channel. Understanding the various functions and responsibilities of each of the constituents representing the school, city, and local cable company, as presented in this study, exemplify the importance of delineating the "status" of one's position.

Furthermore, exploring avenues that might be considered could avail one to advantageous maneuvers, such as reclaiming a relinquished channel. In the end, it really does matter to know what is yours, how to keep it, and if needed, how it could be reclaimed.

APPENDIX A

NTTV Programming Schedule

20:00	MGM	MGM	MGM	MGM	MGM		Post Cognitive
20:30	MGM	MGM	MGM	MGM	MGM		Post Cognitive
21:00	Breaking News	Breaking News	Breaking News	Breaking News	Breaking News	The Brain that Wouldn't Die	NT Scene
21:30	Elvis and Slick Monty	Axion Maxima	One Hit Wonder	Post Cognitive	3's a Charm		NT Scene
22:00	News Replay	News Replay	News Replay	News Replay	News Replay	Educational Films	NT Scene
22:30	Staff Favorite	Staff Favorite	Staff Favorite	Staff Favorite	Staff Favorite	Educational Films	NT Scene
23:00	MGM	MGM	MGM	MGM (Premeire Replay)	MGM	Reefer Madness	NT Scene
23:30	MGM	MGM	MGM	MGM (Premeire Replay)	MGM	Reefer Madness	NT Scene
0:00	Hmls In Denton	Hmls In Denton	Hmls In Denton	Hmls In Denton	Hmls In Denton		
0:15	walden/slamfest	walden/slamfest	walden/slamfest	walden/slamfest	walden/slamfest	National Lampoon	National Lampoon
0:30	Premeire Replay	Premeire Replay	Premeire Replay	Premeire Replay	After Hours Carnival		
1:00	Deadly Cinema	Deadly Cinema	Deadly Cinema	Deadly Cinema	Deadly Cinema	Zilo	Zilo
1:30	Deadly Cinema	Deadly Cinema	Deadly Cinema	Deadly Cinema	Deadly Cinema	Zilo	Zilo
2:00	Breaking News	Elvis and Slick Monty	Post Cognitive	Jordy Boggus Hour	Breaking News	Deadly Cinema	Homeless in Denton Marathon
2:30	Staff Favorite	Staff Favorite	Staff Favorite	Staff Favorite	Elvis and Slick Monty	Deadly Cinema	Homeless in Denton Marathon
3:00	Silly Spider Monkey	Silly Spider Monkey	Silly Spider Monkey	Silly Spider Monkey	Post Cognitive	After Hours Carnival	Homeless in Denton Marathon
3:30	NT Scene	NT Scene	NT Scene	NT Scene	NT Scene	NT Scene	NT Scene
4:00	National Lampoon	National Lampoon	National Lampoon	National Lampoon	National Lampoon	XCW	XCW
4:30	National Lampoon	National Lampoon	National Lampoon	National Lampoon	National Lampoon	XCW	XCW
5:00	Zilo	Zilo	Zilo	Zilo	Zilo	Screening Room	Screening Room
5:30	Zilo	Zilo	Zilo	Zilo	Zilo	Screening Room	Screening Room
6:00	Live & Loud	Live & Loud	Live & Loud	Live & Loud	Live & Loud	Live & Loud	Live & Loud
6:30	Fan's Eye View	Fan's Eye View	Fan's Eye View	Fan's Eye View	Fan's Eye View	Fan's Eye View	Fan's Eye View
7:00	Screening Room	Screening Room	Screening Room	Screening Room	Screening Room	Screening Room	Screening Room
7:30	Screening Room	Screening Room	Screening Room	Screening Room	Screening Room	Screening Room	Screening Room

APPENDIX B

Current Channel Line-Up, Basic Tier
Ft. Worth, TX (05046),64 - Lineup: Denton, TX

Your channel lineup:

0	TV Guide Interactive	Advanced Digital Services
2	KDTN - ETV	Analog Basic
3	KTXA - UPN	Analog Basic
4	KDFW - FOX	Analog Basic
5	KXAS-TV - NBC	Analog Basic
6	KFWD - IND	Analog Basic
7	KDTX-TV - TBN	Analog Basic
8	WFAA-TV - ABC	Analog Basic

9	KDAF - WBN	Analog Basic
10	KXTX-TV - IND	Analog Basic
11	KTVT - CBS	Analog Basic
12	QVC	Analog Basic
13	KERA-TV - PBS	Analog Basic
19	KSTR-TV - TEL	Analog Basic
20	KLDT - IND	Analog Basic
21	CSPAN	Analog Basic
22	Educational Access	Analog Basic
23	KUVN - UNV	Analog Basic
25	Government Access	Analog Basic
26	Government Access	Analog Basic
27	KDFI - IND	Analog Basic
28	KPXD PAX	Analog Basic
29	KMPX - IND	Analog Basic
30	Lifetime	Expanded Basic
32	Educational Access	Analog Basic
33	Home Shopping Network	Analog Basic
34	G4	Expanded Basic
38	TWC-Weatherscan Local	Expanded Basic
39	The Weather Channel	Expanded Basic
40	MSNBC	Expanded Basic
41	CNN	Expanded Basic
42	CNN Headline News	Expanded Basic
43	CNBC	Expanded Basic
44	ESPN2	Expanded Basic
45	ESPN	Expanded Basic
46	TNT	Expanded Basic
47	Fox Sports Net Southwest	Expanded Basic
48	ABC Family	Expanded Basic
49	USA	Expanded Basic
50	The Discovery Channel	Expanded Basic
51	AMC	Expanded Basic
52	A&E	Expanded Basic
53	Travel Channel	Expanded Basic
54	Bravo - East	Expanded Basic
55	BET	Expanded Basic
56	fx	Expanded Basic
57	Spike TV (TNN)	Expanded Basic
58	CMT	Expanded Basic
59	MTV	Expanded Basic
60	Cartoon Network	Expanded Basic
61	Nickelodeon-East	Expanded Basic
62	The Disney Channel	Expanded Basic
63	VH-1	Expanded Basic
64	El	Expanded Basic

65	The Learning Channel	Expanded Basic
66	Galavision	Expanded Basic
67	Comedy Central	Expanded Basic
68	Sci-Fi	Expanded Basic
69	Turner Classic Movies	Expanded Basic
70	FOX News Channel	Expanded Basic
71	History	Expanded Basic
72	Speed Channel	Expanded Basic
73	TV Land	Expanded Basic
74	TBS	Expanded Basic
75	Food Network	Expanded Basic
76	HGTV/Home and Garden Television	Expanded Basic
77	Outdoor Life Network	Expanded Basic
78	Hallmark Channel	Expanded Basic
97	Animal Planet	Expanded Basic
98	Shop NBC	Expanded Basic

Source: http://www.charter.com/account/lineup/channel_choose.aspx, accessed November 30, 2005.

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INTRODUCTION

In November 2004 I was honored to be selected by the International Radio and Television Society as the Frank Stanton Fellow for distinguished contribution to electronic media education. In my acceptance remarks I suggested that sometimes we miss opportunities for professional collaboration. For example, television stations may hire a consultant to do focus group research on news anchors when a faculty member at a nearby university may be conducting very similar work.

Similarly, a television station may be looking at a way of storing digital copies of news reports while a library nearby may be thinking about a digital news archive project.

We also miss opportunities for an exchange of ideas via our research classes. Sometimes our graduate students may develop information valuable to our various professions, but not necessarily sufficiently theory-driven for our leading journals. That's where Feedback serves a valuable role. For this edition I have put together two such articles from my students. Graduate student Tony Farina confirms the logical suspicion that news/talk radio station shares went up in the past presidential election year, but that increase appears to be listeners seeking validation of choices rather than pure news information.

The second article is from graduate student Vincent Walker. He documents the meteorological credentials of TV weather forecasters, and finds mid-size markets are the ones most likely to air trained meteorologists.

Dr. Mark D. Harmon, University of Tennessee, Knoxville

RADIO LISTENERS SEEK CHOICE VALIDATION IN PRESIDENTIAL ELECTION YEAR

Tony Farina, edited by Dr. Mark D. Harmon, University of Tennessee, Knoxville

Talk radio has become an important medium Americans use to "inform themselves about public life" in a new media age. This may be due to hectic daily schedules, long commutes in cars, short attention spans, the need for instantaneous combinations of news and entertainment, and the ability to voice and to reinforce one's political beliefs (Barker, 2002).

Barker (2002, p. 93) relies on "the constructionist school of

political communication" to explain why people are drawn to news/talk radio programs. This school postulates that people construct a social reality by drawing correct and incorrect inferences about reality from the messages to which they are exposed. It is an indirect model of efficacy priming, where efficacy is primed in audience members by creating a message environment where audience members infer that their political views are legitimate and popular (Neuman, Just, and Crigler, 1992).

If this is the case, then it is likely that news information during an election year could be more interesting to people than news information during a non-election year. Furthermore, it seems likely that presidential election-year politics would drive audiences to talk radio for information, arguments, assurances, or even just a "pep talk" for their side. One would expect talk radio stations' share of audience to be higher in 2004 compared to the same figure for 2003. This project tests that assumption.

LITERATURE REVIEW

Bennett (2002) cautions against asserting too much political power to talk radio. He points out that most Americans say they do not listen to political talk radio. In 1996, more than three of five persons reports never tuning to them, roughly two-thirds eschewed listening in 1998 and 2000. Less than ten percent report regularly listening to these broadcasts, and these numbers appear relatively stable.

Talk radio, however, was viewed as a "growth stock" in the early 1990s. Talk shows were credited with halting the congressional pay raise in 1989 (Katz 1993), playing an important role in Campaign '92 (Diamond, McKay, and Silverman, 1993), stymieing cabinet appointments in 1993 (Page 1996), and aiding and abetting the GOP's takeover of Congress in 1994 (Bolce, DeMaio, and Muzzio, 1996).

"The story is different, however, in the decade's second half. Talk programs were not a significant force in the 1996 Presidential elections, probably because the major-party candidates relied on mainstream media to reach the electorate (Just 1997), and these shows appeared to have little impact on the outcome of the 1998 congressional elections (Abramson, Aldrich, and Rhode, 1999). An initial assessment of the media's role in Campaign 2000 give scant attention to PTR (political talk radio) shows (Hershey 2001). Early rosy assessments of the medium soured considerably (cf. Rehm 1995 with Rehm 1996). Moreover, fewer people appear to have been tuning in lately" (Bennett, 2002).

It certainly is possible that 2000 and 2004 audiences wanting an edgy, opinionated, and entertaining view of presidential politics drifted toward websites, including news/talk station sites. Based on *Arbitron* webcast ratings in November of 2000, www.wabcradio.com "topped the *Arbitron* Webcast ratings with 369,500 Aggregate Tuning Hours (ATH) – the sum total of all hours that listeners tune to a given channel" (U.S. Elections, 2001). Geoff Rich, executive vice president for New Media, ABC Radio, attributed some of the credit to the 2000 election. (U.S. Elections, 2001).

"Other news/talk/information webcast information webcast channels ranked in the top 25 were Seattle-based KVI-AM (www.570kvi.com), streamed by Activate and Global Media, which ranked with 219,600 ATH. Real Broadcasts Networks streamed a number of news/talk/information channels, including San Francisco-based KSFO-AM (www.ksfo560.com), which ranked eighth with 177,000 ATH; Dallas-based WBAP-AM (www.wbap.com) ranked 11th with 171,300, ATH; Chicago-based WLS-AM (www.

wlsam), ranked 17th with 149,900 ATH; and San Francisco-based KGO-AM (www.kgoam810.com), ranked 23rd with 121,600 ATH" (U.S. Elections, 2001).

In reference to general internet use and the 2004 Election, comScore Media Metrix also showed increased use levels of political related internet sites (Mudd, 2004). "More than 25 million Americans – roughly one out of every six Internet users – visited the Politics category in October 2004. With each of the candidates' Web sites earning the number one spot in three of the last six months, the race was as close online as it was overall" (Mudd, 2004).

Along with the internet, some news-orientated television shows experienced higher audience levels during the 2004 election (News, 2004). "The Daily Show with John Stewart" hit another ratings high with its coverage of the recent Republic National Convention. The Comedy Central mock-news program averaged 1.4 million viewers during its "Indecision 2004" coverage from Aug. 31 to Sept. 3, making it the most-watched week in the series' history. Delivery of total viewers grew 87 percent over the same period last year and 24 percent versus the year-to-date average. Among The Daily Show's audience of adults 18-34, the series won the 11-11:30 pm time slot against the other cable news networks every night except Sept. 2, when President Bush spoke. The Daily Show took second place behind Fox News Channel" (News, 2004). This viewing pattern appears to be election related.

Billboard magazine in late 2004 declared "the typical yearly cycle for stations in the news/talk format is to get a share boost during the fall survey, especially during quadrennial elections since they take place within that survey period, and then for those shares to drift slowly down through the remaining quarters and to grow again, after the summer book, in the next fall survey" (Sanders, 2004).

Other trade press articles have attested to election-correlated audience increases for AM talk stations WABC, New York; KFI, Los Angeles; KOA, Denver; and WKRC, Cincinnati. The trend was not universal; shares were flat or lower for WLIB and WOR in New York as well as WLW in Cincinnati (Hudson, 2004; Bachman, 2004; Saunders, 2005; Bird, 2005).

HYPOTHESIS

This study will compare Fall 2003 Arbitron radio station 12+ age group audience share data to Fall 2004 Arbitron radio station 12+ age group audience share data. Share is defined as the number of people actually listening to the radio at a given time, who are listening to a specific radio station. The hypotheses are that the Arbitron shares of news, talk, and news/talk radio stations will increase during an election period, in this case Fall 2004 compared to Fall 2003. Validation of this hypothesis would support the consensus found in the trade press that presidential elections boost the share of news, talk, and news/talk stations.

METHODS

This research used share data for all radio stations classified by Arbitron as News, News / Talk, Talk, Christian Talk, Spanish News / Talk, and Spanish Talk in 70 randomly selected markets, out of the 293 United States markets surveyed by Arbitron. These data were retrieved from the "Ratings" section of www.radioandrecords.com.

Eventually the researcher had to select 83 random market rankings to get an actual

sample of 70 markets. That was because some randomly-selected markets' data were not available on www.radioandrecords.com. Some markets do not allow the Arbitron results to be posted because they are for private use only. Other market data are embargoed because of improper sales use. Some were not available because of format changes or other uncontrollable factors

The researcher conducted an SPSS power analysis to figure out how large the sample size needed to be, in order to achieve a ideal power rating of 0.8. That minimum number was 70 cases. Obviously, the higher the number of cases, the higher the study's power level will be.

FINDINGS AND DISCUSSION

The mean audience share of all 335 News and Talk format stations did indeed increase at a statistically significant level, rising from 2.447 in Fall 2003 to 2.814 in Fall 2004 (paired sample t-test, t=6.590, p < .000). The same pattern held true for the 57 Talk stations, rising from 2.193 to 2.519 (t=2.159, p =.035). The 222 News/Talk combination-format stations rose from 2.847 or 3.297 (t=6.262, p<.000).

Only 24 pure News format stations were in the sample. That small sub-sample contributed to a finding that the small share increase from 1.658 to 1.733 was statistically insignificant (t=.918, p=.368). This finding, added to the significant results for Talk-only formats and News/Talk combinations, supports Barker's invocation of "the constructionist school of political communication" regarding talk radio. It appears listeners, at least in presidential years, are not seeking much more pure radio news but are seeking validation and expression of existing beliefs.

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MARKET SIZE AND WEATHERCASTER CREDENTIALS

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Television stations throughout the nation hire persons with varied credentials for the position of on-air weather forecaster. While we know the main educational degree categories for the on-air weather forecasters, do we know if the market size has any effect on the educational background?   This study sets out to try to answer that specific question. Research has begun to explore the world of local newscasts' weather forecasters. Only a small amount of research, however, has examined on-air weather forecaster degrees.

LITERATURE REVIEW

One of the important aspects of local television news is the local weather forecast. Jim Willi, president of a media-consulting firm says, "weather is the most important item in the newscast." Research done by Willi's firm shows that weather ranks highest in audience importance in the local news, scoring a 86 out of 100, where crime is the second highest, scoring 10 points below weather (Galetto, 97).   Thus, it is important to look at who is actually producing and imparting these on-air weather forecasts.

Recognizing the difference between meteorologists and weathermen was a crucial aspect of this project. A meteorologist possesses a degree in meteorology. Someone who does not hold a degree in meteorology, yet still gives the weather report on television is a weatherman. Television weathercasters with degrees in meteorology are becoming more common, but this wasn't always the case (Greppi, 2004).

In the mid 1990s only about half the people giving the forecast on television were meteorologists (Mirsky, 96). The American Meteorological Society (AMS) in 1995 produced a survey that asked meteorologists in all different television market sizes about their job.   A complaint that held throughout all the markets was the influence of non-meteorologists working as weathermen on television (A.M.S, 1995). Even in top markets, sizes 1-9, meteorologists believed station management was looking for more flash than substance. "Flash" was cutting down on the meteorologists filling the on-air positions (A.M.S Survey, 1995).

Other concerns about weathercaster education levels came out

of Mississippi State University in 1987. Mississippi State developed a two-year program designed to teach weather forecasting (Galetto, 1997). Experts did not believe that this program taught enough meteorology to call its graduates meteorologists. This led to the problems of who is really a meteorologist; specifically should graduates of the Mississippi State program be considered meteorologists. People working in the field who had their degree in meteorology did not believe that these graduates should be labeled on-camera as meteorologists (A.M.S Survey, 1995). One chief meteorologist out of Buffalo N.Y. even went as far as calling the Mississippi State program "crapola" (Galetto, 1997).

Another common area of concern in the 1990s and even lingering today is the seal of approval given to on-air qualified candidates by the A.M.S (Galetto, 1997). This seal is given only to people who have met minimum requirements in the meteorological field, like a degree in meteorology or a related science, or at least 20 semester hours in one of those fields. Recipients must also have at least two years of on-air weather forecasting to apply for this seal. In 1997, Todd Glickman, who works for the AMS, said that 60-70 percent of the people who had this seal of approval had a degree in meteorology (Galetto, 1997). Throughout the 1990s this number of only 60-70 percent was believed to be too low, and meteorologists in the broadcast industry attacked the AMS for its lack of requirements to gain a seal of approval (A.M.S. Survey, 1995).

In 2005, to help settle the issue, the AMS is adapting a new certification called the Certified Broadcast Meteorologist Program (CBM), and the first requirement to gain this certification is a college degree in meteorology. By 2008, this seal is expected to become the only approval offered by the AMS (Greppi, 2004). Another seal of approval that is offered in the industry is from the National Weather Association (NWA), but this seal does not have the same high standards of the AMS seal, and is easier to attain for on-air weather forecasters. Because the U.S. government doesn't offer any seals of approval in the field, and the other seal of approval offered by the NWA has minimal requirements, the AMS seal is especially important to understand the qualification of a candidate (Galetto, 1997).

Colleges offering a degree in meteorology also influenced the change to the current state of meteorologists in television. Penn State University offers a class in television forecasting to its students who are interested in television careers (Mirsky, 1996). Students at Penn State learned that even though they aren't trained in communications, a class that teaches the basics of on-air weather is a good way to produce a demo tape to send to the 210 television markets in the country (Clines, 2001).

Even local newspapers sometimes can identify the difference between meteorologists and non-meteorologists. One author stressed the importance of a local news station bringing in a meteorologist instead of just the weekend forecaster to help with a stormy weekend (Frohlichstein, 2003).

According to a survey done at the first worldwide conference of broadcast meteorology in 2004, 78 percent of people responded that their primary education was in meteorology. Of the respondents who said they were employed by a media company, 62 percent said they are called meteorologists on air, while 33 percent are called, in some form or another, weather forecasters (Zaffino, 2004).

Station, network, and cable competition led to the hiring of more on-air meteorologists. One of the first indicators of this was on the national level when CNN's presi-

dent Tom Johnson, in 1993, decided that no more non-meteorologists would be hired for on-air weather positions (Henson, 1993).

Fred Young, who is the senior vice president for Hearst-Argyle, corporate owner of a plethora of local television stations, says about hiring a meteorologist that, "It says to the community we take our job seriously" (Greppi, 2004). Bob Ryan, a broadcast meteorologist for a number of years, argues that when a person is looking to someone for an opinion about a serious issue they turn to someone experienced in that field, a lot like a patient who wants to hear the doctor's opinion, the public wants the meteorologist's opinion (Ryan and Rosenfeld, 2001).

The trend of hiring more meteorologists and fewer non-meteorologists to do local television weather looks to hold into the future, but there is still some hope for non-meteorology majors. National television shows such as Good Morning America are still using the meteorologists behind the camera, but not on camera (Greppi, 2004). While many behind the scenes weather workers on these types of morning shows hold meteorology degrees, there are no meteorologists reporting the weather to the public in the morning on a national level.

According to Michael Bass, Executive Director of the "Early Show" "a lack of meteorology degree hasn't hurt the network morning shows, Morning television is about personality" (Greppi, 2004). The trend of the larger markets using more flash than substance when it comes to the weather has been seen for a while.

Fred Gadomski who taught a college class of on-air meteorology at Penn State University says "If you get your jollies at all from the weather, the best television jobs are at the weather channel and in mid-sized markets where there's large audience interest in the weather, plus you get a fair change to do it." (Mirsky, 1996).

Areas that produce severe weather, have the chance of hurricanes, or have eventful winters are more likely to hire meteorologists (Greppi, 2004). Dating back into the mid to late 1990s the AMS seal for on-air forecasters was most desired in areas that were prone to severe weather and many of these are smaller markets. (Galetto, 1997),

These intense areas tend to draw more meteorologist than non-meteorologists, but beautiful areas aren't just drawing anyone in particular either. Sean McLaughlin who works with MSNBC/NBC spent over fifteen years in areas of the country where the weather was typically not severe, but still believed that his meteorology degree served him well. McLaughlin claims having a meteorology degree gives you more credentials, which makes you more hirable (Greppi, 2004).

Having a degree in a science background is paying off for the employers as well, because they can get more out of their on-air meteorologists than just the daily forecast. WVCB-TV in Boston uses its weekend on-air meteorologist, J.C. Monahan, to cover environmental issues that affect the community. The ability to use a meteorologist to do some reporting allows more topics to be covered, which adds something extra to a station's newscasts (Whitney, 2003).

While the television's ideal on-air weather forecaster has come a long way since 1941 when the first on-air weather forecast was made by a cartoon named Wolly Lamb, there is still a broad mix of people with different educational backgrounds giving the forecasts (Henson, 1993). The ability to understand this mix may come from looking to see if there is a correlation between the market size and the educational degrees of on-air weather forecasters.

HYPOTHESES

Past work shows that on-air weather forecaster's education came in various areas, but the three main areas this research was concerned with are meteorology; communications, journalism, or broadcasting; or a degree from Mississippi State. However, to be accurate and complete, an "other" category was added to cover all other options.

Past work suggests that meteorologists are likely to find work most often in medium markets and as the chief forecaster. Those expectations, expressed as hypotheses, are as follows:

H_1 Medium markets hire a larger percentage meteorologists than either small markets or large markets.

H_2 More persons with meteorology degrees are hired for the chief on-air weather forecaster than persons with any other degree.

METHODS

The first step in the research project was collecting data from the various number of television stations. The stations were selected by a random number generator from the website http://www.random.org. This number generator selected two different numbers in every ten increments--meaning two numbers between 1 and 10 and two more between 11 and 20 and so forth all the way until 210 where the television market sizes stop. If the random number generator produced the same numbers in a set of ten, the user redid the process until two different numbers were selected.

This method produced random selected stations, but also it produced a fair representation of all market sizes. Overall, this method produced forty two different market sizes. Once the 42 markets were selected, the researcher then looked at each of the four major network-affiliated stations (NBC, ABC, CBS, and FOX) in each market size. The 42 different market sizes were broken down into three categories of large, medium, and small.

Once the television market sizes were chosen, the researcher studied each individual station to see what kind of educational background its on-air forecasters had. To study each individual station, the first step was to search for the station's website to see if the credentials, including its forecaster education, were offered there. If that step did not produce results, the researcher turned to e-mail to ask the on-air forecasters about their education. If an email address was not present the researcher called the station to find the educational background of the on-air forecasters. Every on-air forecaster at each one of the major affiliated stations (NBC, ABC, CBS, and FOX) in every market selected was studied to find his or her education level.

Once all the data were collected, the researcher entered them into SPSS for analysis. The researcher studied all the different correlation possibilities between the two fields, and linear regressions to see if a linear or curvilinear regression existed between market rank and meteorological credentials of weathercasters.

FINDINGS

The majority of the degrees of on-air weather forecasters were found by looking at the websites of local television stations. The other degrees were found by sending emails to the stations of interest. These two methods resulted in 278 on-air weather forecasters

being sampled in 42 different markets.

In the small-market range of television stations, ranks from 120 to 210, eighteen markets with 54 on-air weather forecasters were sampled. Of the 54 sampled, 25 (46.30%) had degrees in meteorology, 13 (24.10%) had degrees from Mississippi State, and 4 (7.40%) had degrees in journalism, communication, or broadcast. The other 12 (22.22%) had degrees in other fields. Breaking it down to meteorologist versus non-meteorologist, 25 (46.30%) had meteorology degrees while 29 (54.70%) had a degree in something else.

The medium-market range of television stations, ranks 51 to 120, included 14 sampled markets sampled with 112 on-air weather forecasters. Sixty-one (54.46%) had degrees in meteorology, 31 (27.68%) had degrees from Mississippi State University, 9 (8.04%) had degrees in journalism, communications, or broadcast; eleven people (9.82%) had degrees in other fields. In the medium markets the number of meteorologists on-air was 61 (54.46%), while 51 (43.54%) on-air weather forecasters were not meteorologists.

Large-market stations, market size 1 to 50, provided ten sampled markets and 112 on-air weather forecasters. Out of these 112 on-air weather forecasters sampled, 52 (46.48%) had a degree in meteorology, 33 (29.46%) had a degree from Mississippi State University, 11 (9.82%) had a degree in communications, broadcast, or journalism, and 16 (14.29%) had a degree in another field. In the large markets the number of meteorologists on-air was 52 (46.43%), while 60 (53.57%) on-air weather forecasters were not meteorologists.

Comparing the total sample of all three markets, a total of 278 on-air forecasters were sampled, representing 42 different stations within the three market sizes. Out of the 278 people, 138 (49.64%) were meteorologists, 77 (27.70%) had degrees from Mississippi State, 24 (13.48%) had degrees in communications, journalism, or broadcast, and 39 (14.03%) had degrees in other fields. This exhibits that the percentage of on-air weather forecasters that had a degree in meteorology was 49.64%, while non-meteorologist giving on-air weather forecasts was 50.46%. These figures point out the balance in the local televisions' on-air weather forecasters' educational backgrounds. The highest percentage of meteorologists did lie in middle markets proving the first hypothesis to be true. The independent variable was set as the market size and the dependent variable was set as having a meteorology degree. The result showed a significant correlation with a value of .000. A curvilinear regression was also run with the same settings, and that also showed a significant relationship.

Large markets had the highest percentage of on-air forecasters with a degree from Mississippi State with 29.46%, while medium markets finished second with 27.68% and finally the smaller markets with 7.4%. Running a linear regression comparing all markets to having a degree from Mississippi State showed that there was also a significant correlation.

In the category of communication/journalism/broadcast, large markets led the way, with 9.82% of surveyed on-air forecasters having one of these degrees. Medium markets placed second with 8.04% and third the small markets with 7.4%. A linear regression in this category showed a correlation with a value of .046.

Small markets led the way with on-air forecasters in the "other" degree category, with 22.22% of on-air forecasters falling into this category. This was followed by large

markets with 14.29% and finally the medium markets with just 9.82%.

Regarding the chief or lead (daily, evening) forecaster, this research only looked at whether his or her degree was in meteorology. A total of 65 chief on-air forecasters were sampled. Looking at the chief meteorologists' educational degrees showed that the greatest percentage of chiefs with degrees in meteorology was in the medium markets with 59.36%, followed by the large markets with 52.63%, and finally the small markets with 42.89%. The total amount of observed on-air station chief forecasters showed that 53.85% had degrees in meteorology, 32.31% had degrees from Mississippi State, 3.08% in communications, journalism, or broadcast, and 10.78% in the other category. Therefore, hypothesis two was true as well. A meteorology degree had a significant relationship with market rank.

DISCUSSION

One of the biggest limitations of this project was in the small market size. A great deal of the small markets did not have local affiliates for every network. Fewer stations meant fewer forecasters. Other limitations also presented when collecting the data. A number of biographies or e-mails did not provide the educational degrees and some forecasters did not return phone calls. However, this was not a great limitation because it did not occur often. The only other limitation due to the survey was that the researcher had to take what was e-mailed or found on the websites to be truthful.

This project showed that market size does correlate to what educational degrees the on-air forecasters have. Medium markets hired the highest percentage of degreed meteorologists. Large markets have larger weather staffs and can afford the luxury of a long-time announcer-turned-weatherman on camera while trained meteorologists work off camera or in lesser roles. Medium markets likely can offer the salaries to draw trained meteorologists away from small markets.

Another area to examine is whether markets in volatile weather areas (tornadoes, hurricanes, blizzards) hire more degreed meteorologists. Further research also should delve into what the public wants to see on television and whether the public understands the difference in who is presenting the on-air weather forecasts.

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DISTORTION IN NEWS COVERAGE AND THE FACE OF THE ENEMY

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Unlike other types of media that are primarily intended for entertainment, the news is seen as a dependable, reliable, and accurate informative device. News exists to keep the public educated about events in their world, including crime and violence. Crime shows such as *Dragnet* and *Law and Order* might open with a serious disclaimer such as "These stories are real," "ripped from the headlines," or a similar variation; but most viewers understand that these shows are dramatizations. News, however, is expected to be straightforward, factual, and honest. The names have not been changed; and while a viewer will not get an extensive explanation of a single story, news is perceived as what the public *needs* to know, not entertainment.

While news may be useful, a problem arises when news distorts the truth. Following the mantra "if it bleeds, it leads," news reporters tend to cover the most violent, horrific, and sensational stories possible. Crime becomes the most popular topic of news, and consequently viewers might gain an irrational sense that crime is far more prevalent than it really is. News also has the ability to shape perceptions about villains and how we perceive the "bad guy," or the villain. This is an extension of our understanding about crime, and what Barry Glassner (1999) calls "the culture of fear." Once the distorted coverage in the news shapes the audience's belief that the world is more dangerous than it really is, audiences can be susceptible to the news shaping their perceptions about criminals. This is particularly evident in the examination of race and ethnicity. By appealing to cultural scripts, news coverage deliberately presents a distorted image of minority criminals that perpetuate stereotypes. By exploring how news coverage influences perceptions about crime, the types of cultural scripts that are disseminated through the news, and looking at specific examples of this distortion in print media, it becomes clear that the public's awareness of crime (especially violent crime) is constructed in an incomplete and distorted manner.

Television news is a popular source of news information. According to Sheley and Ashkins (1981), 14 percent of their sample claimed reliance on television news as their primary source of news, with 47 percent watching frequently. A more

recent study by Potter and Gantz (2006) suggests that 43 percent of viewers rely on television news as their primary source of news. While there is a strong dependency on television news, crime is greatly distorted in newscasts: in fact, murder receives 90 times the coverage of other major offenses (Sheley and Ashkins, 1981) and up to 73 percent of all lead stories on local and network news are devoted to natural disaster or crime (Medved, 2000). In local newscasts from the Denver area, violence accounts for more than 40 percent of local newscasts on a relatively quiet news day (Trigoboff, 1998). While percentages can sometimes be misleading, Steinberg cites that the number of murder and homicide stories in the news jumped an astounding 633 percent over the last ten years, while the actual murder rate was nearly cut in half (Steinberg, 2000). 50 percent more people are laid off each year than are victims of crime, but layoffs rarely receive comparable news coverage (Glassner, 1999, p. 28).

While coverage of crime is going up, the length of time devoted to each crime is going down. Television news clips are becoming increasingly shorter, which allows less time for context or background information. In order to hold the audience's attention, camera shots have become shorter and more frenetic. In the 1950s, the average camera shot lasted 35-50 seconds. By the 1990s, the average shot was five seconds (Medved, 2000). Sound bites also have been reduced to the point that gleaning any real information from them is nearly impossible. Television news is not the only medium that has reduced the time spent on each story. Even in newspapers, coverage of violence (especially international violence) is limited in quantity and context. Only 10-11 percent of coverage in hometown newspapers was classified as thematic stories, which provide in-depth, analytical coverage that helps the reader understand the issue (Horvit, 2003).

Researcher George Gerbner argues that this distorted representation of violence on television leads to "the mean world syndrome," that occurs when people who watch significant amounts of television are more likely than others to believe that crime rates are rising, and that they are likely victims (Glassner, 1999, p. 44). People feel afraid, insecure, and demand protection against imaginary or unlikely dangers - protection that often comes in the form of guns (Glassner, 1999, p. 45).

As a culture, we construct narratives and myths that we use to define our lives. We create stories, patterns, and formulas to understand who we are in relation to others and the world around us. Media in general (and news specifically) can have a significant influence in shaping these narratives and scripts and our perceptions of the world. A script is defined as "a coherent sequence of events expected by the individual, involving him either as participant or an observer" (Gilliam and Iyengar, 2000, p. 561). Glassner (1999) also notes that crime news scripts have distinct elements: innocent, likable victims, uncaring brutes for perpetrators, and shocking, easy to relay details (p. 24).

These scripts can become so ingrained that when an element is missing, viewers automatically fill in what should be there. News reporters do not need to explicitly refer to every element of the story; through years of repetition, a deliberate enthymeme is constructed where the viewer knows what to expect and can fill in the missing parts. If these patterns are violated, viewers can become disoriented. For example, when a Hollywood movie does not have a Hollywood happy ending, audience members may feel disappointed or upset. Most Americans could describe a Disney prince or princess even if they have not watched the movies since childhood. We know these cultural scripts subconsciously.

Television news presents us with a formulaic script as well, as shown in the research by Gilliam and Iyengar (2000). The crime news script begins with announcement of a crime, moves to crime scene coverage and interviews, and ends with the identity and apprehension of the suspect. Gilliam and Iyengar analyzed elements of the crime story as a narrative script with two distinct elements: first, that all crime is violent; second, that episodic reporting requires a "cast" of characters, namely the suspect. Due to the visual nature of the medium, the suspect is often identified by race or ethnicity. In fact, over half of all news crime reports make explicit reference to the race or ethnicity of the suspect (Gilliam and Iyengar, 2000).

In Gilliam and Iyengar's study, participants were divided into three random groups to view a 15 minute local newscast with the same crime report: the first group saw the perpetrator as an African-American male; the second group saw the exact same story with the perpetrator digitally enhanced to be a Caucasian male; the third group saw the same crime story with no reference to the perpetrator. The reactions of both Caucasian and African-American subjects were examined. Of the third group, more than 60 percent who watched the story without a perpetrator recalled having seen a perpetrator, and 70 percent of these people identified the perpetrator as being African-American. In fact, this group had not seen any perpetrator.

Clearly, the story structure of the news and the frequent references to race affect the way that crime is perceived in the real world, and conditions attitudes towards race and ethnicity. Even when a perpetrator is not present, viewers compensate with what they think should be there. A dependence on formulaic television news causes viewers to fill in the script, which can condition attitudes towards crime and race. In fact, seeing a black perpetrator in the news increased the percentage of whites who endorsed racist ideas from 40 percent to well over half after a single viewing (Gilliam and Iyengar, 2000). The limited time for news clips means limited context, which further perpetuates racist ideologies.

Another cultural script is the dichotomy of good versus evil, hero versus villain, right versus wrong. One prominent example of a cultural villain is Osama Bin Laden. Prior to September 11, 2001, Bin Laden was presented in a normal, straightforward, unaltered manner (see Appendix A). After September 11, Bin Laden was presented as demonic, evil, and a hunted target in the mainstream media. From crosshairs on his forehead to bright red filters over his face (Appendix B), the news made no secret of their bias. News may claim objectivity, and the Constitution contains clauses to prevent slander and libel in the news; but apparently this does not apply universally. The news presented the events of September 11 in such a way that guilt was automatically rendered and revenge was the only option. In the weeks following September 11, the idea of a non-military course of action was not even mentioned in the news.

News can clearly shape perceptions of crime rates as well as perceptions of race. News coverage presents us with a nameless, faceless enemy with little context or background information. Since the presentation is so limited in time and content, background information is seen as unimportant. Since audiences are expected to piece together the rest of the story, stereotypes become encouraged and supported. In schools, airports, and other public spaces, Arabs became a target for discrimination and harassment following September 11, 2001. In part, this is because the news presented a very biased and nationalistic image of Arabs. The notion that all Arabs hate America and are part

of a terrorist plot is not uncommon. When audiences are presented with these sorts of images (such as a faceless Arab burning an American flag or children cheering in the streets after killing and burning American civilians) but few other perspectives, it becomes easy to see how all Arabs become targets for harassment.

This distorted and discriminatory perspective is not only limited to other ethnicities, but to races as well. During the OJ Simpson trial, *Time* magazine digitally darkened OJ Simpson's mug shot to make him appear more "black." The digital manipulation might have gone unnoticed if *Newsweek* had not come out with the exact same cover image in the same week, only with an unaltered picture. *Time* faced massive criticism from media scholars and the public for digitally altering the image and eventually issued an apology. *Time* was playing into the myth already established by news coverage that African-Americans are more likely to be criminals. Through a mental enthymeme that "black means sinister," *Time* magazine was making explicit what news has been made implicit by covering primarily crime stories involving minorities. *Time* magazine did issue an apology, but it is easy to see how the altered cover would make OJ seem guiltier in the eyes of the public.

African-Americans are also underrepresented as victims. More black men are victims of crime than they are criminals, but they are disproportionately presented as the perpetrators (Glassner, 1999, p. 109). The media also pay far more attention to whites and women as victims of crime (Glassner, 1999, p. 109), even though a black man is about eighteen times more likely to be murdered than a white woman (Glassner, 1999, p. 112). These stories simply are not covered in daily news to any significant extent; the crimes are seen as commonplace and uninteresting to most audiences. However, under-reporting of black victims has consequences: whites appear to be more common victims of crimes by blacks, which fuels whites' fears of black criminals that support racist ideologies (Glassner, 1999, p. 113). While crimes committed by African-Americans (especially against whites) garner attention in the news, crimes against African-Americans go unnoticed. Across America, 20-30 percent of racial or ethnic minority college students report being physically or verbally attacked during their college careers (Glassner, 1999, p. 121). Nationwide, this news goes unreported. When blacks are regularly portrayed as the criminal and rarely the victim in the news, a face of the enemy is constructed: the black male as a threat to whites and women.

Another character in the script of hero versus villain is the "good guy." Television news clearly makes judgments on what is right or wrong in a nationalistic perspective. Coverage and photographs of George Bush in the mainstream news frequently portray him as the good guy (Appendix D). On the cover of *The Economist*, Bush is photographed in a serious, straightforward profile in front of an American flag, which sets him up to be the hero out to rid the world of evil. Many people find this hero role apparent in Bush's frequent comic portrayal as a gun slinging cowboy out to preserve the values of the old west. Coverage such as this sets up a convenient "us against them" dichotomy that makes ethnocentrism and nationalism socially acceptable. If viewers never see or hear the context and background of why Iraq, Iran, and North Korea are considered the "axis of evil," it becomes easier for viewers to buy into the hero and villain roles presented to them. This allows audiences to culturally legitimize villainy and stereotypes.

According to a 1997 study by Yale scientist Martin Gilens (Fitzgerald, 1997), class/

economic status ties in to racial perceptions as well. While 29 percent of America's poor are black, newsmagazines presented an alarming 66 percent of poor people as black. With African-Americans making up a minority of the American population, this distortion becomes even more exaggerated. Furthermore, while 42 percent of poor black Americans work, only 12 percent were shown as "working poor" in news magazines. The substantial black elderly poor population was also ignored (Fitzgerald, 1997). This distortion carries over into stereotypes and perceptions about blacks beyond the news.

Fowles (1999) refers to the stereotyped group of African-Americans as the "Dark Other," taking a dominant/dominated Neo-Marxist perspective. Fowles claims that our "othering" of blacks is not due to television, but to other cultural factors and institutions of white domination such as the war on drugs (p. 62-63). "Whites create a representation of the Dark Other fully invested with what they do not like about themselves…by having a Dark Other, they can define themselves contrastingly…the Dark Other is criminal" (p. 64). While this paper does argue that we distance minorities and ethnicities (particularly Arabs) as others to reify a face of the enemy, Fowles does not see any connection between these stereotypes and television presentations of minorities. However, Fowles does not address news at all, which creates a glaring oversight (or a deliberate glossing over) in his argument. Fowles' Dark Other seems more suited to Potter's first myth of media violence, which states that the media has an effect on others but not a personal effect (Potter, 2003). If we perceive of an "other" that is affected by media violence, we can deflect its impact on ourselves.

Likewise, if there is a stereotype of African-American and Arabs as the face of the enemy, whites may be deflected as violent criminals. This deflection retains the dominant white power structure in American society. The corporate-dominated media know this also. African-Americans are rarely shown as the good guy, which further perpetuates the stereotype of villainy. While 17 percent of police officers are African-American in reality, only 9 percent are on television (news or otherwise) (Potter, 2003, p. 109). "Fear mongers project onto black men precisely what slavery, poverty, educational deprivation, and discrimination have ensured that they do not have - great power and influence" (Glassner, 1999, p. 121).

Former network news correspondent Daniel Schorr said that television creates "a reality of its own that may crowd out our real reality" (Glassner, 1999, p. 41-42). News in all forms, whether in magazines, newspapers, or television, distorts the reality of crime and the face of the enemy. Internet news is one of the only mediums that allows the opportunity for further research and easy cross-referencing of news stories on the same topic, which defies the ten-second news blurbs of television and huge headlines with sparse articles in newspapers. However, television news remains popular for acquiring information. After giving the public an irrational fear of crime, news follows scripts that construct a cultural narrative: the hero against the villain, good versus evil. In the news script, the hero is predominantly white, while the villain is black or Arab. Another news script also portrays blacks as the perpetrator, but whites and women are the innocent victims. These scripts become so natural that it becomes difficult to look past them. Clearly, an examination of the differences between local news and national broadcast news might yield entirely different findings. Until coverage of violence in the news becomes less distorted and implicitly racist, these scripts will continue to reify ethnocentric ideologies for audiences.

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APPENDICES

Appendix A:

Appendix B:

Osama Bin Laden: Lycos, 1998
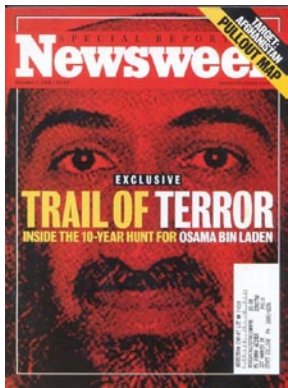
Appendix C:
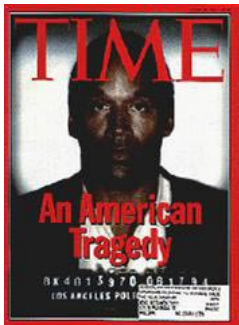
Appendix D:

HARTWIG, R.L. (2005). BASIC TV TECHNOLOGY. DIGITAL AND ANALOG (4TH ED.). BURLINGTON, MA: FOCAL PRESS.

In this book, Robert L. Hartwig breaks down technical concepts into basic chunks of information. He strives to simplify complicated-appearing television production concepts by using simple language and numerous illustrations. He takes his audience into consideration by condensing each concept into several concise paragraphs. There is also a handy glossary in the back of the book simplifying broadcast terms even further. This makes the book a quick read. The diagrams are clear and extremely helpful for understanding the process and the intricacy behind television technology.

Hartwig's book is based on interviews from engineers, professors, and his 30-year background as an educator in this field. Throughout the 192-page book, he covers both analog and digital equipment and terminology in hopes of providing a foundation of understanding for more recent technology. Analog topics include the basics found in most television production books, but each section is written in a more simplified format than most books. Topics include video switchers, waveform monitors, and interlaced scanning. The recent technology portions are especially useful and informative. Hartwig addresses changes, such as the new digital broadcast standards for the United States, and a brief history of the different standards. He covers subjects such as high-definition television, the difference between liquid crystal displays (LCD) and plasma screens, and recent audio technology such as surround stereo systems.

However, the book is not organized chronologically or by analog and digital sections making it difficult for those who just want to knowthe most recent technological changes in the television production field. Another drawback for some people is that the book primarily addresses concepts, and does not address technical difficulties stemming from equipment use, or how to use the equipment. Thus, this book would be of little use as a howto reference for using the technology.

Hartwig's target audience is those with little to no background in television production such as students; although, this book would be useful as a reference guide for television production educators trying to stay abreast of digital changes and challenges in the field. This well-written book would be of use to beginning television production professors struggling with understanding how television technology works, or as a refresher for those who have been teaching for some time.

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COMMUNICATIONS: AN INTERNATIONAL HISTORY OF THE FORMATIVE YEARS BY RUSSELL BURNS

Just looking at the title, it is a misnomer. It's more a history of the *technology* of communications, rather than a history of communications in and of itself. However, if you read the fine-print, you see that it is part of the "History of Technology Series" and then you know more of what you're dealing with. Indeed, much of Russell Burns' *Communications: An International History of the Formative Years* reads like a tech manual, complete with schematics, diagrams, tables and charts.

What the book does have going for it: exhaustively thorough. It covers everything from ancient signaling to the conceptualization and birth of high-definition television (back in the 1930s!) with no minute detail left unmentioned. It's as if Burns took a writing course from Tom Clancy.

Of particular interest are the chapters on wireless communications (starting with the theorists in the late 1800s up to Marconi's invention) as well as the chapters on the development of television.

Television had been theorized almost from the beginning of the wireless age, and the stories of the engineers racing against each other to patent and make available this new technology makes for an informative read.

The background, dealing with ancient forms of telecommunication in the form of signaling, provides good background for the upcoming chapters. But it's in chapter 3, with the move toward electric telegraphy, that the book hits its stride and really takes on relevance. Again, the detail and quality of the research is impressive.

For someone discussing the early history of broadcasting and its origins, there is plenty of good information in this book, dealing with the first radio and television stations. And if instructors are looking to disseminate any information about the theory behind it, Burns does a passable job of putting the technology into terms that the less-technically inclined might be able to understand. However, it's easy to get bogged down in jargon if you're not an engineer, and schematics may cause eye-glaze.

As it only covers the formative years, the book more or less stops with the development of television. Given what has transpired in the last three decades, that's another book all to itself.

Reviewed by Geoff Thompson

DIVERSITY CASE STUDY

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In 2003, approximately 18 percent of TV viewers in the 18-34 demographic and 15 percent in the 18-49 group were Hispanic. (Source: A.C. Nielsen data)

60 percent. of Latinos watch English language Television
40 percent watch Spanish language television

OVERVIEW

Wanted: New ideas to target the growing Latino market.

By far the biggest changes in the media in the next decade will continue to be influenced by the growing Latino market. Television has ignored Latinos for 45 years. It has only been in the second half of the nineties and continuing into the early years of the 21st Century that we have seen increases in Latino programs on English-language television. Throughout the first 40 years of television the numbers were low and constant about 2-3 percent of prime time roles were Latino. In the second half of the nineties that number increased to 5 percent and in 2005 at 10 percent and rising fast

BACKGROUND

What a Niche Audience!

If you're a TV ad buyer, the Hispanic audience must seem impossibly lucrative. Since 1980, the Hispanic middle class has grown by 80 percent. According to some studies, 18-24 year old Hispanics are the most brand loyal demographic segment in the United States. And guess what? The average Hispanic teen spends $320 a month, 4 percent more than the average non-Hispanic, and one out of five teens in the U.S. is of Hispanic descent. Broadcasting and Cable, 3/24/2003

For the first time, according to U.S. Census 2000, the Latino (the U.S. Census uses the term Hispanic) population surpassed the black population in becoming the largest minority in the U.S. The Latino market is growing at a rate of six times faster than the rest of the population. More than one in eight Americans are of Latino or Hispanic decent and younger proportionately than the rest of the population. By the end of the decade estimates say there will be more Latino and black children in this country than white under the age of 12. Currently, one in three are under 18. Two in five are foreign born. Two-thirds are Mexican. *Univision* is the most popular Spanish-language network and *American Idol* is the most popular program on English-language television. On Spanish-language television,

novella or soap operas score highest in rating numbers. (Advertising Age Hispanic Fact Pack 2004)

In 2005 Latinos represent a collective buying power of over $650 billion making them of keen interest to advertisers in this decade and consequently to television programmers on mainstream television. Advertisers have long targeted Hispanics via Spanish language television and this book what book are we referring to? will look at that area separate to mainstream television because it is well documented that Latinos have a strong affinity for Spanish language television and other Spanish language media.

Large numbers of Latinos are bilingual, bicultural, and access both Spanish media and mainstream media. Young Hispanics tend to actually watch more mainstream television while first generation Latinos tend to prefer Spanish-language media. To further complicate the ability to target this market, Latinos are not homogeneous. Mexicans make up 58.5 percent of Latinos living in this country with 8.6 percent from Central and South America, 9.6 percent from Puerto Rico, 3.5 percent from Cuba and 19.8 percent from other Spanish speaking countries. The common element to these populations is the language, but cultural differences are significant. The largest segment of the Latino population lives in the western region of the United States, in or near urban centers.

Nielsen statistics indicate that, in total, Latinos tend to watch English-language television 60 percent of the time.

The National Hispanic Media Coalition has called for more relevant, realistic depictions of Latino Americans on prime time television. Latinos are typically portrayed as maids, gang members, drug lords, prostitutes, and the perennial Latin lover.

The Latino music explosion of the nineties has rippled into television in the 2000-decade. More and more mainstream programs have Latino stars and supporting casts. *Initiative Media*, an advertising buying company, tracks Latino roles on prime time and reports increases every year since 2001 to the current level of 9 to10 percent.

The George Lopez Show started slow but has increased audience share in the past two seasons season. Produced by Sandra Bullock and based on the stand up comedy of George Lopez, the program uses universal family themes as the focus of each episode while intertwining Latino based culture into the dialogue and situations. To viewers, it is clear the family is of Mexican and Cuban heritage, yet the problems they encounter are familiar to all families. The show is groundbreaking in that it is the first Latino based situation comedy to air on mainstream television in thirty years since *Chico and the Man*. Of scripted shows, *The George Lopez Show* is the second most watched program from English-language television in Latino homes; *The Simpsons* is first

The National Hispanic Media Coalition gives George Lopez high recommendations along with the WB's G*reetings from Tucson*, *For the People* on Lifetime and *Real Women Have Curves* on HBO. The organization publishes an annual report card on mainstream media and its depiction and inclusion of Latinos on the schedule. In 2003, CBS scored the worst with a D, NBC got a D+, ABC a C and FOX a C. Lopez airs on ABC. The goal of the report card is to improve the images of Latinos on prime time mainstream television and increase the behindthe-scene numbers of Latinos working in the media.

In the same way blacks were the prime niche of the nineties, the Latino niche is hot in the current decade. In 2005 advertisers are expanding their reach to mainstream television and the programmers need to deliver that audience.

Today, more than 60 U.S. ad agencies specialize in the Hispanic market; that is double the number from 1998. Proctor and Gamble is the biggest spender with $170 million spent to reach the Latino consumer in 2004. *(Source: Hispanic Fact Pack Advertising Age 2004)*

There are several cable networks targeting the Hispanic market including, Si TV, Sopresa, Fox Sports en Espanol, CNN en Espanol, Canal 24 Horas, Discovery en Espanol, MTV Espanol, VH Uno.

Hispanics tend to acculturate rather than assimilate and will likely remain bi-lingual households.

SPECIFICS OF THE CASE ASSIGNMENT

Hispanic Television

A television advertiser could hardly ask for more. Hispanics, says a new report from Initiative Media, account for almost 10 percent of the television households in this country, and that grows by one percentage point a year. And they watch-not just prime time but across all day parts.
Broadcasting and Cable, *9/23/2002*

The Challenge: Your team is to develop a treatment for a new series for Prime Time English language television to target the Latino population. You choose the age range and sex of the audience you are targeting.

To propose a new series for TV, you should include the following:
• Genre (Drama, Comedy, Reality, Quiz, etc)
• An overview of the pilot
• A description of the major characters or hosts
• A description of each character or suggestion for the host/star(s)
• A description of the setting, the world in which the characters live or the location where the series will be taped
• The background of the story or the series concept
• The hook for the audience. What will make this program different? Why will the target audience watch?
• Brief summaries for five episodes
• Potential advertiser interest including possibilities for product placement and/or suggestions for advertiser funded development.
• Suggestion for placement on the schedule: Which network do you suggest for the show? (ABC, NBC, ABC, WB, UPN, FOX) What night and time period?
• Ideas to promote the program including public relations initiatives or tie-ins

PLAN FOR IMPLEMENTATION

Group Size and Composition: Students will be randomly divided into groups and should be given two weeks to prepare the assignment for classroom presentation.

The Presentations: Each group will have 20 minutes to pitch their show idea. They should plan for five minutes of questions.

Each presentation will be judged using the following criteria:
• Creativity/Originality
• Ability to reach selected target
• Ability to sell to selected network
• Ability to sell to advertisers and generate product placements

• Presentation of the Case: Delivery/Organization/Style

RESOURCES SHOULD INCLUDE BUT ARE NOT LIMITED TO:
• Program schedule for each network
• Facts About the Hispanic Market in the US
• On the Horizon/ Hispanics (Horizon Media)

WEBSITES TO CONSULT
www.FOX.com
www.UPN.com
www.NBC.com
www.CBS.com
www.ABC.com
www.AHAA.com (Association for Hispanic Advertisers)
www.hispanicvista.com
www.nhmc.org (National Hispanic Media Coalition)
www.pewhispanic.org (The Pew Hispanic Center, Washington, D.C.)
www.latimes.com
www.newyorktimes.com
www.MediaLife.com
www.USAToday.com
www.TheWashingtonPost.com
www.nahj.com (National Association of Hispanic Journalists)
www.HispanicYearbook.com
www.pewhispaniccenter.com
www.adage.com
www.nielsenmedia.com

OTHER OPTIONAL SOURCES
A.C. Nielsen Reports on TV Viewing 1990-2005
Broadcasting and Cable 1970-2005
TV Guide 1990-2005
Variety 1990-2005
The U.S. Hispanic Market in Brief: Univision Publication (2004)
Nielsen Media Research: The First Fifty Years (2004)
Pew Hispanic Center: Various Reports 2002-2005
Univision Connection Research
Color Television: 50 Years of African American and Latino Images on Prime Time by Cristina
Pieraccini and Douglass Alligood (Kendall Hunt 2005)

DIVERSITY CASE STUDY EVALUATION FORM

Rate the teams on the following criteria from 1-5
1 = poor; 2 = fair; 3 = average; 4 = good; 5 = excellent

Group_____

•Creativity/Originality   **Rating**_____

•Ability to reach selected target   **Rating**_____

•Ability to sell to selected network   **Rating**_____

•Ability to sell to advertisers   **Rating**_____

*Presentation of the Case   **Rating**_____

(Delivery, Organization, Style)

•Other Comments

TOTAL POINTS_____(maximum 25)

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FREEDOM FORUM NAMES 16 CHIPS QUINN SCHOLARS
FOR SPRING 2006 PROGRAM

ARLINGTON, Va. — Sixteen students of color have been named Chips Quinn Scholars for Spring 2006 by the Freedom Forum and participating newspapers.

Scholars will work in paid internships at 14 daily newspapers across the country beginning in early February.

They bring to 969 the number of young journalists trained as reporters, copy editors, photographers and graphics artists since the program began with six scholars in 1991.

"Chips Quinn Scholars are an impressive group of young journalists," said Charles L. Overby, chairman, chief executive officer and president of the Freedom Forum. "America's newsrooms and communities benefit from their enthusiasm, abilities and diversity."

Chips Quinn Scholars are college students or recent graduates with career aspirations in newspaper journalism. After completing an intensive four-day orientation with veteran journalists and journalism educators at the Freedom Forum in Arlington, Va., Jan. 26-29, they will work in 10- to 12-week paid internships at U.S. daily newspapers. After successfully completing the program, scholars also receive $1,600 in scholarships and stipends and ongoing mentoring from the Freedom Forum.

Nine Chips Quinn alumni are returning to orientation to lead sessions.

Willie Allen Jr., a photographer at the *St. Petersburg* (Fla.) *Times,* will welcome the group on Thursday on behalf of all alumni and will work with the scholar photographers. Alums **Sholnn Freeman**, a business reporter at *The Washington Post;* **Rhina Guidos**, an assistant city editor at *The News Journal* in Wilmington, Del.; and **Sue Stock**, a retail reporter at *The News & Observer* in Raleigh, N.C., will serve on a panel discussion on Saturday about developing story ideas. **Lina Hashem**, a former copy editor at *The News Journal* in Wilmington, will work with the copy editors. **Kristen Go**, an assistant city editor at *The Arizona Republic* in Phoenix, will lead a session on interviewing. **Mauro Diaz**, sports editor at *Al Dia* (a publication of *The Dallas Morning News*); **Michelle Tan,** a reporter at the *Army Times;* and **Derrick Henry**, a senior online producer at *The New York Times,* will serve on a Sunday-morning editor/peers panel.

"I love to return to the orientation programs. Hearing the questions and the optimism of those who still see the possibilities of the privilege we take part in each day renews my spirit," said Rhina Guidos, assistant city editor of *The News Journal* in Wilmington, Del.., and a 1998 graduate of the program .

First-time participants in the Chips Quinn Scholars program this spring include three newspapers and two colleges and universities: the *Daily News* of Los Angeles, Calif.; the *Peninsula Daily News* in Port Angeles, Wash.; the *St. Louis Post-Dispatch*; City University of New York-Hunter College; and Texas State University-San Marcos.

Cynthia Todd, director of newsroom recruitment at the *St. Louis Post-Dispatch*, said this about the program: "In addition to the meaningful experience provided the student, the *Post-Dispatch* and our readers gain through the diversity of thought added

to our newsroom and the opportunity we have to connect with the vast network of talented Chips Quinn journalists."

The Chips Quinn Scholars program (chipsquinn.org) is a key component of the Freedom Forum's efforts to help daily newspapers increase diversity in their newsrooms. A fellowship component of the program provides professional-development opportunities for alumni who have been working in newsrooms at least three years.

Details on other Freedom Forum diversity programs are available at freedomforum.org.

Freedom Forum advisory trustee John C. Quinn and his late wife Loie established the Chips Quinn Scholars program in memory of their son, John C. "Chips" Quinn Jr., who was managing editor of the *Poughkeepsie* (N.Y.) *Journal.* He died in an automobile accident in 1990 at the age of 34.

The list of Spring 2006 Scholars, their schools, hometowns and sponsoring newspapers follows:

Chips Quinn Scholars – 2006 Spring Program
(Scholar, College, Hometown, Internship Newspaper)

Jeremiah Armenta
Arizona State University
Phoenix, Ariz.
The Arizona Republic, Phoenix

Vanessa Casavant
City University of New York-Hunter College
Jamestown, N.D.
Peninsula Daily News (Port Angeles, Wash.)

Adam Causey
Louisiana State University
Doyline, La.
St. Louis Post-Dispatch

Rick Coca
California State University-Northridge
Burbank, Calif.
Daily News, Los Angeles

Gina Ferrer
University of California-Santa Cruz
San Diego, Calif.
The Spokesman-Review (Spokane, Wash.)

David Lipscomb
University of Maryland
Washington, D.C.
Press & Sun-Bulletin (Binghamton, N.Y.)

Aman Mehrzai
Ohlone College
Santa Clara, Calif.
The Oakland (Calif.) *Tribune*

Yvonne Pingue
San Jose State University
San Martin, Calif.
The Arizona Republic, Phoenix

Benny Polacca
Arizona State University
Tempe, Ariz.
The Bulletin (Bend, Ore.)

Ana Ramirez
St. Mary's University
Austin, Texas
San Angelo (Texas) *Standard-Times*

Kimberlina Rocha
California State University-Fresno
Fresno, Calif.
The Bulletin (Bend, Ore.)

Natalie Schrik
San Francisco State University
Poway, Calif.
The Greenville (S.C.) *News*

Susanica Tam
University of Southern California
Thousand Oaks, Calif.
The Santa Fe New Mexican

Andrew Tran
University of Texas
Dallas, Texas
The Jackson (Tenn.) *Sun*

Isadora Vail-Castro
Texas State University-San Marcos
Brownsville, Texas
San Antonio Express-News

Giselle Velazquez
San Francisco State University
South San Francisco, Calif.
Ventura County (Calif.) *Star*

THE IRTS BROADCAST SALES ASSOCIATE PROGRAM

A Diversity Initiative Designed to Give Graduating Seniors a Jumpstart on the Television and Radio Management Track

June 5 – August 4, 2006

The IRTS Foundation, which has long been devoted to increasing diversity in the media and entertainment industry, is seeking outstanding minority students in their senior year to participate in a nine-week summer sales training program. Those selected will receive travel to and from New York, housing, and a living allowance.

Held in tandem with the prestigious IRTS Summer Fellowship Program, IRTS Sales Associates will have an exclusive opportunity to participate in a sales training program traditionally reserved for actual station group employees.

The IRTS Sales Associate Program was initiated by IRTS elected Chairman Tom Kane, President and CEO of CBS Television Stations Group. According to Kane, "In order to achieve true diversity in our business, we must get more minorities into management, and sales continues to be a favored track to get there. We plan to put the IRTS Sales Associates through the same training program our employees compete to get into. The program will provide a truly unique opportunity to get a competitive edge in one of the most rewarding areas of our business."

Because the majority of universities do not offer courses in broadcast sales, previous experience in broadcast sales is not necessary.

IRTS asks professionals in academe and business to encourage graduating seniors with the potential for success in broadcast sales to apply. IRTS Director of Academic Programs and Communications Amy Peloso explains, "We're looking for Minority Men and Women who graduate in May or June of 2006, who seem to be well-suited for a career in sales. What exactly does that mean? Typically, those are individuals who are energetic, savvy, highly-motivated, self-starting, creative, outgoing and entrepreneurial."

Interested individuals should be directed to the IRTS website http://www.irts.org for general information on the Summer Fellowship Program and email Amy Peloso at apply@irts.org for an application.

Should you have any questions or concerns, please contact Amy Peloso (amy. peloso@irts.org)

2006-2007 SCHOLARSHIP WINNERS ANNOUNCED

Fourteen students from thirteen different campuses were awarded scholarships in the Broadcast Education Association's 2006-2007 competition. The winners were selected by the BEA Scholarship Committee at its Fall meeting in Washington, D.C., announced Pete Orlik, committee chair. They include:

Andrew Economos Scholarship
   Caitlan Carroll, University of Southern California

Abe Voron Scholarship
   Michael Huntsberger, University of Oregon

Walter Patterson Scholarships
   Robert Puppione, University of Alabama
   Kyle Geiken, University of Kansas

Harold Fellows Scholarships
   Andrew Tanielian, Southern Illinois University/Carbondale
   Amy Zeleznock, Ithaca College
   Ryan Coleman, University of Montana
   Jason Torreano, SUNY/Brockport

Vincent Wasilewski Scholarship
   Lindsay Watts, University of Southern California

Alexander Tanger Scholarship
   Karen Hopkins, Ohio University

Philo Farnsworth Scholarship
   Zachariah Linton, Azusa Pacific University

Helen Sioussat/Fay Wells Scholarships
   Ana Jackson, University of Georgia
   Amanda Emery, University of Wisconsin/Oshkosh

BEA Two Year/Community College Scholarship
   Joanna Buckley, Onondaga Community College/Emerson College

BEA scholarships are awarded to outstanding students for study on campuses that are institutional members of the organization. The 2007-2008 competition begins on January 15, 2006. Next year's BEA scholarship deadline will be Thursday, October 12, 2006. Mark your calendars please and note a reminder in September to encourage students to apply.

NAB/BEA ANNOUNCE FUTURE CONFERENCE DATES

Year	NAB Show	BEA Show
2006	April 24-27	April 27- 29
2007	April 16-19	April 19-21
2008	April 14-17	April 17-29
2009	April 20-23	April 23-25
2010	April 12-15	April 15-17
2011	April 11-14	April 14-16
2012	April 16-19	April 19- 21
2013	April 8-11	April 11-13
2014	April 7-10	April 10-12
2015	April 13-16	April 16-18
2016	April 18-21	April 21-23
2017	April 24-27	April 27-29
2018	April 9-12	April 12-14
2019	April 15-18	April 18-20
2020	April 20-23	April 23-25

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For those wishing to read materials dealing with ethics kindly check out current and back issues of Media Ethics at www.mediaethicsmagazine.com

Ball State University graduate student Michelle Calka compiled this list of authors for past Feeback issues.

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[COMMITTEES & TASK FORCES]

Accrediting Council for Education in Journalism & Mass Communication (ACEJMC)
BEA Representatives
Joe Foote, 7th year
Doug Boyd, 5th year

2006 Convention Chair
Mary Rogus
Ohio University
rogus@ohiou.edu

Distinguished Education Service Award (DESA) & Lifetime Member Committee
Chair
Dave Byland
Members
Drew Berry
Erica Farber
Lena Zhang

Elections Task Force
Chair
David Byland
Members
Greg Luft
J.C. Turner

Electronic Directory Task Force
Chair
Rebecca Lind
Members
Sam Sauls
Sheila Schroeder
Mark Tolstedt

Research Task Force

Chair
Gary Corbitt
Members
Patti Cohen
Jim Fletcher
David Gunzerath

Research Promotion Task Force
Co-Chairs
Bob Avery
Pete Seel
Members
Alan Albarran
Steve Dick
Larry Elin
Don Godfrey
Jeff Guterman
Greg Luft
Missy Price
Alan Rubin
Chris Sterling

Diversity Committee
Chair
Gary Corbitt
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CONVENTION DATES: APRIL 27, 28, 29, 2006

The Broadcast Education Association, BEA, www.beaweb.org announces that the 51st Annual Convention, Exhibition & 4rd Annual Festival of Media Arts dates will be Thursday- Saturday, April 27-29, 2006. The convention will be held at the Las Vegas Convention Center in Las Vegas, NV, USA.

BEA holds an annual convention with over 1,200 attendees and 160 educational sessions, technology demonstrations & workshops, and educational exhibits just after the National Association of Broadcasters and the Radio & Television News Directors conventions, in the same venue. BEA also offers over 15 scholarships for college students studying at BEA member institutions.

The theme of the 2006 convention is Convergence Shockwave: Change, Challenge and Opportunity.

BEA is a 50-year old, worldwide higher education association for professors and industry professionals who teach college students studying broadcasting & electronic media for careers in the industry and the academy. BEA has 1,200 individual, institutional & industry members, as well as an additional 1,200 subscribers to its scholarly journals, the Journal of Broadcasting & Electronic Media and the Journal of Radio Studies.

Information about BEA can be found at www.beaweb.org

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