Adapting Journalism Curriculum: Digital Journalism Education and Its Relevance to Current Industry Demands

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Spring 2011

A thesis
submitted in partial fulfillment
of the requirements
for baccalaureate degrees
in Communication and Political Science
with honors in Communication

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ABSTRACT

Journalism education is evolving as rapidly as the industry itself. This research explored whether graduate programs in journalism, and the businesses employing those graduates, were adapting to the digital trend in industry. A content analysis of ten graduate journalism programs' course descriptions suggests that some universities are reacting faster than others to digitalization trends in the journalism industry. A similar content analysis of 165 current job descriptions for editors and reporters indicates that many positions in the journalism industry expect a certain amount of familiarity with digital journalism skills. Industry expects students to come prepared with the tools and techniques that have only been developed in even the last few years: this study examines whether they are taught adequately to meet that expectation.
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Chapter 1

The Changing Landscape of Journalism: The Digital Revolution

One of the most used Thomas Jefferson quotes refers to journalism. “Were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter,” he wrote in a letter to Edward Carrington.

If Mr. Jefferson were alive today, no doubt he would have stuck in a disclaimer about websites, blogs, and constantly updated video streams onto an iPad. In Jefferson's time, as well as in the majority of American history, the printed media have always flourished. Despite playing varied roles – from publishing Paine, to the Federalist papers, to “muckraking,” to “yellow journalism” – the printed media have been engrained in the history of the United States of America in a way which is almost synonymous with the free press.

In 2011, however, the digital media have begun to take over the industry. The Internet has become a medium which is essential to the functioning of journalism. In Jefferson's time, the letter to the editor – a weapon Jefferson himself used countless times – was the best way with which one would interact with news stories. Today, the audience can, in one click, share the story on Facebook, tweet it so their friends can view it, or Digg it so that it becomes “viral.” Such interaction with news stories is expected by news organizations. In fact, many even depend on it; these social media sources and news aggregators such as Google News provide a significant amount of traffic for news organizations (Edmonds).

Where this has left society, of course, is with an entirely different system of journalism than was prevalent in the early years of the United States. Ethical problems, ranging from the
responsible for a journalist in interacting with their readers to expectations of “citizen journalists,” plague the industry. Revolutionary technological developments which used to happen over the span of several decades now occur over the span of several weeks. How, then, can journalism schools educate their students in these developments? Can students truly be expected to enter the journalism industry equipped with skills which many industry veterans may not understand?

This paper seeks to answer the most fundamental of these questions regarding digital media education in the United States: what is the relationship between digitization trends in the journalism industry and adaptations in journalism curricula?

Chapter 2

Literature Review

The digital media revolution in today's journalism industry is one of controversy and contradiction. Some maintain that the digitization of journalism is beneficial, while others lament that this newest change to the industry signals the end of journalism. Many recognize that education plays a significant role in preparing journalists for a fast-changing career, but even within education, there is discord. The stakes are high for determining how to educate journalists in digital media techniques, in large part, because the newspaper industry is in a state of crisis. Reinardy discusses high “burnout” rates and cynicism in the industry (33). McChesney and Nichols note higher levels of media concentration (18). Picard points out that the media are having difficulty adjusting to new technologies, and by proxy, are struggling to reach their audiences. Despite the fact that 2010 was nowhere near as “hair-raising” in terms of revenue dips for the industry as 2009 and 2008, advertising revenue still dropped 6.3 percent (Edmonds). The
State of the Media Report in 2011 notes that when it was first issued in 2004, the news industry was “simple” - mostly print circulation with bare-bones websites (Edmonds). Fast forward to 2011, and digital revenue accounts for 11.7 percent of the total industry ad revenue, and is “certain to be the base of future growth” (Edmonds). Clearly, the journalism industry is changing. Whether or not new journalists are prepared to handle these changes is another important issue.

For the purposes of this study, the term “digital media” must be defined. One of the earliest definitions came from Palmer and Eriksen in 1999. They classified digital media in terms of certain characteristics when compared to other forms of media. They argued that digital media could be defined by five traits, all involving the Internet:

- the ability to support multiple media,
- the ability to support interaction with users,
- the ability to provide individualized response to users,
- the ability to allow instantaneous access,
- and the ability to provide unlimited support for distribution (33).

These five traits will be used in this paper to define the term “digital media.” Palmer and Eriksen argue that society was beginning to recognize digital media techniques as legitimate forms of journalism based on four criteria: content, advertising, delivery, and revenue model (33). Each prior form of journalism – print, radio, and television – offered their own particular strengths in these areas. Digital media, however, “attempt to take the best of existing formats and develop a unique profile” (Palmer and Eriksen 33). Content, which had been limited by space (pages in print) or time (limited “spots” in TV and radio) in previous formats, now could be printed in unlimited amounts, and updated constantly (Palmer and Eriksen 33). A unique aspect of the content of digital media, too, is their “push and pull” ability with users, and news providers' ability to customize the news for its specific audiences. Delivery, too, played an important part in defining this new platform. Rather than updating the news daily, as in the late-1900s print
industry, or frequently, as in television and radio, online communication was delivered instantly and updated constantly.

The digital revolution within the industry has led to a type of gold rush in the higher education system in the United States. Universities and colleges want to be on the cutting edge of this change in the industry, and are adapting their curriculum to attract students.

Part of the draw for students still flocking to journalism schools is a new generation of courses retooled for new media. The same rapidly changing technology that is creating headaches for many media executives appeals to a generation of students who grew up playing computer games and texting and now tweeting their friends on the microblog Twitter. (Mangan)

Some schools have gone as far as to invest tens of millions of dollars into new centers for digital media. In 2010, Columbia University, one of the oldest journalism schools in the nation, announced the opening of the Tow Center for Digital Journalism, a 15-million-dollar structure. The building was named after the Tow Foundation, led by Cablevision mogul Jonathan Tow. The Tow foundation, formed by Tow and his wife, is a non-profit which supports “innovative projects and collaborative ventures where there is a shortage of both public and private funding and opportunities for breakthroughs, reforms, and significant benefits to society” (Columbia). The center will “devise and publicize innovative methods of digital reporting and presentation, to serve both established and new media companies” (Ernst). While a 15-million-dollar structure is certainly on the high end of adapting to digital media trends, other schools are making changes too, particularly in the area of curriculum.

While the *State of the News Media* has only analyzed the news media since 2004, the discussion of digital journalism predates is by at least ten years. In 1995, David Thompson offered one of the first discussions of digital journalism, in which he argues that education was one of the most important areas in figuring out how to handle the evolution happening in the
industry. Thompson's arguments are some of the most popular in scholarly research on digital media. By educating students in digital media, he says, programs could thrive along with the industry by “challenging” their students – when schools provide digital communication education, students are “motivated by it; and they learn from it” (Thompson).

Other researchers, too, have identified journalism educators as the main forces of change in the industry's evolution. Huseca examined the two sides of the original debate over digital journalism. One side, which he titled the “reinvention camp,” “advocated the development of a new journalism that breaks away significantly from previous practices” (7). The other side, the “reform side,” he argued, was much stronger:

Far more prevalent in journalism education are books and articles that advocate the adoption of new technologies in ways that are congruent with the existing, industry practices, leaving the fundamental norms and conventions of journalism uncontested. Where journalistic writing for new media is addressed, traditional goals and forms – informing readers, telling the truth, producing conventional leads – remain intact for the most part. (Huesca 8)

This “reform” camp, according to Huesca, called for classes which were based upon the skills of newswriting, news gathering, and traditional journalism ideals, while simultaneously educating students on new and emerging technology (8). Huesca examined student reaction to these types of classes, and noted that 100 percent of students surveyed found that courses with new technology “stimulate[d] creative or critical thinking” (Huesca 13). Likewise, 100% either strongly agreed, agreed, or slightly agreed that they were “learning a great deal” (13).

In the early 2000s, Mark Deuze was one of the scholars firmly on the “re-invent” side of the argument. His research, based on 45 face-to-face, in-depth interviews with experts in journalism education, identified several fundamental threats and challenges to the success and relevance of education in journalism. A major part of his argument acknowledged the role of various cultures, nationalities, and regional preferences in selecting techniques and processes for
journalism education. In fact, he argued, the multiculturalism of society itself presented a huge challenge in defining journalism's role and therefore necessitated a reinvention of journalism.

Digital journalism, as a massive globalization tool, was faced with problems of credibility, reliability, and objectivity, since it is used for quick aggregation of facts from a variety of people.

Buckingham saw the debate between those espousing traditional journalism education and those supporting digital trends, and sought the middle ground. Rather than demand a complete reinvention of the journalism classroom for digital media education, he said, a mix of hands-on, creative production (often involving digital media in the classroom) and critical reflection, which could build on students' “existing pleasures and experiences of media,” would prepare students best for a career in journalism (Buckingham 112).

Still, others argue, new technology comes naturally to members of the newest generation of journalists. In 2010, Deakin University Professor Paul Bethell, citing three surveys of mobile usage of first-year students at Deakin University in Australia, notes that:

> Journalism educators need to be responsive to the changing media environments and new job requirements by news media employers. It is also important that educators understand the changing skill-sets of incoming cohorts of students who are likely to use mobile phones as tools for digital newsgathering, creating and distributing news contents. (Bethell 104)

By the time Bethell completed his study, a near consensus had evolved amongst researchers that digital media would play a large part in the education of future journalists. West, Whitehurst, and Dionne observed that many of the changes ahead for journalism education are essentially forced upon it by industry:

> There is little doubt that the new world of education journalism is going to be digital and interactive. While print outlets clearly are going to be part of the media universe, all of the large education newspaper outlets have invested heavily in online platforms and see future growth coming largely through digital content. The old distinction between for-profit and non-profit has broken down to
some extent because virtually all outlets are experimenting with new revenue streams and supplementing standard education coverage with paid webinars, subscription events, advertising, book clubs, news alerts, RSS feeds, chats, and blogs. (West, Whitehurst, and Dionne 19)

In 2009, Singer built upon one of the key aspects of the digital journalism industry provided by Palmer and Erickson ten years earlier: interaction with users. That interaction, she argued, made digital media different from any other form of media (376). Singer's arguments also center around the idea of convergence. Television journalism and online journalism are merging quite well heading into the second decade of the millennium, Singer argues (375). Many print newspapers are online as well, but print media may soon “diverge” from online media (375). This diversion effect stems from the essential functions of online and print media: online media are used to break the news, while print media are used to analyze it and determine its consequences (376). If an investigative report is completed, Singer says, a journalist would “break the news online, write a blog post about how he found it all out, and then write an analytical piece of the implications in the next morning's newspaper” (376).

As Singer says, an online journalist is defined by the skills he or she possesses, many of which are not regularly used by other platforms' journalists (376). For Singer, the modern journalist must be an extreme multitasker and able to produce and write for all media at once (376). Many print journalists shoot video for television or online videos, and also record audio for sound bites for the web, all while writing two stories: one for online, one for print (Singer 376). This is becoming the norm in this industry. It is important, then, to examine whether or not the new generation of journalists are being trained in the skills they are expected to possess.

There is no doubt that throughout the last 15 years, the field of digital journalism has become extremely complex and mired in the subtleties of a rapidly evolving field. Opposing viewpoints seem to be the norm: some claim that digital journalism will help print media, while
others insist that it signals their end; some say it is beneficial for society, while others lament its influence. Existing research shows us that the field of journalism is becoming more digital, and that the higher education system in the United States is responding to these changes. However, little research exists which demonstrates the rate at which these schools are offering digital media education. Likewise, there is ample proof that digital media skills are required in the journalism industry, but little research discusses whether these skills are needed from a recent college graduate looking to enter the industry. This lack of research leads to this research question: what is the relationship between an increasingly digital journalism industry and adaptations in higher education curricula?

Chapter 3

Methodology

To explore the relationship between digitalization in the journalism industry and in journalism curricula, two content analyses were performed. The first (study 1) focused on ten journalism schools' graduate course descriptions accessed between January 14 and January 21, 2011. This content analysis first found the ten programs' course descriptions – both required and optional – and sought out a total “tally” of how many of the words in those course descriptions dealt with digital media (defined below). The purpose of the content analysis was to find out how well journalism schools were adapting their educational curriculum to include digital aspects. Next, another content analysis (study 2) was performed on 165 current job advertisements, found online between January 21 and January 29, 2011, for journalists.

This research focused on analyzing graduate programs, rather than undergraduate programs. It is important to admit that, while there are many undergraduate students studying
journalism, many do not enter the industry as a career. Many find journalism a noble endeavor, but upon experiencing the reality of the industry itself, increasing numbers “burn out” (Reinardy 45). A recent study of burnout rates in journalism found that 74.5 percent of journalists 34 and under either expressed intentions to leave newspaper journalism or answered “don't know” (Reinardy 45). Since graduate programs are designed to give industry professionals the chance to master skills in journalism, this is the best place to analyze developments in the educational adaptation of journalism curricula.

The question, of course, is whether or not the programs are actually training new students on new technologies and content delivery systems in the industry. This is a particularly challenge in an age where the next technological development will likely be created next week. These two content analyses were performed in order to pin down adaptations of graduate schools' courses and demands from the journalism industry at a specific point in time in terms of determining the frequency of digital media terms in their course descriptions. This section will identify and define the units of analysis for both of these content analyses; then, one subsection for each analysis will determine the population of these studies. Their inferences and results will be discussed in later sections.

The unit of analysis for both studies was defined as a digital media term. “Term” is used to signify that a unit could consist of one word (“online”), two words (“web site”), or even several words (“web-based news stories”). In those three examples, each counted as one “term,” even if it included multiple words. In all cases, these terms were required to follow specific criteria which were derived from Palmer and Eriksen:

- the ability to support multiple media,
- the ability to support interaction with users,
- the ability to provide individualized response to users,
- the ability to allow instantaneous access,
- and the ability to provide unlimited support for distribution (33).
These five criteria define digital media, and served as a way to explicitly specify what a digital media term is. A digital media term, as determined by this study, must have dealt with some area of distribution of content which incorporated all five of these areas. Of course, for a term like “web,” this is immediately true for all five, as the basis of the Internet itself stems from those five criteria. Terms that imply use of the Internet, too, such as “blog” or “Facebook,” incorporate these five criteria as well.

Also, to count as a digital media term, they must have been terms which would not have been used before the advent of the Internet or digital communications. Thus, terms like “telecommunication” would not count as a digital media term, as this term could have easily been used in the 1970s to describe broadcast journalism. At the same time, terms such as “Twitter” or “interactive graphics” would count as digital media terms, because they are terms that would not have made sense more than a decade ago, and are only applicable to digital media. If a word appeared more than once in a single description, it was counted as many times as it appeared. For examples of types of words that registered, see Appendix B, a list of the study 1 analysis results.

Each study measured digital media terms' frequency within the descriptions. For each description, the terms were added together to create a “score” for that description. For the first study, the scores of each individual course were then added together to represent a total indication of how many digital media terms are contained in each graduate school's program. For the second study, the scores of each individual job description were added together to represent a total across all descriptions studied.

As an example, a course description from the master's program at Columbia University reads:

[This class] seeks to blend instruction in the craft and the
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substance of journalism so students will graduate knowing how to write in an accurate, clear and complete fashion, meet a deadline, gather and verify material, and understand several subject areas that are essential to reporting. They also will learn and use several digital-media techniques and gain experience in incorporating those skills in the reporting and publishing process.

Thus, during content analysis, this course description found one digital media term: “digital-media techniques.” If, for example, this course chose to include the following sentence: “This course will guide students in digital media production through use of blogs, webcasts, and interactive content on student-built websites,” it would have tallied five additional terms: (“digital media” “blog,” “webcast,” “interactive content,” and “website”). Note that “digital media” and “interactive content” were two-word phrases, but are counted as one term each.

Methodology: Study 1 (Graduate Schools)

The data for the content analysis came from 10 graduate schools' entire curriculum – including both required and optional courses – in order to determine the frequency of digital media terms. The population from which this sample was drawn is immense – every graduate school in the United States that has a journalism program. The largest challenge in the study was defining the sample. The goal behind the sample of schools to be analyzed was to select ten of the leading graduate programs in journalism in the nation. No current “top ten” list of graduate journalism schools exists, and this study was not intended to provide one. Two sources of ranking/rating of graduate journalism schools were consulted to find ten leading schools that this study would analyze. Within those sources, only schools which have a graduate program in journalism and displayed their program's course descriptions online were chosen.
First, the rankings of *U.S. News and World Report* (Freedman) were used. This publication is one of the highest-consulted college ranking systems. A report on its 2007 rankings of various aspects of collegiate success found that within 72 hours of the yearly release, the *U.S. News* website received 10 million pageviews (Freedman). Their normal pageviews for an entire month usually total 500,000. However, they last ranked their top 10 journalism graduate schools in 1996 (U.S. News & World Report). The schools on this list in 1996 were: the Columbia University, New York University, Northwestern University, Stanford University, Syracuse University, the University of California at Berkeley, the University of Maryland, the University of Missouri at Columbia, the University of North Carolina at Chapel Hill, and the University of Wisconsin at Madison.

A ranking provided 15 years ago is hardly recent enough to warrant any discussion in modern research about digital journalism, a field that has mostly evolved only over the last decade. While it is not evident that *U.S. News and World Report* would rank those programs in the top ten today, this served as an interesting starting point of discussion in showing how some of the most well-respected journalism schools have adapted over the last decade and a half. Many of the schools on this list, though, did not list their course descriptions online. In fact, only half of the list listed their course descriptions online, so those five were selected for this study. They were Columbia, Northwestern, Berkeley, Maryland, and North Carolina. Since only five schools were available from that list, another source was consulted to complete the list of ten.

The second source selected provided the other five graduate programs needed for this research: the Princeton Review's list of some of the top college newspapers in the nation (Reimold). While any list of top college newspapers may not be the best way to find quality graduate schools, this simply provided a list to from which research could begin. There was, though, some crossover between the Princeton Review and the *U.S. News and World Report*: the
University of North Carolina at Chapel Hill, the University of Maryland, and Northwestern University appeared on both lists. Some schools on the Princeton Review's list did not have their course descriptions listed online and were eliminated for this study. Others did not have a graduate program in journalism, also eliminating them. When those schools were excluded, the top five schools remaining were Louisiana State University, West Virginia University, the University of Florida, the University of Indiana, and the University of Wisconsin at Madison. Again, the goal of this selection is not to compile a list of the top journalism graduate programs in journalism in the nation. The selected schools are highly regarded, have a journalism graduate program, and display their course descriptions online. It is assumed that these programs would generally reflect the current status of the leading graduate schools in the country as a whole.

To complete a content analysis of each school's graduate journalism coursework, first, the program's course descriptions were accessed. The websites of each school were accessed in order to find a public listing of all course descriptions, both required and optional, for the major. Different descriptions for each course often existed, from its title (i.e. Legal Studies in Journalism); to its short description (i.e. "An introduction to journalism law"); to a medium-length description, which usually was around one paragraph in length; to a longer, or syllabus-length description of the course, often several paragraphs to several pages long. For this study, the medium-length descriptions, which were the most commonly found on graduate schools' websites, were assessed for the content analysis.

Coding for the course descriptions was performed through two trained coder assistants. Each was first trained to understand and be able to accurately identify digital media terms using a training sheet. This training sheet provided an overview of the research and some example descriptions which the coders analyzed together under supervision. Each coder was then given a
practice sheet, which they worked together to code. Next, each coder was given a test, which they performed individually, then went over as a group. All of these forms are located in Appendix D.

After each coder was trained, they were given a portion of the research done in this study to determine intercoder reliability. Each coder was given five course descriptions from each school, for a total of fifty. The samples were chosen in an attempt to give an idea of every type of description, ranging from zero terms (which served as test samples) to descriptions which were very heavy in results. These results are discussed in the Analysis section of this paper, and full coder results are listed in Appendix E.

**Methodology: Study 2 (Job Descriptions)**

Data for the second content analysis, which was an examination of digital journalism demands from the journalism industry, focused in on job descriptions of current openings in the industry. It followed nearly the exact same process as that of graduate schools' course descriptions. Terms were categorized as digital media terms using the same techniques as the graduate school study. The job descriptions were found on JournalismJobs.com, a site displaying positions across the country dealing with journalism. At any given time, hundreds of job openings are available from employers. These job descriptions analyzed for this research were all posted to the website between January 21 and January 31, 2011.

Only the terms used in sections detailing a position's description or responsibilities, and terms describing the desired applicant's qualifications were examined. Nearly every job description used the word “e-mail” in their “application instruction” section (i.e. e-mail a resume and clips to... etc.), but these terms were not counted. Since the intent of this content analysis was
to find demand for digital journalism skills in industry, the analysis focused solely on the position itself.

The content analysis of job descriptions focused on 165 job descriptions relating only to jobs that dealt with the content of a journalism organization. These jobs were defined largely as those positions which were in charge of creating or organizing content for the news organization. This type of content included stories, photographs, videos, even digital media packages for websites. Most often, this meant that this study focused on advertisements for editors and reporters. While the positions of “editor” and “reporter” differ greatly, they both fall under this description. A managing editor, for example, may not create editorial content, but certainly supervises and organizes it, and thus was included in this research. Many positions, such as "sports reporter" (Southern Maryland Today) or "opinion editor" (Gaston Gazette) fit this definition exactly. Positions such as a “photo editor,” for example, were considered an editorial job because, according to a job description from the Victoria Advocate, the editor would be responsible for creating their own content for publication, the same way a reporter does.

The samples from Journalismjobs.com were also limited to only journalism organizations. While this sounds straightforward, it again provides a debatable gray area regarding what a journalistic organization is. Descriptions from print entities such as the New York Times, which advertised for a copy editor, were included, as well as those from online news organizations such as an advertisement for an online editor at newsday.com, or a supervising features editor at todayshow.com. This study did not include entities that only provide news about one organization, which eliminated many of the jobs on the website that seemed to be more public relations-oriented than journalism-oriented. For example, a job opening of “director-publisher” was advertised by the North American Congress on Latin America, but was not counted because the North American Congress on Latin America is not a journalistic organization
– it is a governing organization which has need for some basic skills in journalism to perform public relations functions.

Coding for the job descriptions was performed by two trained coder assistants. They were trained and prepared in the same fashion as those who coded the graduate schools' content analysis. These two coders were each given 30 job descriptions. The samples were chosen in an attempt to give an idea of every type of description, ranging from zero terms (which served as test samples) to descriptions which were very heavy in results. Their intercoder reliability is discussed in Chapter 4, results, and full coder results are listed in Appendix D.

Chapter 4

Results

Results: Graduate Schools' Course Descriptions Content Analysis

For each of the ten selected schools, every required and optional class for a master's degree in journalism were analyzed to discover the frequency of terms dealing with digital journalism. While many programs contained several options or foci within their master's degrees, a blanket approach was taken, analyzing all courses. The results, then, are displayed in three ways: total terms across the school's program, total courses in that program, and then the average number of terms per description. The results are displayed in this manner in part to offset bias towards larger programs. Without displaying average terms per course, the schools with the most courses would likely have returned the most results just based on a larger population of course descriptions. This average number likely provides the best indicator of digital media terms contained in a school's descriptions.
### Table 4-1: Graduate School Course Analyses

<table>
<thead>
<tr>
<th>Graduate School</th>
<th>Total terms</th>
<th>Total courses analyzed</th>
<th>Terms / courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia</td>
<td>178</td>
<td>85</td>
<td>2.09</td>
</tr>
<tr>
<td>U.C. Berkeley</td>
<td>72</td>
<td>39</td>
<td>1.85</td>
</tr>
<tr>
<td>Northwestern</td>
<td>107</td>
<td>58</td>
<td>1.84</td>
</tr>
<tr>
<td>U.N.C. Chapel Hill</td>
<td>55</td>
<td>102</td>
<td>0.54</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>25</td>
<td>54</td>
<td>0.46</td>
</tr>
<tr>
<td>Florida</td>
<td>12</td>
<td>36</td>
<td>0.33</td>
</tr>
<tr>
<td>WVU</td>
<td>18</td>
<td>73</td>
<td>0.25</td>
</tr>
<tr>
<td>Maryland</td>
<td>8</td>
<td>49</td>
<td>0.16</td>
</tr>
<tr>
<td>LSU</td>
<td>6</td>
<td>59</td>
<td>0.1</td>
</tr>
<tr>
<td>Indiana</td>
<td>7</td>
<td>68</td>
<td>0.1</td>
</tr>
<tr>
<td>Totals:</td>
<td>488</td>
<td>623</td>
<td>0.78</td>
</tr>
</tbody>
</table>

The programs differed significantly in sizes – UNC's program had the most courses available to analyze, at 102, while Florida's program had the least, at 36. The amount of terms counted in each school differed dramatically, too: Columbia came out far ahead of any other school by registering 178 terms, while schools such as Maryland, LSU, and Indiana hardly registered any. At Maryland, for example, the total number of eight terms came from only two courses (“online journalism” and “online news bureau”). No other courses within the entire program contained digital media terms.

This data is summarized in Chart 4-1, on the following page.
Chart 4-1: Graduate Schools' Course Descriptions Content Analysis

This graph demonstrates the total terms in each school's program compared to its total courses. If a program's total courses were higher than its total terms – such as in Indiana, LSU, and Maryland – it registered an average terms per course of less than one. The three programs whose terms exceeded total courses – Columbia, Berkeley, and Northwestern – each had an average terms per course of higher than one.

One of the most interesting results stemmed from classes which did not directly deal with digital journalism. For example, each graduate program had a journalism law course. Many of the programs did not register any digital journalism terms for this course, as the subject matter likely necessitates a discussion of such historical cases dealing with print and broadcast media, such as...
NYT v. Sullivan. Some programs, however, did infuse a “digital” element to this course. For example, for the University of Maryland, which had a very low score in frequency of digital media terms, the course description is very traditional:

Legal rights and constraints of mass media; libel, privacy, copyright, monopoly, and contempt, and other aspects of the law applied to mass communication. Previous study of the law not required.

However, Northwestern University, which ranked much higher in this study, offers a journalism law class with a digital media edge to its topics:

Overview of ethical and legal issues affecting journalism. Issues address a broad range of circumstances, including relationships with sources, journalistic practices. Course also covers the basics of constitutions, statutes, rules and regulations, major court cases concerning journalism. Class references questions arising from citizen journalism and other digital publishing phenomena.

This course definition from Northwestern University counted as two digital media terms: “citizen journalism,” and “digital publishing,” as both refer to forms of communication which can only be accomplished over digital media.

Two coders were employed to establish coding reliability for this study. For each graduate school, five courses were selected for two coders to analyze, for a total of 50 courses. Each of those courses were already analyzed as part of this paper's research, and the results from the study author found 114 digital media terms across those 50 courses. The first of the two coders found 107 terms (93.8% of those found in the study author) while the second found 102 (89.4%). Many of the discrepancies in coding resulted from around one word; for example, the second coder counted the word “multimedia” regardless of context every time it appeared, while the study author – and coder #1 – did not do so. Full coder results are attached in Appendix E.
Results: Job Descriptions

The second study, which examined job descriptions, attempted to attain a sample of what the journalism industry demands in terms of digital journalism skills. As part of this study, 165 journalism jobs were analyzed. For each description, only the parts of the description dealing directly with either aspects of the position or preferred qualifications of applicants were counted in this study.

Table 4-2: Job Description Analysis

<table>
<thead>
<tr>
<th>Total job descriptions analyzed</th>
<th>Total digital journalism terms</th>
<th>Average terms per description</th>
</tr>
</thead>
<tbody>
<tr>
<td>165</td>
<td>395</td>
<td>2.39</td>
</tr>
</tbody>
</table>

Two different coders were given 30 job descriptions to study. In the research for this study, 75 digital media terms were found across those 30 job descriptions. Much like the coder tests given for the course description research, the coders for the job descriptions content analysis returned one high and one low score. Differently from the other study, the two coders each found more digital media terms than the study author. One coder found 81 results, the other 89, compared to the 75 terms found by the study author. Much of the discrepancy between the coders and the research is due to a coder accepting a word where the original research did not; often, that word was repeated several times throughout the study. For example, many job descriptions spoke of covering news in “real-time.” Conclusions differed as to whether this referred to digital media. Full coder results for this study are attached in Appendix E.
Discussions and Conclusions

Analysis of the results of this study will be broken down into two areas for each content analysis study: discussion of the research question and limitations of the study, and conclusions to be drawn from the relationship between the two studies. Further study on this type of research and on the relationship between digital journalism education and industry demand is possible, and is discussed after each of the content analyses.

Discussion: Study 1

This research was designed to answer the original research question: what is the relationship between digitization trends in industry and adaptations in journalism curriculum? The results in Table 4-2 indicate that current job openings in journalism do expect some level of digital journalism skills for new professionals. Table 4-1 suggests that graduate schools are reacting to this digitization of industry, but at varying levels. The disparity is perhaps most evident in comparing West Virginia, which ranked sixth in digital media terms per course, to Columbia, which ranked first. These two schools had a roughly equal number of courses (85 to 73), but differed significantly in amount of digital media terms (178 to 18). This suggests that Columbia's master's program in journalism includes more digital media topics than that of West Virginia University.

These results also work to offset some of the concerns regarding the content analysis methodology. First, a concern was that the schools with the most courses would necessarily “win” just based on the fact that they had more content to analyze. By displaying the data of how many terms, on average, are contained in each course, this concern was managed. For example,
Columbia (most terms per course) had over twice as many courses as Berkeley (second most terms per course), but the two still scored fairly close in their final calculations: Columbia had 2.09 terms per course, while Berkeley had 1.85 terms per course.

Across the ten schools, each website had varying levels of detail regarding their graduate courses. This led to the perhaps largest drawback seen in this content analysis approach: this content analysis seemed to inflate frequency rankings for those schools with longer course descriptions.

Some of these schools describe their programs as offering a much higher amount of digital media education than others. Keeping in mind that students are afforded a degree of freedom in choosing which elective courses they wish to take, it could very well be possible at the schools with the highest amount of digital media terms – Columbia, Berkeley, and Northwestern – to concentrate a master's education entirely around digital media. Because these schools have injected so much digital media education into their courses, it is likely unavoidable to attend a master's program in journalism without at multiple points encountering some aspect of the developing digitization of the field.

One of the most interesting points in searching through the raw data was the comparison among similar courses from different schools (Appendix B). This permitted an in-depth look at exactly how the schools are adapting differently to these changes within the journalism field. For example, while many schools offered their own courses that either dramatically increased their digital journalism terms (such as a course on Macromedia Flash at Columbia, which by itself contained 27 terms), the most accurate comparison lies in courses which almost every school offers, such as basic newswriting, opinion writing, newsroom management, or journalism law.

For example, a course on journalism law from the University of Maryland, one of the lowest-scoring schools on this list, was described with a total of 30 words:
Legal rights and constraints of mass media; libel, privacy, copyright, monopoly, and contempt, and other aspects of the law applied to mass communication. Previous study of the law not required.

This course description does not contain any digital media terms, and indicates that this law class would likely focus much more on historical applications of free speech law in the United States. Meanwhile, a course on journalism law from Northwestern, one of the highest-scoring universities on the list, was described in a total of 49 words:

Overview of ethical and legal issues affecting journalism. Issues address a broad range of circumstances, including relationships with sources, journalistic practices. Course also covers the basics of constitutions, statutes, rules and regulations, major court cases concerning journalism. Class references questions arising from citizen journalism and other digital publishing phenomena.

This course description indicates that it will discuss current issues in journalism law, particularly those dealing with citizen journalism (counted as a digital journalism term as it implies either mobile or Internet participation). Comparing these two courses is a good way to suggest that Northwestern has included more digital media elements in its basic coursework than Maryland.

Limitations of Study 1

The largest temptation with these results is to make overreaching statements. It is possible that some courses which did not return any digital media terms does indeed have a digital journalism element to its content. This study did not analyze the syllabus-length descriptions, which are much more difficult to find and access. These descriptions may have given a more exact view of what the professor plans to teach in that course. Even if this content
analysis focused on those longer descriptions, it stands to reason that many teachers could incorporate digital media into their classroom without explicitly stating that they plan to do so in their course syllabus. Thus the only true reflection on the course content of a graduate school could only come from direct observation of the course itself.

Because this research was restricted to only descriptions, and not the courses themselves, it is possible that schools which are simply more descriptive of their curriculum end up looking like they have adapted “better” than other schools. However, it is difficult to state that some schools offer “more” of a digital media education than others. Because the content analysis analyzed both optional and required courses, it may be possible to attain a more digital media-heavy education by choosing optional courses that emphasize those elements. This is true even of the lowest schools on the list, whose digital media terms largely came from one or two courses, such as Maryland, whose eight terms came from only two courses.

It is also difficult to use the results of this content analysis to determine what portion of a student's education deals with digital media. For instance, saying that since there is 0.25 terms per course at West Virginia University is correct, on an average across all courses. It is too much of a stretch, though, to try to say that every four classes will contain one element of digital media and that, by extension, one quarter of a master's graduate's education has dealt with some area of digital media. Because of the fluid nature of the requirements for these majors – many offer a set up to five or six electives a student can take to fulfill one requirement – it is impossible to determine what portion of a student's education will include digital media aspects at any of these universities.

The largest problem in this content analysis became the classification of results. For example, the word “photography” was counted as a term regarding digital media based on context. If a class refers to photography in a newspaper design standpoint, it did not count. If a
class refers to photography in the way of multimedia packages and slideshows for a web package or site, however, it counted as a digital media term. Because of this often subjective nature of counting the terms, the exact count of words will not be identical from researcher to researcher, as demonstrated by coder results.

**Discussion: Study 2**

Analysis of the job descriptions results is slightly more difficult, as there were not ten sources with which comparisons could be drawn. Whereas the content analysis of graduate schools could be compared from program to program, the job descriptions sought an average across the industry as a whole. The data were still displayed in the same fashion, though, in order to find a type of “industry standard” regarding how much of a background in digital media employers expect. Across the 165 job descriptions which were analyzed, 395 terms were found, meaning that the average number of digital media terms per description came out to 2.39.

It is apparent, then, that the current journalism industry requires a knowledge of digital media skills for new hires. It is evident that news organizations expect that recent college graduates possess skills in the area of digital media before they begin working.
Limitations of Study 2

The average amount of terms per job description came to 2.39. Just as with the content analysis of the graduate schools' course descriptions, it is easy to overreach with this number (“Every single job description requires digital media education!”). By reading through the job descriptions, however, it is easier to come down to earth. Some descriptions even blatantly state that they do not expect or even want a digital media background in new hires, such as the *Rio Grande Sun*, a 12,000-circulation weekly in Espanola, New Mexico:

> You would be joining a newsroom composed of hard news reporters with a desire to fight public records violations, corruption in government and public funds abuses. They hate it when they’re assigned a story on a bridge being named after someone or the Christmas light parade. Please look at our bare bones website. We’re about news, not electronic gadgetry.

The irony in this job description is that unfortunately, one digital term had to count: website. Yet, the point still stands: many publications simply do not care about digital media backgrounds. If the data can be attacked from one angle, they can be attacked as having been skewed by extremes; some jobs contained extremely high amounts of digital media terms, while many others contained either zero or one. The most common digital media term found within these job descriptions was “website,” which suggests that many journalistic entities only really expect recent journalism graduate students to be able to post a story to a website.

This could indicate that the 2.39 terms per job description only imply a basic, even cursory knowledge of digital media, but it does ensure that digital media communication will be a part of nearly every position. One would like to think that even at the *Rio Grande Sun*, a young enterprising reporter could perhaps come into the organization and lead a technological revolution within the company which would allow the newspaper to cover breaking news quickly
Adapting Journalism Curriculum

and with modern graphics. It would be impossible, though, if that reporter did not exit their school with a decent education in how to make that a possibility.

There is also bias inherent in any study of this type which analyzes industry openings at only one point in time. This study was conducted after two dismal years in the journalism industry, and at a low point in the American economy. It would be difficult to measure how much these factors have influenced these results. However, moreso than with the graduate schools study, a poor economy and poor state of the industry may have led to less descriptions being available.

Possible Future Research

At least four areas of future research could stem from this study. First, the same research could be performed five or ten years in the future to determine how much these graduate programs have increased or decreased digital media terminology in their course descriptions. Using the raw data from this research, and the levels of graduate school adaptation in 2011, it is possible to chart the development of these graduate schools' courses, at least as provided in their descriptions, over time. The same research could be done on job descriptions, to determine if the industry requires more or less of the same skills over time.

Secondly, a content analysis could be performed on the raw data of this study. By analyzing whether or not the specific terms registered in each of these two content analyses (course descriptions and job descriptions) match up, it is possible to estimate whether or not schools' curricular adaptations are on target. For instance, if a school seeks to establish a journalism program, they could consult such a study to determine what skills the journalism industry is requesting. With any program that includes a digital media element, it will surely be
labeled by college administrators as “interdisciplinary,” as this could include aspects of communication, computer science, MIS, or even software engineering. By pointing to a content analysis of job descriptions' digital media requirements, it will be easier to explain why certain elements of the program must be included, like basic HTML skills. If the data indicate that many job descriptions do desire HTML skills in college graduates, it could provide justification for including that in a new program. Conversely, if the job descriptions analyzed do not contain the word “HTML,” it could be interpreted as an indicator that the program's resources would be better spent elsewhere.

A third area for future research could estimate whether enrollment in schools that register high levels of digital media in their course descriptions leads to higher levels of success in the journalism industry. This research could incorporate starting salaries in the field. A comparison could be drawn between salaries of graduates of schools rating high in digital journalism terms in course description and graduates of those schools with low digital journalism terms. If students who have a high level of education in digital media consistently have a higher salary – either upon entering, or after a few years of developing in the journalism field – it could serve as further justification for schools to develop a curriculum which incorporates these new technologies.

Finally, further study could be performed by studying graduates of schools with high digital journalism education, examining their success after graduation. This could be determined by tracking starting salaries, length of tenure with first job before a promotion, and even average market size of the publication for which they worked first. This data could then be compared to that of graduates of schools with lower amounts of digital journalism education. The exact relationship between attendance at a school that has more of a digital media element and success in the journalism industry has yet to be examined.
Conclusions

This study empirically demonstrates that graduate schools are including digital media elements to their journalism curricula, congruent with existing literature in the field (Mangan). It also demonstrates that the average open job in the journalism industry in early 2011 expects at least some familiarity with digital media. The idea of the "backpack journalist," while accurate in its time, may have been replaced with the concept of a "pocket journalist." These modern journalists are expected to enter the industry with knowledge of blogging, digital video and photo, content management systems, interactive graphics and features, and websites. If they are particularly skilled, they should be able to manipulate all of these areas, even from their cell phones. Simultaneously, they are expected to begin their career prepared in the basic elements of journalism that have been expected since journalism's inception: the ability to ask the right questions, interview a tough subject, track down sources, and, perhaps above all, write high-quality articles.

This research provides an interesting point of discussion which is central to the examination of the changes rippling through the field of journalism. If schools are not educating students in new media at the same rate that industry demands these skills, students are entering the industry unprepared. Indeed, according to the simple numbers associated with job descriptions in the field and the course descriptions of leading graduate schools, it seems that many schools may be behind the curve in educating students for the type of journalism industry they are about to enter.

There is a phrase that's associated with many student newspapers across the nation: “Today's news by tomorrow's journalists.” With the way that the journalism industry is changing, tomorrow's journalists must be more a day ahead of their colleagues. They must be ahead of the
curve on the newest websites, social media phenomena, and mobile device capabilities in order to quickly and efficiently deliver news to a generation which, like them, expects news to come immediately, and most often, in a digital format.
Appendix A

Works Cited


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Appendix B

Full Content Analysis Results: Graduate School Research

Columbia University

reporting and writing
web sites
digital-media techniques
reporting and writing for broadcast
essentials of journalism
law of journalism
internet
business of journalism
web
ethics of journalism
internet
history of journalism
online
masters project
digital media
digital-media
digital-media
email
specialized reporting/writing electives
digital media
digital media newsroom
the art of the profile
business and financial reporting 1
business and financial reporting 2
covering national politics
covering new york politics
web sites
blogs
cultural affairs reporting and writing
digital media newsroom 1-5
multimedia storytelling
digital-media
web page
blogging
new media storytelling
environmental reporting
feature writing 1
feature writing 2

online publications
destination out: foreign reporting off the beaten path
international reporting
online
news editing
online world
opinion writing
blog posts
personal and professional style
social impact of mass media
writing with style
audio storytelling
podcast
web

flash
multimedia
interactive projects
Flash
integrated packages
interactivity
Flash
online technologies
investigative skills (non-Stable)
advanced photojournalism
social-media skills for journalists
social media
twitter
facebook
linkedin
youtube
social media

stabo;e omvestogatove slo;;s
internship
beyond borders
internet
book writing
biz and eco reporting A & B
covering education
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blogs
online magazine
covering religion
web site
coveringreligion.org
documentary seminar
international newsroom
web sites
Yahoo
site
multimedia web site
site name
site
investigative project (non Stable)
journalism of tomorrow
blogs
blogging
citizen involvement
national affairs reporting A
digital revolution
site name
national affairs reporting B
reinventing TV news
web
social networking
viral networking
citizen-produced video
web television
web-friendly
science reporting
stable investigative seminar
writing about the arts
the bronx beat
multimedia
digital media
online community newspaper
weekly online issues
online content
multimedia stories
web
multimedia content
web
multimedia storytelling
digital media
web site
brooklyn ink 2.0
site title
website
site
log on
site
columbia news service
web site
literary journalism
magazine writing A
magazine writing B
producing a magazine A
web site
producing a magazine B
digital content
online
bloggers
citizen journalists
online
blog
sites
web pages
digital media A
multimedia production
multimedia journalism
multimedia software
web
site name
digital media
digital media
100
digital media
multimedia packages
slideshows
interactive flash packages
web
web design
flash design
podcast
iTunes
web 2.0
digital media B
interactive storytelling
interactive
digital media storytelling
interactive software
digital media
digital media
digital media
flash
google maps
web technologies
blogging
basic HTML packages
quizzes
blogs
database mashups
Flash interactives
web
interactive graphic tools
flash
interactive design
flash
database/mapping mashup tools
blogging
online community
podcast
web 2.0
nightly news
radio
webcast
internet
video storytelling
digital media
advanced photojournalism
business and economics reporting
covering conflict
decision making in the newsroom
blogging
blog
internet
feature writing A
online
feature writing B
websites
graphics in the newsroom
history of journalism
blogger
journalism of ideas
managing broadcast newsrooms in the digital age
digital age
multiple platforms
Internet
digital platforms
150
digital organizations
narrative writing
news editing
internet-wrought demise
opinion writing
blog posts
Internet
blogging
bloggers
personal and professional style
politics and the press in america
radio documentary
reporting advances of the modern newsroom
online
web scraping
optical character recognition
scripting
analytic tools
intelligent web presentation
entity extraction
mapping programs
cloud tags
text trees
sports journalism
internet sites
stabile investigation
techniques
writing, reporting, mixing for radio
basic digital media skills
digital media
flash
web pages
slide shows
adv digital media skills/flash
multimedia
interactive projects
Flash
integrated packages
interactivity
Flash
online technologies
178
adv digital media skills/video
photojournalism

Northwestern University

The Magazine Innovation Project
[new magazine in] digital form
The Interactive Innovation Project
handheld devices
interactive community
computer science
The Community Media Innovation Project
Collaborative Innovation in Journalism and Technology
web-based application
5th quarter national security specialization
global reporting residency abroad
multimedia
journalism methods
chicago newsroom reporting
urban issues reporting
news web sites
health and sciences reporting
business reporting
database reporting
 investigative reporting
us security and civil liberties reporting
adv public affairs reporting
adv business reporting
new media
blog
adv health and science reporting
multimedia elements
sports reporting
web daily
covering the environment
arts and entertainment reporting
politics and govt reporting capstone
marketwatch.com
politicsdaily.com
multimedia
multiple media formats
interactive graphics
web-based news outlets
journalism methods: editing
mag writing
long form non fiction narrative
online magazines
art and craft of writing non fiction book
interactive publishing
website
CMS
wordpress
online publications
multimedia
online content
online producers
HTML
CSS
PHP
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online
online
online
digital platform
digital storytelling
wordpress
CMS
website
HTML
CSS
multimedia
interactive graphics
sites
digital platforms
flash for journalists
interactive storytelling
multimedia storytelling
web pages
XHTML
CSS
flash
blogging for journalists
Internet
Web
blog
Internet
online communities
[online] traffic
sites
interactive publishing
building networked audiences
traffic
websites
online content
web
web
search optimization
social media
online communities
website
digital frameworks for storytelling
digital tools
news graphics and design
digital content
broadcast producing
video storytelling
chicago broadcast reporting
adv video storytelling
web
web
webcasts
multimedia
documentary project
vimeo.com
politics and govt video reporting capstone
ethics and law
citizen journalism
digital publishing phenomena
journalism by the numbers
smart phone
online
urban issues seminar
business seminar
health and sciences seminar
audience insight
digital formats
how 21st century media work
bloggers
global journalism seminar
covering faith, values, religion
sports and society seminar
watchdogs in washington: investigating the federal govt
covering conflicts, terrorism, and natl security
covering public policy
producing a news website
website
web
multimedia
site analytics
traffic
on-air performance
using web technologies

Berkeley
reporting the news
community sites: covering oakland and richmond
multimedia
online
site
sites
interactive
new media
community site: mission local
multimedia
photo essay

web programming
iPhone/mobile
web apps
web
HTML
CSS
Javascript
PHP
website
application programming interfaces (API)

API
iphone web app
Wordpress blog
javascript
websites
sites
web

freelancing
inside business to business media
modernmedicine.com
web portals
web-first
web-only

audio producing for the web
web

travel writing
media design research and testing
digital content
digital media
multiple platforms

http://www.medill.northwestern.edu/journalism/grad/page.aspx?id=154271
Adapting Journalism Curriculum

- mobile devices
- online
- interactive content
- digital platforms

MINI: proTools
MINI: flash programming
- flash
- animations
- ActionScript code
- dynamic text
- timeline formatting
- [flash] components
- interactivity
- web
- programming and code
- flash
- actionscript
- interactivity

MINI: after effects
MINI: the journalist as freelancer
- new media

MINI: mobile reporting
- smartphone
- mobile devices
- mobile applications
- mobile devices
- app developers
- mobile devices
- interactive storytelling
- citizen generated content
- SMS services
- crowdsourcing

- to catch a thirf: the good, the bad, and the ugly of business
- social networking
- social networking
- int'l reporting: africa, women, and agriculture – the global food crisis
- renegades, underdogs, madmen: the magazine
- profiles
- spam email
- narrative writing workshop: intermediate stories
- the long fact – a workshop
- law and ethics
- investigative reporting for print/tv
- online
- Skype

intro to radio: radio reporting in the digital age
intro to radio

reporting for TV
documentary production
longform TV
history of documentary
inside frontline: the craft of reporting and storytelling
digital TV and the world: Korea
video web coverages
- web
- mobile devices
- digital journalists
- multimedia
- web site
- digital production
- multimedia
- mobile media

masters project seminar
internship credit

news 21 – FOOD
- mobile
- digital
- multimedia
- multimedia reporting
- mobile-based web product
- web
- digital storytelling
- social media
- web
- websites
- News21
- site
- site

designing and developing online news packages
- online content
- motion graphics
- grid-based web design

tolstoy
-making a magazine
- digital edition [of a magazine]
- web
- digital edition [of a mag]
- multi-media features

MINI: video for the web
- online
- webn
- online

covering immigration and immigrants in CA
- web-based media

reporting on korea: society, tensions, and states of mind
- internet mobs
- web sites
key issues with faculty and campus experts
entrepreneurial journalism

Maryland

law of public communication
hist of mass comm
govt and mass comm
comparative mass comm systems
media economics
mass media in society
women in the media
news coverage of racial issues
special topics in journalism
visual comm
theory of broadcast journalism
technology and the media
journalism and public comm research
public opinion research
comp assisted reporting
special topics in data gathering and analysis
advertising campaigns
literary journalism
advising student publications
policy, censorship, legal problems of student publications
typography and layout for student publications
adv techniques for student publication advisors
yearbook short course
topics in scholastic journalism
fundamentals of writing and editing
reporting for grad students
fundamentals of broadcast journalism
journalism ethics
theories of journalism and public comm
seminar in mass media history
seminar in public affairs reporting
interpretation of contemporary affairs
print news bureau
special topics in news reporting and writing
seminar in advertising comm
seminar in media analysis
online journalism
online
web-coding
internet
new-media
interactivity [sic]
seminar in broadcast news
reporting and production
adv television news and production
broadcast news bureau
topics in broadcasting and electronic media
writing the complex story
seminar in newsroom management
readings in journalism literature
science comm
news coverage of specialized topics
special problems in communicat

UNC Chapel Hill

electronic journalism
producing television news
television news and production mgmt
electronic media mgmt and policy
voice and diction
producing radio
studio production for tv news
broadcast history
case studies in PR
crisis comm
PR campaigns
public information strategies
diversity and comm
gender and mass comm
latino media studies
process and effects of mass comm
international comm and comparative journalism
int'l media studies
freedom of expression in the US
blogging, smart mobs, and we the media
virtual communities
network capital
social capital
business and the media
economics reporting
business reporting
adv reporting
adv feature writing
sports writing
mag writing and editing
adv editing
southern politics: critical thinking and writing
comm journalism
newsdesk
web site
blog
multimedia news reports
online
adv advertising copywriting
art direction in advertising
advertising campaigns
concepts of marketing
ethical issues and sports comm
media marketing
adv photojournalism
multimedia
documentary photojournalism
multimedia
web site
newspaper design
magazine design
information graphics
special topics in mass comm
special skills in mass comm
digital media economics and behavior
online
sites
leadership in a time of change
medical journalism
internet
medical reporting for the electronic media
science documentary
medical and science reporting
multimedia design
multimedia
search engine optimization
eye-track testing
interactive multimedia narratives
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multimedia platforms
multimedia programming and production
multimedia programming languages
documentary multimedia storytelling
multimedia project
3d design studio
3d design
animation
mass comm ducation in the secondary school
mass comm law in secondary school
mass comm writing and editing in the secondary school
design and production of secondary school publications
special topics in advertising
mass comm research methods
(700+ labeled as "courses for graduates")
mass comm research methods
mass comm pedagogy
qualitative methods for mass comm research
statistics for mass comm research
theories of mass comm
new media and society
digital environments
new media
research methods and applications
visual comm and info architecture
media law for the digital age
internet
leadership in digital media economics
strategic comm
PR foundations
PR writing for grad students
mass comm law
readings in mass comm history
media management
reporting and writing news
specialized reporting
multimedia storytelling
multimedia content
multimedia presentation methods
seminar in mass comm research methods
seminar in the psychology of human-computer interaction
internet
world wide web
seminar in interdisciplinary health comm
interdisciplinary health comm colloquium
seminar in PR
seminar in mass comm law
seminar in mass comm and society perspectives
seminar in mass comm history
seminar in international comm
seminar in comm for social change
seminar in social and economic problems in advertising
seminar in advertising research
seminar in special topics in mass comm
reading and research
nontraditional thesis option
masters thesis
doctoral dissertation
computing concepts and issues: power tools of the mind
internet
world wide web
writing for digital media
new media
digital/online environments
new media
online environments
interactivity
hyperlinking
visual comm and web design
new media
new visual interfaces
cyber medium
internet
site planning
site navigation
human interface design
usability [of a website]
navigation [of a website]
accessibility [of a website]
global impact of new comm technologies
interactive media
internet
digital comm
wireless computing
personal communication devices
database and web research
online
Google
search terms
online

LSU

Ad and PR
Entertainment media
Production and performance
Minorities and media
Electronic media and society
Elec. Media, law, reg. And public policy
telecommunication media [law]
Media and the military
Mass media, Sports, Society
Media management
Comparative media systems
American media history
Mass media practices
Field experience
Mass media principles [mentions newspapers, mags, radio, television]
Elec media programming
Elec Media Management
Special topics

Independent study
Proseminar
Research methods
Mass comm phil & principles
case studies in mass comm
public opinion and public affairs
seminar in comm lit
survey research methods
qualitative research methods
mass comm and society
international mass comm [mentions newspapers, mags, radio, television]
media industries, behavior
legal problems
media systems
changing technologies
new and emerging media systems
elec media systems [only deals with cable television]
mass comm theory
seminar in 1st amendment law
seminar in comm policy
adv research methods in mass comm and public affairs
independent research: mass comm
special topics
thesis research
prof. Internship
p[rof. Project
public affairs externship
dissertation research
business journalism
feature writing
photojournalism
print newsgathering and editing
broadcast newsgathering and producing
advanced print newsgathering
adv broadcast newsgathering
adv reporting
mag editing and production
scholastic journalism

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Wisconsin

intro to mass comm
interlinked entertainment
mass comm practices
   online resources
   HTML authoring
digital audio
video editing
intermediate reporting
   web use
digital audio
web-based news stories
principles of strategic comm
in-depth reporting
   online reporting techniques
   computer-assisted reporting techniques
contemporary affairs
creative nonfiction
   electronic publications
multimedia graphics
   new media
digital media
digital technology
science and environmental journalism
world wide web
mags and mag editing
   internet magazine
   HTML
electronic news for web and broadcast
electronic news writing
world wide web
electronic news
webcasts
web site
developing creative messages for media
strategic media planning
   “new” media
research and strategy for strategic campaigns
special topics in adv concepts and skills
NSAC (n/a) - advertising
public info campaigns and programs
intro to survey research
public, comm, alternative media
mass comm law
regulation of electronic media
history of mass comm
mass comm and society
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WVU

comm colloquium
mass comm teaching
special topics in mass comm
internship
masters thesis

project in lieu of thesis
adv research
doct research

advertising and society
principles of advertising
advertising and creativity
interactive media
advertising copywriting
retail advertising
advertising media analysis
advertising research and media
advertising strategies
advertising research
direct marketing
campaigns
advertising research
campaigns
intro to mass comm
journalism orientation
media writing
documentary film in america
reporting for print media
copy editing
media relations in sport
public affairs reporting
law of the news media
internship
practicum
multimedia bureau reporting
multimedia packages
media issues and ethics
law of the news media
women and minorities in the media
multimedia bureau reporting
multimedia packages
intro to graduate studies
mass media and society
adv journalistic writing and research
ethics seminar
teaching practicum
independent study

research
thesis
graduate colloquium
intro to PR
writing for PR
editing and design
PR writing and applications
intro to web design
web
HTML
design concepts [web]
[web] layout
hyperlinks
web-production software
web server account
uploading files
applied PR
integrated marketing comm
research and case studies
public health relations
PR campaigns
fundraising and foundation management
research and case studies
PR 559...
adv reporting
feature writing
high school publications advising
american journalism history
editorial and critical writing
adv reporting
amer. Journalism history
digital and critical writing
adv reporting
amer. Journalism history
electronic media and society
broadcast news writing
beginning TV reporting
adv TV reporting and producing
video production
adv tv reporting and producing
visual journalism and new media
digital media
video publishing
web publishing
intro to photojournalism
adv photojournalism

multimedia reporting
online media
software
online reporting
visual storytelling for media

Indiana

intro to mass media research
public affairs reporting
quantitative research methods for journalists
intensive reporting, writing, editing workshop
media and society seminar
international communication
international media experience
international media experiences
international media experiences: int'l reporting
int'l medi experiences: media of color
reporting HIV/AIDS in Africa
Seminar in visual comm
"outside constraints of traditional news media"
colloquium in scholastic journalism
digital photography and photo editing
multimedia presentations
high school jour. Teacher workshop
high school jour. Teacher workshop
reinvent and redesign your publication
supervision of student media
online media
PR management
PR campaigns
issues in new comm technology
new technologies
public relations for nonprofits
arts media and society
science society and media
reporting the law
reporting the arts
education and the media
science writing
teaching mass comm in college
urban affairs reportin
crisis communication
framing theory
literary journalism

principles of PR
PR writing
race and the media
topics colloquium
topics colloquium
business of sports media
comm for nonprofits
foreign news coverage
int'l reporting
history of 20th century photography
computerized publication design I
computer publishing
computerized publication design II
theory and research
theory and research
press and the constitution
ethnographic reporting and writing
gender and media
student press law and issues
high school jour. Teacher workshop: mgmt of student publications
mgmt of school publications
yearbook advising
media internship
quantitative methods in mass comm research
globalization, media, and social change
online media
online activism
russian and east european area media systems
history and philosophy of the media
qualitative methods in mass comm research
media in the twentieth century
ethics and journalism
comparing mass media: US & europe
framing theory and the media
public opinion
topics colloquium
topics colloquium: agenda setting
Appendix C

Full Content Analysis Results: Job Descriptions Research

High County News – Outreach Director
digital marketing methods
e-mail
web site
social media
Williamson County Sun – City Govt Reporter
Williamson County Sun – Features Writer
Milwaukee Journal Sentinel – Multimedia Visual Editor
online visual coverage
multimedia for the web
web
web technology
Adobe Flash
iPhone
Blackberry
web
digital portfolio
Christian Century – Online Editorial Intern
online
online culture
blogging
social networking
web-based writing/blogging
HTML
web content management systems
character recognition software
Editor for In-depth Reporting Project, Chicago Public Radio
web
copy editor – Health Care – Bureau of National Affairs
URLs
Hotlinks
Continuous News Reporter, Reidsville Review
web site
Associate Editor, The American Society of Civil Engineers
Program Officer – International Center for Journalists
Business Editor – The Bulletin (OR)
News Editor/Copy Editor – The Daily Times, New Mexico
online
online editor
copy editor – CQ roll call
posting news [online]
HTML
managing editor – arizona capitol times
online
business writer – EM Resource group
online publication
“21st century reporter” - victoria advocate
online convergence
digital delivery systems
health and social issues reporter – yakima herald-republic
online
broadcast reporter CHCF center for health reporting
digital technologies
associate editor symphony publishing
online editor – randall-reilly business media and information
sites
web design
social media (business applications)
site management
senior resident journalism advisor, democratic republic of congo – internews network
website
FTP platform
community radio resident journalism advisor – sundan. Internews Network
opinion page editor / copy editor – santa clarita valley signal
legislative reporter – temporary AP
NJ newsperson, temporary AP
RI newsperson, temporary
OH newsperson, temporary
CT newsperson, temporary AP
MA newsperson, temporary AP
reporter (SE New England weekly)
web-savvy
news online
content delivery desk editor, journal & courier (IN)
online media
online
digital offerings
reporter – sauk valley news
online
sports/gen assignment reporter – stevenson/hicks newspapers
sports editor – the sheridan press
online sports content editor – sourcemaedia group
social media
digital sports coverage
online content
digital products
digital editor
web writer
blogger
multimedia producer
web writing
digital content
social media
white house correspondent – washington times
website
freelance photographer – new york post
night editor – aspen times
environment health and safety reporter – BNA, VA
copy editor – the pantagraph
  online
reporter – times-georgian
reporter – maryland gazette
photographer – times-georgian
digital equipment
metro editor – the washington times
govt senior health analyst – bloomberg LP
sports editor – the washington times
website
reporter – northeast times
technical writer/editor
  web site
  website
  website
  website
  website
digital media
  website
blog
podcast
e-mail
blogs
podcasts
website
itunes podcast
website
emails
HTML coding
  web site
junior features designer – new york post
managing editor – midwest small daily
ad sales / marketing director
  web site
  news web site
  social media marketing
copy editor/news editor – journal gazette
online editor omaha.com
website
website
online
digital team
flash
HTML
reporter – the fresno bee
  blogging
  social media
editorial assistant – chicago - AP
  web
  RSS feeds
  social media networks
  Twitter
  Facebook
  online
  web sites
  wikis
  Microsoft SharePoint sites
  internet
  online research
  social networking
reporter – the mechenburg times
  online publication
  social media
states and municipalities reporter – bloomberg LP
web producer – politico
  web production
  web
  web presentation
  posting video content
  site
  HTML
  CMS
  internet publication
  web publishing
personal finance staff writer – bundle.com
  web
F/T photographer – enterprise of brockton
  multiple media platforms
  online
copy editing – pocono record
  website
  news feeds (on a website)
senior editor/writer – steel market intelligence
  email
  web-based platform
staff photographer – south bend tribune
  photo galleries
  slideshows
  video
writers – baltimore/harford counties – patch
sports editor – yuma sun
  online presence
  online
wire copy editors – gannett
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wire copy editors – gannett
page designers – gannett
    interactive graphics
page designers – gannett
    interactive graphics
copy editor/page designer
newsperson – honolulu
    coverage across multiple formats
ad account exec – new york times co.
    website
    online newspaper
    internet site
    multimedia
news editor – united methodist communications
    site
    web production
    web team
    website
    cross-platform
    social media
    internet
    web-based media
design editor – ASP westward
news reporter – observer-dispatch
    web site
    various platforms
robb report – executive assistant/office manager
states and municipalities reporter – bloomberg
reporter – nashville post
    online platform
    web stories
staff reporter – saudi press agency
graphics generator/designer – the bulletin, OR
brand editor – medtech media
    online publication
    websites
    e-newsletters
    virtual conferences
managing editor – healthcare finance news
    online
    podcasts
    video
    slideshows
    online journalism
NACLA director-publisher
    online
circulation/sales manager
    online advertising sales
    website
    online
    web
social-networking sites
business copy editor – moneyshow.com
  online
  web
  web site
  telecommuting
community news reporter – ballston journal
  multi-media ability
  digital camera
  flip video camera
  social media
editor – lubbock avalanche-journal
  online
photo editor – the advocate (LA)
  online edition
copywriter – simpson gumpertz and heger inc
interactive graphic designer – the baltimore sun
  interactive graphics
  online
  interactive-only standalone graphics
  converting print graphics to interactive
  online databases (graphic elements for them)
  flash
  javascript
  online CMS
  ARCview
correspondent – bureau of national affairs
staff writer – CSI media LLC
features editor
features copy editor – york daily record/york sunday news
  tech-savvy
  emerging technologies
editor – sentinel publications inc
  web site

100 above

photo/video editor – victoria advocate
  website
  website
  all platforms
  sites
business reporter – san diego business journal
business and finance writers – eHow money
  website
  bloggers
  online articles
reporter – leader-telegram
  online reporting
  social media reporting
  internet
  facebook
twitter
online newspaper
editor – magazine in milwaukee market
web
social networking content development
search engine optimization
web traffic building
good design and packaging (of web)
freelance writers – demand media studios
online writing community
digital online office
online visibility
website
website
website
telecommute
copy editor – lowell sun
online
web
online magazine hiring freelance writers suite101.com
online
online magazine
writing for the web
social networks
online marketing
blogger-reporter – progress illinois
blogger
blog posts
CMS
assistant editor – rio grande sun
web site
electronic gadgetry
managing editor for automation/manufacturing mag/web site, summit publishing
web site
e-newsletter
online
web site video cameras
posting to web site
digital editor
multi-media content gathering
online media
posting, categorizing, tagging online content
social media
online
online
news/sports reporter – buffalo bulletin, WY
reporter – birmingham business journal
education reporter – chronicle-tribune, IN
web editor, metro USA
web editor
online presence
online impact
website
digital product
website
“maximum [online] interest and punch”
polls
photo galleries
photos [accompanying online articles]
website
web-friendly packages
web publishing tools
HTML
blogging
social media skills
reporter – NBC17 Raleigh
digital video cameras
web content
social media networking
new media outlets
editor – Gatehouse Media Inc
digital media
website
web
online
online
web-first reporting
online
managing editor – Detroit Jewish News and Red Thread
staff writer/reporter – “
managing editor – Sierra Vista (AZ) Herald
web site
freelancers – Patch in Montgomery and Prince George Counties MD
websites
freelancers – Litosaur.com
website
district sales manager, The Herald-Journal
**copy editor / content producer – NYT company**
online CMS
multiple platforms
web content
health editor, About.com
website
online publishing
website
sites
website
website
website
website
copy editor – Groupon
site
site editor – Groupon
site
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site
executive producer
digital editing systems
web CMS
“media ingestion and storage systems”
web
web series
all media platforms
web content
web components
new media

managing editor – el dorado news-times
business journalist – charleston regional business journal
electronic products

publisher
graphic designer – times community news

web ads
flash

opinion editor – gaston gazette
online platforms
website
comment section
video forum
chat forum
social media
live public forums

community media center director, manhattan neighborhood network
internet
new media
emerging technologies
technological changes in the media

hard news reporter: the ottawa herald

online
assignment/copy editor – the ottawa herald
online content

reporter – modern healthcare
online
blogs
podcasts
video {online}
webcasts

reporter – institutional investor news
web site

web editor/postpolitics.com, the washington post
website
digital
bloggers
digital tools
search engine optimization (SEO)
digital narrative

deputy managing editor – AP, NY NY
new media
mobile platforms
social media
social networks
citizen media
digital/social media
emerging platforms
iPad/tablets
smart phones
online
connected TV
gaming consoles
all formats
cross-format storytelling
new technology
facebook
twitter
myspace
youtube
vimeo
flickr
digg
google wave
buzz
linkedin
foursquare
gowalla
tumblr
mobile
social media
social media space
web analytics
social media analytics
search engine optimization
social media optimization

supervising features editor – todayshow.com
website
website
site
online news
online communities
social media
internet production
online reporting
CMS
online video
business/general assignment – beloit daily news
sports editor/reporter – carroll county news
features writer – herald bulletin
copy editor/design – times herald
website
managing editor – south florida gay news
online editor – newsday.com
websites
online
website
website
website
web metrics
site programming
(web) traffic
web publishing
HTML
CSS
mySQL
flash

public safety reporter – state journal-register
website
petrochemical markets reporter – ICIS
website
government reporter
digital formats
south bend tribune – metro editor
website
social media
copy editor/page designer
reporter
contributors – las vegas nightlife website
website
web
copy editor – fort collins coloradoan/gannett
editorial assistant – AP in D.C.
web
social media networks
wikis
internet
online
social networking
twitter
editor – naylor LLC (FL)
online publications
MIS
ezines
online guides
web content
editor of editorial page
online

EIC, peer-reviewed research journal
web savvy
on-line
new on-line technologies
copy editor/designer – roanoke times
online
website
website
twitter
facebook
blogs
e-mail updates
text message
breaking news e-mail
text messages
tweets
new technology
internet CMS systems
publisher – weekly missouri paper
ad sales consultant – VOICE news
reporter idaho state journal
  online
  photo/video
reporter, times-picayune
  online
energy journalist – energetics inc
  new technologies
  computer-based communication tools
general assignment reporter – southern news corp
  online
sports reporter – southern maryland today
  website
  online
power reporter – SNL Financial
Appendix D: Coder practice, tests

Four coders were employed to determine intercoder reliability for the two content analyses. Two were used for the graduate schools analysis, and two were used for the job descriptions analysis. Coders were given three items before they performed the research noted in the Methodology section of this paper: an instruction sheet, a practice sheet, and a coder test.

The instruction sheet was read as a group, with all four coders. This sheet contained the basic idea behind the study as a whole, discussed digital media, and introduced the methodology of each content analysis.

The coders were then split up into their “teams” – two for each study – and were given a “practice” sheet with example descriptions that they analyzed based on the previously given instructions. The descriptions were then gone over as a group and discussed.

Lastly, coders were given a “test” which contained several descriptions. Each coder completed this test individually. When each coder was done, they then compared results and discussed the terms that did not match up.

These three forms are listed in this appendix; the coder results are listed in Appendix E.
The Thesis

Ample proof is available showing that the journalism industry is changing. Digital journalism – defined for the purposes of this paper as reporting services conveyed to an audience over a network (i.e. Internet, mobile networks) – has significant altered the industry. Much research also exists showing that graduate schools' journalism programs are adapting their curriculum to prepare their students for that change. However, little research exists determining the correlation between the graduate schools' adaptations of curriculum and the actual needs presented by industry.

The Study

This paper attempts to display that correlation by performing two content analyses. To determine graduate schools' specific course adaptations, a content analysis was performed on 10 schools' course descriptions to find the frequency of terms relating to digital journalism. To determine needs presented by the journalism industry related to digital journalism, several hundred job descriptions from professional journalism employers were analysed with the same study.

Performing the Content Analysis

For both data-gathering ventures, the same criteria were used to create a "tally" of how many digital journalism terms were used in that sample:
• Any terms dealing with the Internet were considered a digital journalism term (i.e. Blog, website, site, search engine optimization, Facebook, etc.)

• Any terms dealing with mobile devices were considered a digital journalism term (i.e. mobile, cell, handheld]

• The context of a term could be used to determine whether it was a digital journalism term. So, for the word "application" used in the sense "...students will use classical application of journalism law to determine newspapers' legal rights..." it would not count. However, in the sense "students will develop applications to deliver news to consumers on the go" it would count, because "applications" refers to a cell phone.

• In case of a discrepancy, the method which supercedes all others is if the term could have been used before the Internet was invented. So, "electronic journalism" would not count as a term, because that term could be used to describe a pre-Internet area of journalism.

Examples

Consider this example from Northwestern University's Medill Graduate Journalism program:

**Advanced Business Reporting (JOUR 423-2).**
Weekly seminar in the business reporting field with in-depth assignments. Students gain a deep understanding of the macro and global trends in the economy and business, learn alongside professional traders how to execute electronic trades at the Board of Trade, delve into substantive readings and explore their areas of topic interest. They will spend time developing each story and they will be allowed to work in their medium of choice (print, broadcast, new media.) Students publish abusiness blog.
This is a course description from Northwestern University. In this course description, two digital media terms would be tallied: new media, and blog. In this case, new media clearly refers to Internet media, and a blog is clearly an Internet-related term.

Another example, from the University of North Carolina at Chapel Hill:

560 Medical Journalism (HBHE 660, HPM 550) (3). Prerequisite, JOMC 153. Permission of the instructor for students lacking the prerequisite. Prepares students to work as medical journalists for a variety of media, including print, broadcast, and the Internet. The course emphasizes writing skills and interpreting medical information for consumers.

In this course description, only one term should register as a digital journalism term – Internet.

We will now look at an example of a job description:

With our rapid growth, Naylor, LLC is adding a new EDITOR to our award-winning Gainesville, FL team. Duties include editing and managing print and online publications while providing outstanding customer service to trade & professional association clients. Strong organizational skills are necessary to thrive in a fast-paced environment that requires handling multiple aspects of numerous publishing projects. Efficient and effective communication skills are required to convey client expectations to designers and other members of the publishing team. Strong proofreading and Microsoft Office skills are necessary to manipulate data and enter information into our MIS. The ability to set and meet deadlines is imperative.

We offer a competitive salary, performance-based bonuses and other incentives. In addition to successful prior experience in editing and managing print publications, proven experience in writing and editing ezines, online guides or other Web content is preferred. If you are ready to make an investment in your success and thrive in a highly motivated, fast-paced atmosphere, we invite you to apply for this rewarding opportunity.

In this job description, provided by Naylor LLC in Florida, there were four terms which were considered digital journalism terms, as bolded above: online publications, ezines, online guides, and web content. The term "MIS" was not counted because the subject of management
information systems existed long before the internet. Microsoft Office did not count because it did not insinuate conveying information over a digital medium – this paper's definition of digital journalism.

Coder Practice Sheet

Graduate School course descriptions: Practice

Example 1: University of North Carolina at Chapel Hill

**714.956 Database and Web Research (3). Offered online.**

For many people, including journalists, online research means going to Google, entering a couple of search terms and hoping for the best. The information you want might be there, but how long is it taking you to find it? What about the authority and timeliness of that information? Are there other sources available online (or in print) that might provide you with better or additional information? What strategies might improve the efficiency and effectiveness of your research? This course will answer those questions and others. Note: Enrollment limited to students admitted to the Certificate in Technology and Communication program and JOMC graduate students.

# of terms: _________

Terms:

_______________________________________________________________

_______________________________________________________________
Example 2: Northwestern University

**Blogging for Journalists (SPECIAL TOPICS JOUR 490-0)**
Students learn to cover a topic or beat via the Internet, publish content on the Web in the blog format, take advantage of Internet technologies to present information and build an audience for their work. They also explore ways that journalists can tap into online communities to generate ideas and interest related to a topic and drive traffic to their sites. Readings and discussions (in class and online) explore the major trends and issues in interactive publishing.

# of terms: _________

Terms:

_______________________________________________________________

_______________________________________________________________

Example 3: University of California at Berkeley

**J298: Designing and Developing Online News Packages**
A two hour weekly session on creating engaging online content. Touching on the technical and aesthetic, skills covered will include: color theory, typography, data visualization, motion graphics, and grid-based Web design and implementation. The course will culminate in a final project or hyper-local news package.

# of terms: _________

Terms:

_______________________________________________________________

_______________________________________________________________
Job Descriptions: Practice

Example 1: South Bend Tribune

**South Bend Tribune: Metro Editor**
Job duties include overseeing reporters as directed, assigning and editing stories and otherwise helping to produce excellent news and feature coverage of the Tribune’s circulation area. Plans and edits pages or sections as assigned by DME. Hours vary, but job will include some weekend hours. Journalism degree or its equivalent and editing, reporting and management experience preferred. Interest and ability to create and share stories through electronic platforms, including traditional websites and social media, is a plus. Sound interesting? Applicants should apply online at [www.sbtinfo.com](http://www.sbtinfo.com). Equal Opportunity Employer.

# of terms: __________

Terms:

_______________________________________________________________

_______________________________________________________________

Example 2: The Gaston Gazette

**The Gaston Gazette: Opinion Editor**
Needed: Opinion editor to direct both print and online platforms of community newspaper. The successful candidate will be intently interested in local, regional and state issues and passionate about creating a lively discussion of issues and ideas with readers and online users. This position works closely with other editors and reporters to keep abreast of news and events as well as actively engages with the community to spark debate and input. In addition to writing thoughtful editorials, the editor will encourage audience involvement utilizing all the tools we have available, including print, the newspaper’s website and comment section, video and chat forums, social media and live public forums. Strong writing and interpersonal skills are a must; InDesign and technical skills are a plus. Send your resume and five examples of your work to msmith@gastongazette.com, by fax to 704-869-1708 or by mail to Marlene Smith, HR Director, PO Box 1538, Gastonia, NC
Example 1: South Bend Tribune

**Progress Illinois: Blogger-reporter**

Progress Illinois is seeking a full-time "blogger-reporter" to work out of our Chicago offices. Daily responsibilities include: pitching and producing compelling reporting and analysis, tracking breaking news stories from around the state, monitoring local and national media, editing colleagues' work, and conducting in-depth research. Successful applicants will also have work experience shooting and editing video as well as still shots. Candidates should have a strong grasp of Illinois politics and be equipped to produce blog posts with a left-leaning perspective as well as file longer-form feature articles. Experience working with content management software is a plus. Competitive salary and benefits for qualified candidates. To apply, please email a cover letter describing your interest in the position, a resume, and two clips to the following address: jobs (at)progressillinois.com.

# of terms: _________

Terms: 

_______________________________________________________________

_______________________________________________________________
Coder Test sheets

Coder Reliability Test – Graduate School Course Descriptions

Description 1: University of California at Berkeley

**J216: Advanced Multimedia**

In this class students will learn how to produce sophisticated multimedia projects and make use of various publishing technologies to produce content for online news sites. The multimedia stories and other projects will be produced for the various community-based news web sites created by the J200 classes. The projects will range from complex multimedia presentations, databases and map mash-ups, to use of social media, mobile devices and other platforms for delivering content and encouraging citizen participation. The class is designed to give students a solid understanding of the technical and conceptual skills needed to produce high-quality journalism online and deliver interactive content on a variety of digital platforms.

# of terms: __________

Terms:

_________________________________________________________________

_________________________________________________________________

Notes (if needed):

_________________________________________________________________

_________________________________________________________________

Description 2: Northwestern University

**U.S. Security and Civil Liberties Reporting (JOUR 422-0)**
This combined seminar-reporting class, offered each spring in Chicago, meets one full day per week for reporting and another day that is divided between reporting and a seminar. The class will focus on homeland security issues such as terrorism, port security, bioterrorism and pandemics, but also will include a basic understanding of the role of the military, intelligence and humanitarian law. Field trips to Chicago area preparedness offices as well as to Ft. Leavenworth and/or Ft. Riley are anticipated.

# of terms: _________

Terms:

_________________________________________________________________
_________________________________________________________________

Notes (if needed):

_________________________________________________________________
_________________________________________________________________
Coder test: Job Description analysis

Description 1: Lowell Sun

Lowell Sun – Copy Editor
Picky but personable copy editor sought for busy copy desk for paper AND online versions of Lowell Sun in Massachusetts. We are a news-rich market in the beautiful Merrimack Valley seeking a copy editor who is accurate, precise, a great headline writer for both paper and web, and very deadline driven. We'd like you to have a good eye for design, as well. This is a full-time position likely to work evenings and/or nights. The newsroom is typically friendly and colorful, and we'd like you to be a positive person bringing suggestions and solutions to our expanding products. This is a full-time position working evenings/nights. Must have minimum of three- to five-years documented experience and pass a copy editing and headline writing test. Please send salary expectations. Send an email to mkguzda@lowellsun.com. Put COPY ED in Subject line of email. Write no more than 350 words why you fit the job description. Send no more than five of your best headlines. Include your CV.

# of terms: __________

Terms:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Notes (if needed):

_________________________________________________________________
_________________________________________________________________
Description 2: The Leader-Telegram

**The Leader-Telegram: Reporter**

A 25,000 circulation, seven-day morning newspaper in Eau Claire, WI, has an opening for a full-time, entry-level, general assignment reporter. This person will cover assignments ranging from breaking news to public events, meetings, and an occasional feature. Digital photography skills required. Applicants should understand the importance of multimedia in a newsroom and have online and social media reporting skills. Must be comfortable with the Internet, Facebook, and/or Twitter. This position is also responsible for working with the newsroom staff to update the online newspaper, as well as helping gather and post breaking news. Candidates should have strong newspaper writing and reporting skills and a solid knowledge of Associated Press style. We are looking for a person who can generate story ideas and work independently. Two years of experience at a daily newspaper is preferred.

# of terms: __________

Terms:

_________________________________________________________________

_________________________________________________________________

Notes (if needed):

_________________________________________________________________

_________________________________________________________________
Appendix E: Coder Results

Coder results are split into two groups: the two coders who analyzed course descriptions are in the first group, and the two analyzed job descriptions are in the second.

Graduate School Content Analysis Coder Results

<table>
<thead>
<tr>
<th></th>
<th>NW</th>
<th>U.C.</th>
<th>UMD</th>
<th>UNC</th>
<th>LSU</th>
<th>WISC</th>
<th>UF</th>
<th>WVU</th>
<th>IU</th>
<th>CU</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Research</td>
<td>17</td>
<td>7</td>
<td>8</td>
<td>15</td>
<td>3</td>
<td>10</td>
<td>13</td>
<td>15</td>
<td>4</td>
<td>22</td>
<td>114</td>
</tr>
<tr>
<td>Coder 1 (BB)</td>
<td>16</td>
<td>8</td>
<td>9</td>
<td>16</td>
<td>2</td>
<td>9</td>
<td>11</td>
<td>10</td>
<td>4</td>
<td>22</td>
<td>107</td>
</tr>
<tr>
<td>Coder 2 (KD)</td>
<td>17</td>
<td>6</td>
<td>6</td>
<td>15</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>26</td>
<td>105</td>
</tr>
</tbody>
</table>

NW = Northwestern; U.C. = University of California at Berkeley; UMD = University of Maryland; UNC = University of North Carolina at Chapel Hill; LSU = Louisiana State University; WISC = University of Wisconsin; IU = Indiana University; CU = Columbia University.

Over these fifty course descriptions, the original research for this study noted 114 terms that dealt with digital media.

Coder 1 noted 107 terms, which equals 93.8% of the amount of terms in the original research for these same course descriptions.

Coder 2 noted 102 terms, which equals 89.4% of the amount of terms in the original research for these same course descriptions.
Job Descriptions Content Analysis Coder Results

| Job Descriptions: Total results (30 analyzed) |
|-------------------------------|-----------------|
| Original Research              | 75              |
| Coder 1 (AC)                   | 89              |
| Coder 2 (SE)                   | 81              |

Over the 30 job descriptions analyzed, the original research for this study noted 75 terms that dealt with digital media.

Coder 1 noted 89 terms. The original research equaled 84.2% of the amount of terms found by this coder.

Coder 2 noted 81 terms. The original research equaled 92.6% of the amount of terms found by this coder.
VITA
Connor F. Sattely

EDUCATION

Candidate, Bachelor of Arts in Political Science. Expected date of graduation: May 2011.
Penn State Erie, The Behrend College. Minor in International Studies. Research interests: multilateral
treaties, language learning. Active member, Omicron Delta Kappa National Leadership Honors Society.

Candidate, Bachelor of Arts in Communication Expected date of graduation: May 2011.
Penn State Erie, The Behrend College, Schreyer Honors College. Research interests: digital journalism,
pedagogical techniques. Active member, Lambda Pi Eta National Communication Honors Society.

Level B2++, Institut de Touraine, Tours, France. Two one-month study abroad programs in Summer 2010.
Studied language skills, international relations, French literature, and French civilization. Graduated with
B2++ language proficiency – intermediate advanced.

RESEARCH EXPERIENCE

Working titles only. Not to be cited without permission.

Sattely, Connor. “Increasing Digital Journalism Education in Post-graduate Studies and its Relevancy to Industry
expected April 2011.

Gamble, John; Barber, Claire; Slomski, Bethany; Sattely, Connor. “Choice of Official Text in Multilateral
Treaties: The Interplay of Law, Politics, Language, Pragmatism and (Multi)-Nationalism.” Manuscript
nearly complete; submission expected Feb. 1, 2011.

Comprehensive Statistical Database of Multilateral Treaties (2010-2011). Assisting Professor John Gamble in
maintaining, improving, and developing a statistical database containing information about over 6,000
multilateral treaties signed between 1500 and 2005. Research focuses on involvement of inter-
governmental organization in multilateral treaties.

TEACHING INVOLVEMENT

Undergraduate Teaching Assistant, Dr. John Gamble, PL SC 003H, Honors Comparative Politics FA10.
French tutor, Learning Resource Center, Lilley Library, Penn State Behrend. Fall 2010-Spring 2011. Worked
with Professor Kathryn Wolfe to assist undergraduate students in learning French language skills.
UNIVERSITY INVOLVEMENT

The Behrend Beacon. Student newspaper at Penn State Erie, The Behrend College.
2009-present: Editor-in-Chief. *Most Creative Program award, Penn State Erie, The Behrend College.*
2007-2008: Entertainment Editor. As a freshman, began and led the Entertainment section.

Student Government Association – Governing body of Penn State Behrend student population.
2010-2011: Director of Elections. Rewrote 2 pages of SGA Constitution and all election materials.
Spring 2008: Senator, Director of Elections

Political Science Society
2010-2011: Chairman. Parliamentarian at meetings; organized several voting registration drives.

College Democrats: Active member. 2010-2011.


Alternative Spring Break (ASB): Community service travel trip for students at Penn State Behrend.
2009-2010: Founding member of ASB Planning Committee; Participant, New Orleans, La. trip
2008-2009: Participant, Gulfport Ms. trip


Matchbox Players: Thespian and comedic improvisation organization.
2010-2011: Treasurer. Responsible for budgetary matters, funding requests, maintenance of accounts.

HONORS AND AWARDS

John W. Oswald Award for Journalism. Spring 2011. Pennsylania State University.
University-wide award recognizing one senior’s leadership in journalism, speech, and mass media.

Awarded annually to a junior whose scholarship, leadership, and citizenship affects fellow students through academic and out-of-class involvement.


Conceptualized and implemented a program which created four newspaper sections in the student newspaper: Engineering, Science, Humanities and Social Sciences, and Science. Awarded Most Creative Program Award due to its inclusion of these historically neglected areas of the student body.