4 Missing the Scoop
Exploring the Cultural and Sociological Influences of News Production upon College Student Journalists

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INTRODUCTION

As media outlets were shedding staff or even shutting down, enrollment at college journalism programs across the US increased during the first decade of the twenty-first century (Finkelmeyer, 2009). At the same time, college student media—primarily newspapers—faced their own budget problems. But few had closed at the time of this writing.

Toward the end of 2009, Leonard Downie Jr. of The Washington Post and Michael Schudson, a professor in the Columbia University Graduate School of Journalism, focused attention on the use of journalism students and student journalists to help save US journalism: “Universities, both public and private, should become on-going sources of local, state, specialized subject, and accountability news reporting as part of their educational missions,” the two wrote in “The Reconstruction of American Journalism” (2009, p. 48). Their writing quickly became a manifesto for some journalists and journalism educators who tried to predict and implement change throughout the media world. Journalism education and college students were placed at the center of much of that change.

However, calls for deeper involvement of college journalists and journalism students to help reconstruct journalism shifts attention to a population of young people about whom we know little. Granted, we can view the products of student journalism on Web pages, through iPhone applications, via broadcast, and in print. Student journalists tell the stories of campus events and news, local politics, and student reaction to larger social issues. But educators, professionals, and consumers have little understanding about how the journalism these students create may influence their college experiences and their own personal and professional development. Indeed, the very nature of newswork and newsroom culture creates a complex and challenging environment for professional journalists. Cultural and social influences help to shape not only how journalists produce news but how journalists view themselves and their role in society. Understanding the nature, culture, and socialization of college student journalists is prudent, then, as well.
It is only by combining research studies about the student college experience with research about how students experience the college newsroom that we can begin to understand fully how student journalists experience college and the implications of that dominant newsroom environment for their personal development and future experiences. Educators and professional journalists, by learning about the experiences of student journalists, can achieve a number of outcomes. First, they can better evaluate the influence of early journalism experience on college newsworkers to improve their overall college experience and alter curriculum to complement the students’ practical experience. Second, educators can build a bridge between journalism scholarship and student development theory to better shape the experiences and learning environment of college student journalists.

This chapter begins with an introduction to research literature and scholarship on college student media and college student development, followed by the analysis and discussion of results from in-depth interviews with student journalists about their own experiences on a student newspaper. The chapter concludes with potential ideas for better equipping student journalists to help shape the future of journalism.

THE CHALLENGES OF CAMPUS NEWS

Within the pages of student newspapers—or, now, on computer screens—a global society is brought “home,” to the campus community. Issues of importance to students on campus become alive in news stories, photographs, and videos that can be seen around the world. Opinion pages, editorial cartoons, and even personal ads reflect a campus community’s culture and build upon traditions and history.

Over the past century, student media have come to stand against the idea of being a university mouthpiece. Striving for editorial independence from faculty and administrators, student-run media attempt to create a platform for open discussion of issues pertaining to the campus and its community. Administrators and student affairs educators walk a fine line between supporting the freedom of the press, embracing its educational value, and protecting the sovereignty of a college and its reputation by limiting—or spinning—news. Students are aware of this constant struggle and that they must balance the benefits of their experiences with the possible consequences.

The daily experiences of college student journalists vary, but situations where the students see intersecting values about what news is and isn't come alive. Conflict and tension emerges among student journalists when the staff is faced with traumatic stories, from student death and campus shootings to house fires and political protests. But not all issues student journalists deal with surround crisis or court cases. Each day, students need to determine what is newsworthy, knowing that the coverage may create controversy. And students need to decide how they will work. Who makes decisions? As one student reporter said in an interview: “Everyone here is a student. We have hired a board of directors of students. So this really is just us. That’s a scary thought in some ways. It is just us doing everything.”

Indeed, students take pride in their editorial decision-making and work to build barriers to maintain their independence. In 2009, for instance, student journalists at The Oregon Daily Emerald at the University of Oregon went on strike in protest against plans to hire a publisher for the student newspaper who would also be a university professor and administrator (Malkin, 2009). Students thought this appointment would hinder the students’ ability to make independent choices on what to publish.

Students in the research discussed in this chapter expressed that the phenomenon of students educating students—and faculty members—through news stories presents specific challenges. Perhaps the most common challenge of the newsroom can be summed up this way: College student newspapers often run stories (not always “positive”) that involve faculty, students, and administrators, and the students are left to answer for their choices to the public.

THE EXPERIENCE OF STUDENT JOURNALISTS

What student journalists write, say, or produce matters. So much so, it seems, that the words and images they make in college media carry on with them into the “real world” post-college. Since the advent of online archiving, journalists increasingly have been contacting the student papers at which they worked during college to request digital versions of their stories be removed from the site (Kolowich, 2009). Apparently, the controversial nature or content of the stories they once worked on have an influence on their chances of securing jobs.

If the students’ journalism influences their careers because of the nature of what they cover, what is the lasting influence of the coverage itself? What is it like to be a student and a journalist at the same time? Does that experience remain with them as well? To answer this, take some examples that reflect the importance, immediacy, and influence of college student media, that reveal a bit about what college student media might look like. In 2006, a handful of college student newspapers in the US republished controversial cartoons depicting the Prophet Muhammad that had been published sporadically in professional newspapers around the globe. The cartoons had caused violence throughout the Islamic world when they first appeared in mainstream media (The Associated Press, 2006a).

At one college newspaper in Illinois, student journalists found themselves suspended from their roles on the paper. At the University of Wisconsin—Madison, The Badger Herald, a student-run newspaper, ran the images and later held a forum in part with university officials to discuss freedom of
The College Environment as a Formative Experience for Students: A Review

The college environment is a formative experience for students. It is a setting where they develop their personal, social, and intellectual skills under the guidance of faculty and staff. The environment includes the physical space of the campus, the academic programs, the social life, and the extracurricular activities. It is a place where students learn to interact with others, develop critical thinking skills, and explore their interests.

The college environment also influences the student's learning outcomes. It provides a platform for students to engage in meaningful learning experiences, to challenge their assumptions, and to develop a sense of community. It is a place where students can find support and encouragement, and where they can develop a sense of belonging.

The college environment is not static; it is dynamic and constantly evolving. It is influenced by a variety of factors, including the policies and practices of the institution, the availability of resources, and the cultural and social contexts in which it operates.

The college environment is a complex and multifaceted phenomenon. It is influenced by a range of factors, and it influences the students in many ways. It is a place where students can learn and grow, and where they can develop the skills and knowledge they need to succeed in the world.

The college environment is a key component of the educational experience. It is a place where students can learn from each other, and where they can develop a sense of community and belonging. It is a place where they can find support and encouragement, and where they can explore their interests and develop their skills.

The college environment is not just a place; it is a living, breathing entity. It is a place where students can learn and grow, and where they can develop the skills and knowledge they need to succeed in the world. It is a place where they can find support and encouragement, and where they can explore their interests and develop their skills.

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COMMUNITY

The一名性名/naming appearance viewpoint is one that encourages participation in the communication process, which can lead to higher levels of civic engagement. This approach to communication education emphasizes the importance of active listening and understanding the perspectives of others. By fostering this kind of exchange, educators can help students develop critical thinking skills and become more effective communicators in their personal and professional lives. Therefore, it is essential to integrate community-based learning into the curriculum of communication programs to promote greater understanding and cooperation among diverse groups.

THE CULTURE OF PROFESSIONAL JOURNALISTS

In the context of journalism education, the culture of professionalism is central to the development of future journalists. This culture is characterized by a commitment to ethical standards, accuracy, and integrity in the pursuit of truth. Professionalism in journalism is not just about reporting news; it is about fulfilling a social responsibility to inform the public and hold those in power accountable. As such, it is crucial for journalism educators to instill these values in their students from the outset.

[Further text discussing the importance of professionalism in journalism, including the role of ethics, accountability, and the influence of technology on journalism practices.]

[Additional text discussing the impact of social media and digital platforms on journalism, the evolution of news consumption, and the changing landscape of the media industry.]

[Concluding remarks emphasizing the importance of nurturing a strong culture of professionalism in journalism education to ensure the continued relevance and credibility of the media in a digital age.]
NAVIGATING NEWS VALUES

News values and the common themes of news—important issues, the student voice, student journalism, and the provision of entertainment to the campus community—are important to the student newspaper. However, these values must be balanced with the need to provide a variety of news stories that reflect the diversity of viewpoints on campus.

Discussion

Exploring Newsroom in the College Newsroom

One common pattern in the college newsroom is that the newsroom is a social hub of campus life, where students come together to discuss current events and share their experiences. This pattern is reinforced by the fact that the newsroom is often located near the student center, making it a central location for students to gather.

The other studies conducted in 2009 (Carr and Schilke) focused on the perceptions of college students and their interactions with the newsroom. These studies found that students are more likely to participate in the newsroom when they feel valued by the staff and that the newsroom is a place where they can express their opinions and be heard.

In our study, we found that students who are involved in the newsroom are more likely to feel valued by the staff and are more likely to participate in the decision-making process. These findings suggest that the newsroom can serve as a valuable tool for fostering student participation and engagement.

In conclusion, the college newsroom is an important part of campus life, providing students with a platform to express their opinions and be heard. By fostering an environment that values student input, the newsroom can serve as a hub for promoting student engagement and participation.
ON THE JOB: STUDENTS EXPERIENCE JOURNALISM

The experience of student journalists is the organizational structure of newspapers with their levels of autonomy.

The autonomy and student journalists

The autonomy and student journalists. Student newspapers, especially in small-town student newspapers, often find that the structure of their publications is determined by their level of independence. This can be a double-edged sword, as the freedom to make editorial decisions can lead to a vibrant newsroom, but it can also lead to a lack of consistency and quality in the content. The editors must balance the need for independence with the responsibility of ensuring that the publication meets the expectations of its readers. This requires a strong understanding of journalism ethics and a commitment to producing high-quality content. 

Anthony and student journalists.

Anthony and student journalists. The relationship between student journalists and their instructors is an important aspect of the student newspaper's culture. Instructors can provide valuable guidance and feedback, while also serving as a resource for students looking to improve their skills. The key is for instructors to strike a balance between providing constructive criticism and allowing students to explore their own ideas and perspectives. This can help to foster a culture of innovation and creativity within the newsroom. 

Together, these factors can shape the landscape of student newspapers and influence the future of journalism. 

The student newspaper's role in the community.

The student newspaper's role in the community. In addition to their role as a platform for student voices, student newspapers also serve as a valuable community resource. They can provide information on local events, cover issues of importance to the community, and even contribute to the overall dialogue around important topics. The success of a student newspaper often depends on its ability to engage with the community and foster a sense of shared ownership. 

Student newspapers can also serve as a valuable tool for community engagement. By providing a platform for students and other community members to express their opinions and perspectives, student newspapers can help to create a more informed and engaged citizenry. This can be especially important in small towns, where the resources available to traditional media outlets may be limited. 

In conclusion, the student newspaper is a vital component of any community. By providing a space for student voices to be heard, student newspapers can help to foster a sense of community and encourage meaningful dialogue around important issues.
References

Concordia University Wisconsin for their contributions.

Acknowledgments

The exposure of journalism and journalism students to the real world of journalism can provide a wealth of insight into the business side of journalism. In our building experience journalism education. It is important that the environment be dynamic and meeting the needs of the students.

Conclusion

Help and value's extras times saw on deadline.

Decision within the newspaper: the editor(s) paper interviews and editing how to produce the next day's paper.

Concentrate the student for a story.

Issue because focus on reporting bold sides in issue well at that and picturesque they are some of all I think they don't do it.
understands the meaning of journalism education
of local newspapers journalism and someone who really
an inspirational leader a pioneer scholar
To my good friend Dondra Murphy
From Bob Franklin

without whom none of this would be possible.
and my ever-encouraging husband, Sean,
on journalism education my deepest co-editor, Bob,
providing the inner space and experience to reflect
Reynolds School of Journalism for
To my colleagues at the
From Donica Menzing