

Annotated Bibliography

Amster, S. (2006). *Seeds of cynicism: The undermining of journalistic education*. Lanham, MD: University Press of America.

Amster conducted a three-year ethnographic study. This focused on three high school newspaper programs in Southern California. Each program served a different economic classes of students. Of the three, one school served a Latino population, while the other two served a Caucasian population. In the study, Amster looked at how journalism educators approached the students in terms of teaching the tenets of journalism.

This work will be useful in my research because Amster focuses on how journalism instruction is implemented. Also, Amster highlights how journalism instruction affects the students' interest in news and politics, which help contrast my thesis that journalism students are more engaged civically and socially. With her focus on family and socio-economic factors, it helps provide talking points about impacts of the instruction, which my research postulates helps increase academic, civic, and social engagement.

Becker, L. B., Jeong Yeob, H., Wilcox, D., & Vlad, T. (2014). The Effects of Pre-university Study of Journalism on Entry to the Job Market. *Journalism & Mass Communication Quarterly*, 91(2), 344-356. doi:10.1177/1077699014527458

Becker et al. looked at participation in extracurricular activities, focusing specifically on student-produced media. The study highlights the lasting impacts extracurricular endeavors on student success after graduation. Becker et al. make the case for early involvement in journalism programs leading to future careers in journalism. Based upon survey data, the study highlights GPAs, participation in internships, and employment as registering higher levels for those who

had participated in journalism earlier in their academic careers. The study concludes participation in high school journalism results in more success academically and in the job market.

This work will be useful in my research because it looks specifically at successes stemming from journalism participation. This affirms my thesis that journalism students are more engaged academically and socially. The study provides data supporting the idea participation in journalism programs causes higher academic performance. Such data will allow quantitative research to be included to support my claim. Likewise, the data of employability will help support my thesis that journalism students are more likely to be socially engaged citizens in our country.

Bobkowski, P. S., Goodman, M., & Bowen, C. P. (2012). Student Media in U.S. Secondary Schools: Associations with School Demographic Characteristics. *Journalism & Mass Communication Educator*, 67(3), 252-266. doi:10.1177/1077695812444699

Bobkowski et al. highlight the benefits of journalism programs in education. The study discusses how participation in student media causes students to perform better academically. Furthermore, they cite evidence of increased civic engagement in adulthood by those participating in student media, even if the participation entails only reading a school publication, and they show an increased social engagement due to student journalism. Based upon these positives of student media, Bobkowski et al. make the case that more student media options need to be available to students, especially in small schools or schools with populations largely consisting of minority students. The authors, by looking at such demographics of size and

ethnicity, stated they could determine the likelihood of the presence of a student journalism program.

This work will be useful in my research because it looks at the existence of journalism programs in high schools. Furthermore, it highlights the benefits of participation, which affirms my thesis of journalism students being more engaged academically, socially, and civically. The data provided concerning availability of student media in conjunction with school size and population demographics will help support case of the importance of creating student media outlets in underserved schools. The point made by the researchers concerning limited online distribution of media provides interesting points for additional discussion. The argument can be made that, even in poorer schools, an online distribution model of student media would be preferable due to the lower overhead it would entail versus traditional printed products.

Bobkowski, P. S., & Miller, P. R. (2016). Civic Implications of Secondary School Journalism.

Journalism & Mass Communication Quarterly, 93(3), 530-550.

doi:10.1177/1077699016628821

Bobkowski & Miller studied impacts of journalism education on civic engagement by students. Unlike other pieces of research, this study focused solely on journalism as the activity spurring civic engagement. The research presented provides interesting insights into possible ways journalism education could result in civic engagement, which include instrumental knowledge and identity development. The authors point out how journalism can make students more aware of local, national, and global events, knowledge of which is crucial for civic engagement. The case is made that in journalism, unlike other activities, students actually take

part in the democratic process by reporting and defending their First Amendment rights, which helps them build the required base knowledge for civic engagement.

This work will be useful in my research because it looks specifically at how student journalism impacts civic engagement. It provides data to support my thesis that student journalists are more civically engaged. This possibly manifests itself in voting and community volunteering. The latter of the two also hit on my thesis that student journalists are more socially engaged. Most interesting is how journalism participation can minimize effects of socioeconomic disparities, which will provide interesting insights to support my thesis in the realm of the importance of journalism programs.

Briggs, M. (2007). *Journalism 2.0: How to survive and thrive* (J. Schaffer, Ed.). Washington, DC.: The Institute for interactive journalism.

Briggs presents a guide for journalists in the digital age. He provides detailed instruction on how to use various technologies. Specifically, he explains how these technologies can be used by journalism students. Throughout, the author points out how such skills are needed to be successful in journalism, especially upon entering the job market. One line from the Briggs seems to sum it all up when he said, “Change is inevitable. Progress is optional. The future is now” (p. 10).

This work will be useful in my research because it gets at the heart of knowledgeable instruction. The author makes it clear educators and students alike must make a conscious effort to keep up with changes in the industry. This is vital for students to gain benefits from journalism programs. The educators must be knowledgeable. This leads to my thesis of journalism programs creating students who are academically, civically, and socially engaged.

Clark, L. S., & Monserrate, R. (2011). High school journalism and the making of young citizens.

Journalism, 12(4), 417-432. doi:10.1177/1464884910388225

Clark & Monserrate focus on how student media participation allows students to develop social skills. These skills translate into citizenship by being exposed to other ideas and concepts that support the tenets of a democracy. The authors discussion on citizenship goes into the loss of a shared civic culture, but it presents journalism as a method of rebuilding said culture. This was pointed out by journalism being cited as a way students gain understanding of the importance of understanding and providing voice to different world views. Along with this discussion were topics of community, self-actualization, and identity.

This work will be useful in my research because it makes the case that journalism programs serve as a civics education class. Rather than worrying about the content of civics, journalism focuses on the process of how information is spread and consumed to result in more knowledge required in a democratic society. This supports my thesis that journalism programs produce civically engaged students who can be product members of a democratic society. The research provides ideas for what citizenship means. The authors postulate it concerns a sense of belonging, which ties into my thesis of journalism students also being more socially engaged.

Clark, L., & Monserrate, R. (2008). High School Journalists as Young Citizens. *Conference*

Papers — International Communication Association, 1-25.

Clark & Monserrate conducted interviews of 15 high school journalists at four different schools. The interviewees came from different socioeconomic backgrounds. The study found different groups of students viewed journalism differently. These views also lead to how the

students felt about citizenship and social engagement. The study also found scholastic journalism programs help increase political discussion and involvement of youth.

This work will be useful in my research because the authors highlight the civic engagement that results from participating in scholastic journalism. This supports my thesis of journalism programs producing civically engaged students. The qualitative data of the interviews provides information to be used to my research's advantage. The concept of being informed means having knowledge and taking action further pushes my thesis. One line seems to sum it up the best when the authors said, "high school journalism is an important, if underrecognized, form of civics education within high schools today" (p. 22).

Click, J. W., & Kopenhaver, L. L. (1988). Principals favor discipline more than a free press.

Journalism Educator, 43(2), 48-51.

Click & Kopenhaver looked into how administrators and teachers treated high school journalism programs. This was done via a survey. The survey found at least 89 percent of both administrators and teachers believed prior review was necessary to maintain discipline, despite some laws to the contrary. According to the research, the survey showed free speech was believed in, but it took a backseat to classroom control. The study highlights a skewed view of what constitutes censorship, and makes the case that learning-by-doing in a journalism program is not viewed as worthy by administrators who would rather protect the image of the school to the detriment of the young journalist.

This work will be useful in my research because it provides the alternative view of journalism. It provides counterpoints for my thesis of journalism programs providing positive benefits to students. The data provided via the survey can be useful in showing the alternate

views on the subject. This study makes clear how a lack of knowledge of the law of the student press hinders student journalism. By doing so, it will highlight the need for knowledgeable instructors.

Dailey, R. (2016). The Path to Professionalism: Common Core, Competency-Based Education and the Needs of Today's Journalist. *Communication: Journalism Education Today*, 49(4), 39-45.

Dailey highlights the benefits of how typical scholastic journalism programs are structured. This research focuses on "learning by doing," which is what competency-based education is. Dailey highlights how journalism fits into project-based learning instead of memorizing and regurgitating facts. He discusses how, in times where news organizations are cutting staff and asking more of employees, digital skills are crucial. Instruction using the competency-based method provides a learning ground to hone such skills. Interesting, Dailey makes the case that quantity is becoming more important than quality in the professional realm, which sets up future research concerning how educators adapt to such concepts.

This work will be useful in my research because it adds pedagogical concepts. With Common Core being the current trend in education, this study provides examples of how journalism programs fit perfectly into numerous areas of required education, such as English Language Arts and History. This is important to consider because nearly all states have adopted the Common Core State Standards. This adds to my thesis of journalism programs creating academically engaged students because it demonstrates how journalism is a way to put theory learned into practice. Furthermore, this study discusses how students need to be accustomed to

the hands-on style of journalism programs because of a federal push for colleges and universities to implement similar styles of instruction.

Dvorak, J., Bowen, C.P., & Choi, C. (2009). Minority Journalism Student Academic Comparisons between Those with and Those without High School Print Media Experience. *Journalism & Mass Communication Educator*, 64(3), 258-272.

This research of Dvorak, Bowen & Choi focused on minority students. It looked how said students performed academically by comparing statistical data from ACT records between students who did and who did not have high school journalism experience. The study looked primarily at newspaper experience. The findings showed students with journalism experience performed better in 12 of 15 areas of academic comparison than those without journalism experience. Though the study did not go so far as saying the correlation between higher performance and journalism experience resulted in causation, it does make clear that high school media outlets provide an avenue for talented and involved minority students to exercise their natural abilities and fine-tune critical thinking and writing skills.

This work will be useful in my research because it looks specifically at successes stemming from journalism participation. This affirms my thesis that journalism students are more engaged academically and socially. The authors make clear the benefits of journalism programs not only help academic performance in high school, but it also carries over to higher education and future life. It does so by providing statistical evidence. This quantitative data helps build the case for my thesis.