WRITING INSTRUCTION IN THE JOURNALISM AND MASS COMMUNICATION CLASSROOM

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Abstract: This multiple case study dissertation investigated undergraduate journalism and mass communication (JMC) writing instruction at two universities in a total of seven undergraduate JMC classrooms. The purpose was to investigate and document specific instructional strategies of university JMC writing instructors who teach introductory JMC writing and reporting courses. This study identified that study participants integrated both product-oriented and process-oriented instruction into their classrooms. However, the integration of process was not the same in terms of explicit process feedback and volume of process instruction across cases. All of the instructors in this study implicitly taught the newswriting process (Pitts, 1989). This study aslo presents a model of integrated product-process JMC instruction as a tool for research, instructor pedagogical growth, and a template for course designers. The focus on this scholarship and its findings were unique to JMC research.

Chapter Page

Chapter Page

LIST OF FIGURES

Figure Page

CHAPTER I

WRITING INSTRUCTION IN THE JOURNALISM AND MASS COMMUNICATION CLASSROOM

The Problem of the Writing Skills Gap

Two decades of research in journalism and mass communication (JMC) has noted a writing skills gap between what graduates demonstrate and the expectations of mass communication professionals (Cole, Hembroff & Corner, 2009; Massé & Popovich, 1998; Todd, 2014; Wenger & Owens, 2012). Scholars discovered that although 59.4% of the Association for Education in Journalism and Mass Communication (AEJMC) accredited journalism schools require some sort of training in pedagogy (1-3 hours), only 31.6% of these journalism schools include pedagogy as a core requirement, 26.5% require teaching experience and only 18.8% encourage students to actively pursue teacher training (Shaver & Shaver, 2006). This minimal amount of pedagogical training in graduate programs was viewed as problematic by scholars (Christ & Broyles, 2008; Coombs & Rybacki, 1999; Pompper, 2011). In JMC literature, writing pedagogy is rarely a focus. Other scholars highlighted additional concerns related to writing instruction such as diminishing emphasis on writing in the curriculum (Hardin & Pompper, 2004; Keller, 2011), negative perceptions of student writing by instructors and practitioners (Cole et al., 2009; Pardue, 2014; Todd, 2014) and continued use of traditional approaches to writing instruction by a majority of educators (Massé & Popovich, 2007).

These structural weaknesses concerning JMC writing instruction emphasize the importance of writing pedagogy studies, writing theory development and writing instruction scholarship. JMC scholars call for change and express alarm that the writing gap still exists; however if no scholarship on writing pedagogy exists, how will the writing gap be closed? Writing is the foundational skill for all branches of JMC (Ketterer, McGuire, & Murray, 2013; Wise, 2005); nonetheless, students continue to graduate without the writing skills essential to the careers they seek (Cole, et al., 2009; Hardin & Pompper, 2004; Keller, 2011; Todd, 2009; Wise, 2005).

Students, parents, and industry practitioners have a reasonable expectation that university journalism programs and accrediting organizations have created goals, objectives and practices, and a faculty pool able to provide students with the opportunity to develop writing and technical skills necessary to secure a job and develop a career as a professional communicator (Christ, 2003). Traditionally, higher education favors knowledge of content and theory over teaching knowledge, and the same is true for JMC educators (Greenberg, 2007; Postareff, Lindblom-Ylanne, Nevgi, 2007). The discipline of JMC favors content knowledge and practical field experience over pure academics (Hocke-Mirzashvili & Hickerson, 2014).

The incongruity between expectations of practitioners, students, parents and teachers and student learning for university JMC programs suggests the knowledge of teaching and learning, and particularly the writing pedagogy of JMC educators, is not sufficient. I propose that JMC scholars follow the lead of education scholars and empirically investigate writing pedagogy in the JMC university classroom. In my review of the scholarly literature, I found no inquiry into the writing instruction employed by JMC educators in their basic writing and reporting courses. This disciplinary void is why I have chosen to forge a new avenue of JMC research.

My review of the research has shown JMC educators and researchers have not developed explicit knowledge of writing theory or pedagogy that meets the needs of writing instruction across many fields in the discipline of JMC (Massé & Popovich, 1998, 2004). Massé and Popovich (1998,

2004, & 2007) are leading scholars in the study of JMC writing pedagogy. Their work builds upon the work of English composition scholars (Elbow, 1983; Hairston, 1983; Zurek, 1987). Massé and Popovich urge other JMC scholars to develop an integrated, interdisciplinary paradigm of process and product writing approaches. In a national study of writing instructors, Massé and Popovich (2004) identified the "editor" approach as traditional product-oriented instruction, in which an instructor provided primarily grammatical and conventional corrections; and they classified the "coach" approach as process-oriented instruction, in which an instructor provided dialogic feedback on a variety of text components (p. 225). The scholarship of Massé & Popovich laid the groundwork for the present study of JMC writing pedagogy. Knowledge of writing pedagogy has continually evolved and influenced English composition practices, but many scholars claim the transformation has not taken place in JMC education (Massé & Popovich, 1998, 2004, 2007; Panici & McKee, 1997; Zurek, 1987). However, scholars of magazine writing argue differences between product-oriented approaches and process-oriented approaches are blurring (Schierhorn & Endres, 1992). From the data I developed models of JMC writing instruction that illustrate how various pedagogical strategies can work together to facilitate instructional outcomes. This inquiry establishes a foundation for the development of JMC writing instruction theory.

Research Purpose and Overview

This study addressed undergraduate writing instruction in JMC higher education classrooms. The purpose of this multiple case study was to explore the teaching pedagogies of university JMC writing instructors and gather information about specific strategies they used in teaching undergraduate JMC writing. The following research questions guided this inquiry:

1. How is writing taught in journalism and mass communication classrooms?
2. What informs each JMC writing instructor's choice of strategies?
3. What beliefs, structures, or factors guide instructional practice?
4. How do instructors use feedback as a teaching strategy in JMC classrooms?

Data collection involved direct observation of JMC writing instructors and their methods of instruction. Courses of interest were the introductory media writing and style course (or the academic equivalent accepted by different journalism schools) and the first specialization writing course such as news reporting, sports reporting or strategic writing. Concurrently, documents such as syllabi, writing assignments, and department guidelines were gathered and analyzed using the case study analysis methods of working from propositions, working inductively from the raw data, developing individual case descriptions and comparing data for rival explanations (Yin, 2014). Data were collected from a snowball sample of seven journalism writing instructors. Observations and interviews took place at two different Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) accredited universities. Four instructors were from University 1 and three from University 2.

Significance

Through qualitative data analysis, models of instruction were developed to illustrate how writing was taught in seven JMC classrooms. Together, these models and data provide information to improve disciplinary understanding of JMC writing instruction. Beyond this study, I intend to advance knowledge and theory of JMC writing instruction (useful at multiple academic levels) that integrates the practical, generic, stylistic, and mechanical considerations of JMC (a historically product-oriented discipline) that are typically considered product-oriented text characteristics with the theoretical-base of process-oriented writing theory and experiential learning theory.

This study establishes a new sphere of inquiry for JMC writing research. Little writing instruction research exists in the professional JMC literature, and none of it qualitatively investigates writing instruction in practice (Hardin & Pompper, 2004). Qualitative inquiry into instructor practice is unique to JMC research but stands upon a sturdy foundation of composition writing research (Calkins, 1992; Graves, 1983; Murray 2003).

This study asks JMC scholars to take an interdisciplinary view of writing instruction, challenge current paradigms of writing instruction and work to develop and apply new practical and theoretical models. Massé and Popovich (2004) found JMC instructors tend to hold on to traditional writing instruction and are often "'lukewarm' or hesitant about challenging the status quo in the writing classroom" (Massé & Popovich, 2007, p. 152). This research investigates current instructional practice, maps existing pedagogies, and begins the development of a new, research-based model of JMC writing instruction.

Research Lenses

From the literature, three theoretical lenses emerged as useful for examining writing instruction in the JMC classroom: Newswriting Process (Conn, 1968; Pitts, 1982b, 1989), Writing Process Theory (Emig, 1971; Graves, 1983; Murray, 1978) and Experiential Learning Theory (Kolb, 2015). These lenses guided the data collection and analysis.

Newswriting and Writing Process Theory

The majority of JMC educators come from the professional world. They are considered professional writers (Pompper, 2011) and bring with them a great deal of content information but little in the way of pedagogy (Greenberg, 2007). The writing process is often naturally or experientially developed by writers as they gain professional writing proficiency (Murray, 2000).

The JMC writing instructors observed during this study had been or were currently professional writers. These instructors based their teaching upon the professional, academic, and previous teaching experiences, so the newswriting process was ingrained in their personal writing process and their teaching. The JMC instructors typically used newswriting instructional practices without explicit academic knowledge of newswriting or writing process pedagogy.

Writing process theory has influenced K-12 and higher education composition practices (Hairston, 1982), but JMC scholarship suggests JMC educators have not embraced these writing process pedagogies because they believe writing process theory ignores the products of writing which

are so important in the profession (Massé & Popovich, 2004; Panici & McKee, 1997). The writing skills (processes) which product-oriented JMC writing instructors and JMC practitioners often cite as lacking in their students (Cole, Hembroff, & Corner, 2009; Todd, 2014) are the very skills (quality writing, revision and editing) taught in writing process instruction (Elbow, 1998; Graves, 1983).

The newswriting process shares similarities which parallel writing process theory. Conn (1968) conceptualized the newswriting process as a workflow of skill and thought which begins with the writer's professional training and personal experiences. Conn (1968) recognized knowledge sets necessary for completing news stories; identifying newsworthiness, applying news judgement, accepting the role of the reporter, gathering information and utilizing language skills. Donald Murray, Pulitzer Prize winning journalist and composition scholar, articulated that the key connection between writing process theory and the newswriting process is that both recursively take the writer back and forth through the writing phases or steps in a nonlinear way (Graves, 2010; Murray, 1978, 2000). In addition, Pitts (1989) discovered a significant difference: the newswriting process is recursive at the sentence level. Writers construct the lead, and then build the second sentence upon the first, and the third upon the fourth, moving back and forth, one fact, and one sentence at a time (Pitts, 1982b).

Newswriting Process Term	**Writing Process Term**	**Definition**
Explore	Pre-writing	Brainstorm ideas and gathering information, researching
Focus		Selecting what is important, newsworthy
Rehearse	Rehearse	Mentally practicing or thinking about what the writer wants to say.
Draft	Draft	Writing, composing
Develop		Building depth, information, adding context to the story.
Rewrite/Clarify	Editing and Revision	Critiquing for understanding and clarity, taking the point of view of the reader

(Calkins, 1994; Graves, 1978; Murray, 2000; Pitts, 1989)

The newswriting process and writing process theory share parallel processes such as exploring (brainstorming), rehearsing, drafting, editing, rewriting (revising) and publishing. Additional set of sentence-level recursive processes are incorporated into the newswriting process;

they are focusing, developing and clarifying. My understanding of these two theories brought clarity to the processes I observed and led me to realize that JMC instructors do teach writing processes, however they are not rooted in writing process theory. The differences between writing process theory and newswriting process provided the contrast necessary to reveal newswriting process instruction in action and in course design.

Experiential Learning Theory

AEJMC and other journalism organizations encourage the use of active learning as articulated in experiential learning theory (Brandon, 2002; Gibbons & Hopkins, 1980; Honey, 1992; Kolb, 1984/2015). Experiential learning theory (ELT) conceptualizes learning as an experience-based process in which students develop an abstract conceptualization of a problem and build and test possible solutions through active experimentation, in turn providing new concrete experiences (Christ & Broyles, 2008; Greenberg, 2007; King, 2001; Kolb, 1984/2015; Parks, 2014). Theory and practice of ELT is based on the foundational work of James, Dewey, Follett, Lewin, Piaget, Vygotsky, Jung, Rogers, and Freire (Kolb, 1984/2015). The lens of ELT assisted my ideation and development of the concept of professional thinking. When the instructors engaged students in professional thinking, I noticed connections between their practices and experiential learning pedagogies. Product and process instruction were intricately connected through the instructors' active modelling of JMC skills, thinking, and professional practice. Experiential learning theory will be explored in depth in chapter two, the literature review synthesis article.

Benefits of Combining Lenses

Newswriting process, ELT and writing process theory share important connections for student writing. Experiential learning and the writing process encourage active, student-centered learning. Experiential learning pairs well pedagogically with JMC instruction and writing instruction in particular because students experience the processes of writing while creating products for their client, which is the primary focus of journalism education (Conn, 1968; Emig, 1971; Elbow,

1973/1998; Graves, 1983; Pitts, 1989). Students actively draft, collaborate, conference, rewrite, edit, clarify and give and receive feedback in a recursive practice (Calkins, 1994; Conn, 1968; Fletcher & Portalupi, 2001; Pitts, 1989). Experiential real-world writing projects give the students an opportunity to positively serve the community and receive feedback authentically from the client and the community (Anderson et al., 2011).

During data collection and analysis, the newswriting process and writing process theory functioned as comparative measures of instructional innovation to contrast against traditional writing instruction. Scholars provided insight into traditionalist writing pedagogy (Hairston, 1982; Massé & Popovich, 2007, Schierhorn & Endres, 1992) and provided a descriptive construct of traditional writing instruction. Traditional writing instruction focuses on the end writing product and ignores dialogical feedback cycles that improve student writing such as coaching and rewriting. (Morris & Chikwa, 2016; Schierhorn & Endres, 1992). The models of instruction generated in this study show product instruction, process instruction, professional thinking, and feedback at work within classroom instruction.

New Scholarship Paradigm

As writing research evolves into more interdisciplinary and international contexts, researchers must step into roles as information brokers to bridge interdisciplinary gaps in understanding, terminology, and foci of writing research projects (Lunsford, 2012). I intend to work toward developing the skills and connections to bridge the gaps between JMC research and literacy research. My dissertation presents a new avenue of study with a goal of transforming JMC pedagogy in the future. I believe a new perspective is needed to develop a JMC specific theory of writing pedagogy. In order to formulate new theory, researchers need to map current JMC writing pedagogy. Interdisciplinary researchers can then work across disciplinary boundaries to develop writing pedagogy applicable to JMC and other product intensive disciplines.

The JMC field is ripe for researchers interested in the pedagogical practices of journalism and mass communication (JMC) to study writing instructors at the classroom level. Massé and Popovich (1998, 2004) quantitatively studied teacher perceptions of writing and writing instruction, but no one has used their findings and concepts as a foundation for qualitative inquiry aimed at understanding JMC writing instruction as it *actually* happens. The work of Massé and Popovich calls for the development of a new pedagogical theory that integrates writing process theories with the necessary product-focused writing instruction that is the nexus of JMC writing. An investigation of writing pedagogy in the JMC classroom is overdue. With this work, I established a foundation of knowledge regarding JMC writing instruction as it currently exists in the JMC classroom. Further research is needed to develop an integrated JMC writing theory to guide educators.

Dissertation Format

This is an article-style dissertation that includes three publishable articles that will be submitted to peer-reviewed journals. I embraced the article-style dissertation because it prepared me for a future in academia and allowed me to finish the dissertation process with three publishable articles. Much like writing for JMC, article-style dissertations allow the writer to focus on intended audiences and target journals, instead of committee members. Chapter one is the traditional introduction explaining the dissertation; it is not intended as an article for publication. Chapter two is a publishable qualitative research synthesis article of the literature surrounding JMC writing pedagogy and JMC writing instruction. It is intended to highlight the need for JMC administrators, decision-makers, and faculty to intentionally design graduate instruction that includes writing pedagogy. Chapter three is a standard dissertation methodology chapter presenting the study design, data collection, and analysis methods; it is not intended for journal publication. Developing my methodology as an extended piece (as opposed to the shortened article methodology) for my dissertation proved to be beneficial to my thinking and preparation for data collection and analysis. Chapters four and five are written as stand-alone articles. Chapter four describes instructor practice

and course design and presents an integrated product-process model of depicting the life of a writing assignment. Chapter five describes feedback and feedback cycles observed within the participants' instruction. This article discusses the various forms of feedback observed, the information included in that feedback, and how feedback serves as a tool of instruction. Chapter six follows the style of a standard dissertation conclusion chapter. This chapter includes summaries of all articles submitted for this dissertation. Limitations of this research and ideas for future research finish out the chapter.

Using the numbering system of the traditional dissertation, chapters two, four and five are prepared as stand-alone academic articles. I intend to submit the articles to the *Journalism & Mass Communication Educator* (4,000 word limit) or *Teaching Journalism & Mass Communication* (8,000 word limit). The qualitative research synthesis (Chapter 2) has already been accepted for presentation at the AEJMC mid-winter conference and the rewrite of that article submitted to the 2017 national AEJMC conference. The JMC Educator is the oldest and one of the most respected journals in the discipline. It is published quarterly and is on par with the education journal *Teaching and Teacher Education*. My second choice is *Teaching Journalism & Mass Communication*, which is published three times per year and was established in 2011. *Teaching JMC* may be the best fit because it emphasizes merging theory into practice and is concerned with the scholarship of teaching within JMC programs.

Key Terminology

Although this dissertation comes from the School of Education, the terminology and context of the data comes from JMC. Below are several terms that are specific the discipline of JMC and may not be familiar to cross-disciplinary scholars.

Associated Press (AP) Style: Guidelines for journalism writing, much like APA style guidelines.

Coach approach: Writing instruction that places the writer in charge of writing and decision-making while the instructor conferences, asks questions and supports the writer in improving their work.

Editor approach: The traditional, teacher-centered, product-focused method of JMC writing instruction.

Inverted Pyramid: A type of news story structure placing all the important information in the first paragraph.

News value: The importance or interest of information or a story.

News judgement: The ability of a journalist to determine the importance of information.

Role of the reporter: Understanding the reporter's responsibilities, privileges and contributions to society at large.

Information gathering: Research, interviews and observation of people and events which is the first step in generating fact-based journalism stories.

CHAPTER II

UNMASKING THE ABSENCE OF WRITING PEDAGOGY RESEARCH IN JOURNALISM AND MASS COMMUNICATION EDUCATION

Abstract

The purpose of this qualitative research synthesis was to understand the state of writing pedagogy (writing instruction) scholarship in Journalism and Mass Communication (JMC), examine the literature for JMC specific writing theory and identify current trends in instruction that may benefit JMC writing instruction. A synthesis of the literature found the term *pedagogy* is ill-defined in JMC scholarship. This article outlined the various types of pedagogical research in JMC and defined writing pedagogy as the skill, art and science of teaching writing. The analysis of 36 peer-reviewed JMC articles presented here shows a continued absence of scholarship in the area of pedagogical research on JMC writing courses. An absence of this type of research hinders instructor pedagogy and the development of a grounded, JMC writing theory, which is essential for intentional, systematic JMC writing instruction. This work is important for the JMC field as it opens new areas of JMC writing research and a new lens for examining JMC writing instruction.

Note* This article is one of three standalone articles presented in this three article dissertation and is intended for publication in either the *Journalism and Mass Communication Educator* or *Teaching Journalism and Mass Communication*.

Writing pedagogy is the skill, art and science of teaching writing. As an area of journalism and mass communication (JMC) research, writing pedagogy has been neglected for decades. Evidence of this neglect is seen in the fact that the Accrediting Council on Education in Journalism and Mass Communication's (ACEJMC) academic standards identify only one, two-part writing standard for student outcomes: graduates should be able to "write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve," and students should be able to "critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness" (ACEJMC, 2012, Standard 2). Massé and Popovich (2004) expressed concern that the Association for Education in Mass Communication (AEJMC) paid too little attention to instructor preparation, writing pedagogy and the quality of student writing.

Although skillful writing is the most universal need in JMC (Ketterer, McGuire, & Murray, 2013; Wise, 2005), there is sparse scholarship to document writing instruction in the JMC classroom (Hresan, 1992). No theory of writing pedagogy (instruction) has been articulated, even though Massé and Popovich (2007) called for scholars to take up efforts to do so. The most recent scholarship, King (2015), uses the research of Massé and Popovich (2007) to discuss instructor acceptance of contemporary ideas (writing process theory) in JMC writing research. The analysis of 36 peer-reviewed JMC articles presented here shows a continued absence of scholarship in the area of pedagogical research on JMC writing courses. An absence of this type of research hinders instructor pedagogy and the development of a grounded, JMC writing theory, which is essential for intentional, systematic JMC writing instruction. In a discipline so dependent upon the written word, studies of writing instruction should be abundant. The JMC field needs interdisciplinary studies of writing pedagogy to bridge the writing gap between expectations of JMC professionals and writing products of new JMC graduates with a goal of improving writing instruction and student outcomes (Cole, Hembroff, & Corner, 2009; Lingwall

& Kuehn, 2013; Napoli, Todd, 2014). JMC educators need a foundation of research-supported writing pedagogy (Massé & Popovich, 1998, 2004, 2007; Olsen, 1987; Zurek, 1986).

Defining Writing Pedagogy

An analysis of pedagogical scholarship revealed that the word *pedagogy* is broadly used and marginally defined, if at all, in JMC research. It is little wonder why pedagogical scholarship in JMC is confusing to those interested in pedagogy. For the purposes of this article, the term pedagogy refers to educator knowledge of *how* instruction may be effectively facilitated (Dewey, 1938; 1998; Vygotsky, 1980) and *why* certain strategies are chosen over others (Shulman, 1986, 2004). Therefore, *writing pedagogy* identifies knowledge behind the writing instruction and why those instructional practices are chosen. (Additional explications of key terminology related to pedagogy are included in the method section.)

Purpose

The purpose of this research synthesis was to understand the state of writing pedagogy scholarship in JMC. My goal is to renew an academic conversation regarding writing instruction and writing research in JMC and spur new disciplinary inquiries in this area. Two questions guided this synthesis of research and scholarly literature:

1. Is there a generally accepted research-based pedagogy for writing instruction in JMC Education?
2. What disciplinary obstacles or peculiarities stifle research, development and articulation of JMC specific writing pedagogy?

The four main thematic answers to these questions provided definitions and explanations of pedagogy as it pertains to JMC writing instruction and a regenerative call for renewed research and training in JMC writing instruction. This work is important for the JMC field as it opens new areas of JMC writing research and a new lens for examining JMC writing instruction.

Method

This qualitative research synthesis included JMC scholarship concerning theory, practice, and teaching of writing in peer-reviewed journals. Databases used to locate articles included Google Scholar, Academic Search Premier, and Jstor. I also used snowball methods to find articles cited in relevant literatures' bibliographies. I attached limiters of journalism, mass communication, and/or media to each of the following key search terms: writing pedagogy, writing instruction, teaching and learning, and experiential learning.

A total of 80 articles associated with 12 different journals, published prior to 2016, were identified and examined for content related to JMC writing pedagogy. Journals that focused on the field of composition studies and were not specific to JMC were eliminated from the sample, reducing the relevant sample to 36 articles. *Journalism and Mass Communication Educator*, *Teaching Journalism and Mass Communication*, and *Public Relations Review* consistently addressed pedagogy and writing related topics. For each of the 36 journal articles, an annotated bibliography was created which served as a tool for organization and quick reference of article information. The annotated bibliographies allowed me to identify topics of study, describe how pedagogy was used in each article and write analytic memos about how article findings related to writing research and how articles fit into my qualitative research synthesis analysis. Major and Savin-Baden (2010) maintained this methodology of meta-style analysis categorizes, merges, and collects findings into a new understanding of the whole by "reinterpreting the findings to reach greater meaning" (p. 128).

An initial round of holistic coding enabled me to "grasp basic themes or issues in the data by absorbing them as a whole" (Saldaña, 2013, p. 143). I proceeded to axial coding and looked for unifying topics such as educational pedagogy or writing pedagogy and then pulled findings from the annotated bibliographies and the articles to build an understanding of how the articles in each group "fit" together (Saldaña, 2013, p. 218). I determined the term pedagogy was

disrupting my analysis because pedagogy has multiple uses in JMC scholarship. However, none of the literature presented any definitions of pedagogy. Because pedagogy was undefined in the literature, it was difficult to locate literature on JMC writing instruction.

Nine articles served as the primary writing pedagogy sources for the bulk of this synthesis. Three articles dealt with instructional perspectives and approaches (Massé & Popovich, 1998, 2004, 2007) and one study reported on student outcomes after incorporating a process approach in a newswriting course (Hresan, 1992). Three others (Panici & McKee, 1997; Olsen, 1987; Zurek, 1986) called for the adoption of writing process theory (Graves, 1983; Murray, 2003), and two – Pitts (1989) and Conn (1968) – studied the newswriting process of journalism professionals.

Due to the limited resources on JMC writing pedagogy, additional literature was obtained that addressed a complimentary pedagogical method called experiential learning, and a corpus of nine articles on this topic were added to the analysis. However, the age and rarity of JMC writing pedagogy scholarship overall indicates a need for further research.

In JMC literature, pedagogy was not used to describe instruction; therefore I chose to add adjectives to differentiate between the various uses of pedagogy and to establish more specific meanings. The remaining articles used to generate this synthesis aided in defining the term pedagogy in JMC scholarship, illustrated gaps in pedagogical knowledge bases and highlighted the obstacles JMC terminology created for inquiry into JMC writing pedagogy. The new terms, described below, facilitate a better understanding of the term pedagogy in JMC literature.

Limitations

The most significant limitation was the capacity of search engines to locate articles thoroughly. Search engines improve the ability of scholars to locate articles and information. However, older editions of journals such as *Journalism and Mass Communication Educator* or previous journal titles such as *Journalism Educator* are not easily located. Thus, there may be

scholarship that was not considered for this synthesis. In addition, the method used to locate literature excluded research and theory that was published in book form or located in other repositories such as conference proceedings and dissertations.

Findings

Thematic analysis of the 36 peer-reviewed journal articles pertaining to university writing instruction in JMC classes resulted in four findings:

1. *The term pedagogy is rarely defined and not used to describe instruction in JMC literature.*
2. *No JMC-specific writing theory or pedagogical models were found; however studies of process –oriented approaches such as writing process theory, newswriting process and JMC writing coach instruction promoted the integration of process approaches but findings regarding implementation of process approaches were mixed.*
3. *There is a lack of pedagogical education for JMC graduate students and no training in writing instruction.*
4. *Experiential learning theory provides a potential foundation for incorporating process approaches into JMC writing instruction.*

Patterns in JMC literature revealed inconsistencies in the use of the term pedagogy and an absence of research in writing pedagogy or writing instruction. The literature also pointed to an undervaluing of pedagogical education. Therefore, a weakness in pedagogy education is of direct interest to the writing pedagogy of JMC educators and scholars interested in developing a JMC specific theory of writing instruction. Finally, in an attempt to scaffold writing pedagogy research with existing and trending instructional innovations in JMC research, a discussion of experiential learning presents one possible connection between existing JMC teacher research and writing pedagogy research. It was theorized that common JMC approaches to learning theory may influence writing instruction Bush's (2009), Parks, (2014), Poniatowski (2012) and Slater

(2011) were included in this qualitative research synthesis because they offer a familiar theoretical foundation that appears promising for improving JMC writing pedagogy.

Definitions of Pedagogy found in the Literature

The term pedagogy is rarely defined and not used to describe instruction in JMC literature. I used the term *instructional pedagogy* to describe an educator's knowledge of instruction (strategies and best practice) and to differentiate instruction from other definitions JMC attributes to the term pedagogy. While the term instructional pedagogy may seem redundant (since the word pedagogy means instructional decisions and knowledge), this phrase was developed because the term pedagogy alone is used in JMC literature to mean a broad range of things related to teaching and learning such as curriculum and course design. My use of the term pedagogy as instruction is uncommon in JMC scholarship. Only one article considered writing pedagogy at the classroom level (Hresan, 1992); however, this article did not illustrate instructional strategies. Instead Hresan (1992) focused on the impact of her process approach on students' cognition of process.

In JMC literature, the broadest term for pedagogy is *curricular pedagogy*, which describes a journalism school's course curriculum for majors in a particular JMC specialty (i.e. reporting, strategic communication, sports reporting, multimedia, and advertising). For the purposes of this study, articles on curricular pedagogy were not specific enough to writing instruction or instructional pedagogy to be included in this analysis.

Approximately one-third of the 36 analyzed articles inquired into or referred to *pedagogy education*, which I define as the theoretical and practical development of pedagogical knowledge through academic course work or other explicit training (Christ, 2003; Christ & Broyles, 2008; Coombs & Rybacki, 1999

The most common use of the term pedagogy was in discussions of *course pedagogy*. This is the knowledge of teaching approaches and learning theory applicable in JMC courses (e.g.

client-based learning as presented in Commission on Public Relations, 2006). Scholarship categorized as course pedagogy was primarily teacher research that reported on overall approaches to teaching and learning such as experiential learning or using a hospital model in the researcher's classroom (Bush, 2009; Kim, 2015; Parks, 2014). The scholarship reviewed did not describe specific teaching strategies, activities, or practices and was not conducted by an outside researcher.

Pedagogical and Theoretical Models of JMC Writing

In the literature, scholars argued JMC educators relied upon traditional writing instruction as their dominant pedagogy (Schierhorn, 1990; Zurek, 1986). No JMC-specific writing theory or pedagogical models were found; however, studies of writing process theory, newswriting process and JMC writing coach instruction suggested directions toward the development of JMC writing theory even as scholars disagreed on the current progress made toward integrating process into JMC instruction. Of the 80 articles reviewed, writing theories such as writing process theory, writing across the curriculum and writing to learn were discussed in the composition literature. These writing theories were also mentioned in 16 of the 36 JMC articles used in this synthesis. However, none of the scholarship focused on developing comprehensive JMC theories of writing instruction. Massé and Popovich (2007) called for scholars to develop an integrated product-process approach for writing instruction, but there was no indication in the literature of current scholarship attempting to develop JMC specific writing theory.

Massé and Popovich (1998) explained, "In the field of English composition during the last 30 years, writing instruction has been examined as a sort of pitched battle between proponents of the 'intangible' process versus the 'tangible' product" (p. 50). Massé and Popovich concluded JMC writing instructors needed to develop a way to balance the advantages of process and product instructional approaches. Integrated approaches reflect "an acceptance of theories of information processing and cognitive development" (Massé & Popovich, 1998, p. 52). Olson

(1987) concurred that "the move from the *what* of composing (the product) to the *how* (the process) has been healthy" for the JMC field, but momentum for this transition appears to have stalled.

Writing Process Theory. In the 1970s and 80s, K-12 and higher education writing instruction was transformed by writing process research that began in the fields of English composition (Emig, 1971; Graves, 1983; Murray, 1978) and Writing in the Disciplines (Bazerman, 1994; Elbow, 1973/1998; Hillocks, 1986). As a discipline, journalism and mass communication (JMC) did not take up writing pedagogy as an interdisciplinary avenue of research. The importance of product in JMC writing (Christ & Henderson, 2014; King, 2001) influenced educators to move away from writing process theories in favor of traditional product-oriented approaches (Panici & McKee, 1997). JMC scholars found that instructors resisted and rebuffed many of these pedagogical ideas (Massé & Popovich, 2007; Panici & McKee, 1997; Olsen, 1987; Zurek, 1986).

Masse and Popovich documented the chronology of the implementation and resistance to process pedagogies in their research over the last twenty years. In 1998, they surveyed JMC educators about their perceptions of writing instruction and found product-oriented instructors and process-oriented disagreed about teaching methods, even though they were confronted by the same issues such as improving critical thinking and mechanical problems. Massé and Popovich (2004) surveyed writing instructors about perceptions and use of the process approaches of editor and coach, and followed up (2007) with journalism departments to determine if reforms to writing instruction were being accepted. Each study found educators recognized the process-approach was a favored philosophy, yet study results revealed a continued preference for the traditional product-centered approach in their own writing instruction.

Writing process theory was rejected because of misconceptions about a perceived lack of attention to product (genre), grammar usage, and explicit instruction (Greenberg, 2007; Panici &

McKee, 1997). Educators assumed adherence to process lessened the importance of style, structure and JMC writing forms (Massé & Popovich, 1998; Panici & McKee, 1997). Massé and Popovich (2007) also cited educators' complaints about the amount of time it takes to engage in process-oriented instruction, such as coaching or conferencing outside of class and providing additional feedback of non-graded assignments and rewrites (Massé & Popovich, 1998). JMC writing requires conformity to the Associated Press (AP) style guide which provides guidelines for journalists and other mass communication writers regarding grammar, word usage, punctuation, and other stylistic considerations.

The most recent research continued to use Massé and Popovich (2007) to discuss instructor acceptance of contemporary writing research ideas (King, 2015). Therefore, a current picture of instructor acceptance and use of the process-oriented theories and practices introduced by composition research is difficult to obtain. Although some JMC scholars and educators have experimented with new ideas of writing instruction (Poniatowski, 2012; King, 2001), it is rare to see theory robustly incorporated into JMC writing scholarship (Cohen, 1997; Greenberg, 2007; Massé & Popovich, 1998).

Newswriting Process. Due to a historically strong focus on product in JMC, Pitts (1989) found the newswriting processes of journalism professionals differs from the processes discussed in writing composition. Pitts (1989) investigated the writing processes of newswriting professionals. Her work suggested pedagogy built on newswriting process would lead to a more generative and useful model of JMC writing pedagogy. Her findings presented similarities and differences between the newswriting process and composition writing process theory. Pitts (1989) detailed the writing processes of professional journalists and discovered there was a JMC writing process that differed from writing process theory and was recursive at the sentence level. Because newswriting operates on a deadline, JMC writers build stories one sentence upon another, working back and forth cycling from drafting to editing to clarifying, continuing through

the steps of the newswriting process. Pitt's (1982a & b) protocol analysis could be used to examine JMC writing students' use of newswriting processes in one class and longitudinally to see when and how JMC students acquire and use newswriting processes. Synthesizing the limited literature on JMC writing instruction, Pitts (1989) contributed knowledge useful to adding process-oriented approaches to JMC instruction which would contribute to the development of JMC writing theory using newswriting process as a basis for developing an integrated theory of product-process instruction.

Coaching. Coaching is a process-oriented method of nurturing writers that was established in the newspaper industry (Wiist, 1997). A coaching style pedagogy incorporates elements of process in writing instruction. However, Wiist (1997) stated, "To date, research in journalism education has not provided a theoretical basis or rationale for the collaboration of student reporter and instructor/editor" (p. 71). One study of magazine educators indicated some educators use the coaching approach for feature writing (Schierhorn & Endres, 1992). Looking at the synthesis of research into process-oriented approaches, a trend toward incorporating more process instruction appears likely, although no one study makes that claim. In fact, Schierhorn & Endres (1992) suggested the amount of student-instructor interaction was growing regardless of the teaching approach. A widespread movement toward coaching may be taking place, but a research gap leaves scholars unsure about the transitioning of JMC educators toward coaching and other process-oriented strategies.

Coaching is an approach to instruction that uses the strategies of writing conferences, asking questions of writers and showing writers their strengths and weaknesses through their own writing (Murray, 1981; Scanlan, 2003). Coaching has been part of the news industry for decades and is now influencing JMC writing instruction (Fry & Clark, 1991; Schierhorn, 1992). The literature is conflicting, however: Massé and Popovich (2007) found that JMC educators have not accepted coaching as an instructional method, but Schierhorn and Endres (1992) found JMC

magazine instructors do use coaching (Schierhorn, 1990). This conflict can only be settled through more research.

In conclusion, a limited number of JMC scholars (Massé & Popovich, 1998; Olsen, 1987; Pitts, 1989; Schierhorn & Endres, 1992; Wiist, 1997; Zurek, 1986) have explored the interdisciplinary study of writing pedagogy and considered the application of new process writing theories in JMC writing over the last thirty to forty years (Pancini & McKee, 1997). However, JMC research has yet to formulate writing theory which combines the two essential elements of JMC writing – process and product – or that helps scholars understand why integrated process-product instruction is not being implemented by JMC educators.

New theories of JMC writing instruction can settle the process instruction debate and also provide a foundation of knowledge for JMC instructor pedagogy. Scholarly findings indicate media writing instructors "lack comfort with teaching writing skills" and are "hesitant about challenging the status quo in the writing classroom" (Massé & Popovich, 2007, p. 152). Others support more pedagogical scholarship as well (Greenberg, 2007; King, 2015). Indeed, the process of reflecting upon (to question and challenge) one's own practice can be unsettling, but it is essential for professional growth and expertise (Cranton, 2000; Massé & Popovich, 2007; Postareff, Lindblom-Ylanne, Nevgi, 2007).

Pedagogy Education

No JMC articles alluded to any graduate training in writing instruction, and for many years, scholars expressed concern regarding a lack of pedagogical education for JMC graduate students. JMC preparation programs at the graduate level typically lack coursework in both pedagogical research and pedagogical training (Cohen, 1997; Coombs & Rybacki, 1999). A more recent study found 59.4% of accredited AEJMC graduate schools require some pedagogical training (1-3 hours) and 31.6% of the programs incorporate pedagogy as a core requirement. Christ and Broyles (2008) argued that JMC graduate schools should offer a separate educational

track for students interested in teaching because doctoral programs emphasize research over teaching and few programs offer any courses in pedagogy. This specialization toward teaching may account for the finding that only 18.8% of journalism schools encourage an active pursuit of teacher training and 26.5% of journalism schools require teaching experience (Shaver & Shaver, 2006). Research university faculty tend "to focus their students toward research and away from teaching," thus leaving new faculty unprepared to meet the needs of students (p. 31). The concern over a lack of pedagogical knowledge among public relations educators led Coombs and Rybacki (1999) to call for more pedagogical research and professional development to "revitalize teaching skills" (p. 62).

Most instructors come to academic journalism from the "real-world" as JMC practitioners (Postareff, et al., 2007). "Too often, learning how to teach happens by trial and error as the neophyte educator begins teaching," rather than as a result of a systematic program of study into the fields of teaching and learning, or writing pedagogy specifically (Coombs & Rybacki, 1999, p. 60; Christ & Broyles, 2008). These practitioner educators bring with them up-to-date, real world skills and an immersion in content that cannot be learned in an academic classroom alone (Postareff, et al., 2007). However, the intuitive pedagogical knowledge they bring to the classroom is most often traditional, teacher-centered instruction that does not result in active learning and meaning-making (Pompper, 2011; Trigwell & Prosser, 2004). Pedagogical training is a logical solution to fixing issues with JMC instruction; without it, "new faculty are not prepared to teach today's students" at the university level (Christ & Broyles, 2008; p. 238; Pompper, 2011).

As media convergence influences the curriculum, the preparation and understanding of teaching and learning becomes even more essential. The question of how to better prepare JMC graduate students for careers in higher education has been studied by National Communication Association (NCA) scholars Coombs and Rybacki (1999) and AEJMC in 2007-08 (Christ &

Broyles, 2008). Christ and Broyles (2008) found instructional development strategies intended to promote teaching knowledge included faculty mentoring, shadowing, workshops, coursework, and opportunities to teach. However, mimicking the instructional strategies of other faculty members through mentoring, shadowing, and teaching assistance does not necessarily lead to the acquisition of (and may not even include) research-based knowledge of teaching and learning. Coombs and Rybacki (1999) and Christ & Broyles (2008) call for increased and improved pedagogical professional development from both journalism schools and JMC organizations such as NCA and AEJMC. These scholars concluded JMC instructors in higher education need more than just knowledge of teaching strategies; they need a body of interdisciplinary scholarship to inform their instructional decisions.

Experiential Learning and Course Pedagogy

Experiential learning theory provides a potential foundation for incorporating process approaches into JMC writing instruction. One emerging trend that layers theoretical concepts of teaching and learning within the JMC curricula is experiential learning. Experiential learning theory (ELT) conceptualizes learning as an experience-based process that occurs when one interacts with the social and natural worlds. This theory and the related practice is built upon on the foundational works of James, Dewey, Follett, Lewin, Piaget, Vygotsky, Jung, Rogers, and Freire (Kolb, 1984/2015). Kolb described the essence of experiential learning as "a spiral of learning that embeds us in a co-evolution of mutually transforming transactions between ourselves and the world around us" (2015, p. 61). The recursive process of experiential learning begins as the student encounters a problem or experience. The student uses his/her previous knowledge as a scaffold to develop new understandings of the problems through reflection and observation. The student then acquires an abstract conceptualization of the problem and through active experimentation, develops and tests possible solutions, and in turn, incorporates new concrete experiences (Kolb, 1984/2015).

Within the field of JMC, Brandon (2002) advocated for ELT as a new way to examine journalism education. *The Public Relations Commission 2006 Port of Entry* report encouraged educators to use experiential learning theories for "courses in theory and management, research and critical thinking, writing and production" (Bush, 2009, p. 28). Practical examples of application of experiential learning methods are published (Bush, 2009; Kim, 2015; Parks, 2014), but none of the articles reviewed connected directly to journalism writing theory or pedagogy.

Writing pedagogy research can be connected to the JMC experiential literature in two ways: First, JMC educators who come from the media industry will find that Experiential Learning Theory instruction simulates real world practice. Like an internship, ELT instruction allows students to write for authentic audiences and real clients. Second, writing process approaches such as coaching are naturally part of experiential instruction. JMC educators' writing instruction within a framework of ELT is enhanced by real world writing products, process and problems in the classroom as would be experienced in the hospital or agency models. Bush (2009) explained the pedagogical advantages of experiential learning, stating "student agencies fulfill two critical student-learning needs: process-oriented experiential learning and acquisition of professional skills" (p. 27). Through experiential learning frameworks, students gain knowledge of real target audiences, practice the processes of JMC writing, practice the production of multiple types of media content and create authentic products for course clients.

Models of ELT described in JMC literature included the hospital model approach and the agency model, which incorporate apprenticeship style learning with teacher/classroom support (Anderson, Glaisyer, Smith, & Rothfeld, 2011; Bush, 2009; Finberg, 2013; Webber & Pearson, 2015). The teaching hospital model, popular with newspaper, magazine, and online media courses, combines the planning, preparation, and delivery of media products and service learning to benefit both students and local communities (Finberg, 2013; Parks, 2014; Panici & Lasky, 2002; Rhodes & Roessner, 2009; Royal, 2015). The agency model is an approach in which

instructors or university departments establish student-run strategic communication (advertising/public relations) agencies that work with real world clients (for profit, government, or non-profit) to perform actual strategic communication work (Bush, 2009). Case study findings (Kim, 2015; Slater, Bartoo & Puglisi, 2011) demonstrated how agency models benefit students through involvement with actual clients and production of publishable media products. These active models of learning provide students with real world experiences while maintaining a supportive educational environment.

Discussion

Improving pedagogical knowledge of writing instruction and overall JMC instruction is of critical importance to the discipline. The following paragraphs provide propositions for research and practice related to writing pedagogy and general JMC pedagogy. These suggestions offer approaches for JMC educators and administrators to improve instruction.

Transforming instructional pedagogy through professional development

Writing instructors should grow their writing pedagogy by integrating research of best practices and writing theory, a task which is difficult because few studies of JMC writing instruction exist. Modifying instructional practice may appear daunting and time consuming for educators who are already strapped for time and unsure about the changes they should embrace.

Massé and Popovich (1998, 2004) encouraged JMC writing instructors to innovate and incorporate process theories articulated by Elbow, Graves, Murray, Olsen and Zurek into their instruction. Teaching is one of the three pillars of higher education faculty's responsibilities. Therefore, pedagogical research should be valued on par with other JMC academic research and the contributions of both interdisciplinary and intra-disciplinary research should be acknowledged. To stay abreast of media, technology, and pedagogical developments, JMC educators will have to address personal and academic barriers to their professional development.

Renewing the call for researching JMC writing theory

Mass media convergence is expanding the types of media, genres, and styles of writing students are expected to master (Anderson, Glaisyer, Smith, & Rothfeld, 2011; Finberg, 2013; Massé & Popovich, 2007). This expansion of genres and styles means students will need to diversify their repertoire of writing strategies. Students need to know and understand their own writing processes, social and historical conventions of genre as well as the mechanical and stylistic conventions, which continue to evolve and expand with technology. JMC educators need a foundation of research-supported pedagogy and theory to raise student writing quality to the levels expected by practitioners.

Prioritizing time for JMC pedagogy education

The literature reveals a gap within JMC graduate curricula; the study of writing pedagogy and general pedagogy continues to be neglected in JMC (Coombs & Rybacki, 1999; Christ & Broyles, 2008; Massé & Popovich, 2007; Zurek, 1986). Journalism schools must improve the pedagogical training of their graduate students to meet the teaching demands and expectations of certifying organizations and university stakeholders. Answering the calls for substantial and rigorous academic preparation in writing pedagogy and general instructional pedagogy will likely require an interdisciplinary mindset to utilize and synthesize existing knowledge in other disciples to engage in original JMC writing research.

Building course pedagogy and writing pedagogy through a framework of Experiential Learning Theory

Client-based learning (Bush, 2009) aligns pedagogically with JMC writing instruction because students experience elements of both process and product approaches to writing instruction. Experiential learning models provide other research-based benefits of writing theory pedagogy such as authentic audiences (Calkins, 1994), peer collaboration (Elbow, 2000), feedback (Elbow, 1981), and voice (developing a professional identity; Bush, 2009). ELT

strategies present students with problem-based assignments that develop knowledge and practice of product skills (AP style, structure, language, and form) while simultaneously applying knowledge of writing processes necessary for the development of final products. Process-oriented writing instruction and ELT involve apprenticeship, in that students actively research, select, draft, clarify, rewrite, edit, in recursive cycles while instructors coach and provide feedback (Bush, 2009; Calkins, 1994; Fletcher & Portalupi, 2001).

Conclusion

In synthesizing the literature, I discovered that the multifaceted discipline of JMC tends to emphasize differences in content and career options. JMC specializations tend to ignore commonalities in writing and thinking exist across all of JMC and students new to JMC can embrace the commonalities in introductory courses instead of choosing specialties in their first year. In the rush to specialize and incorporate new and important changes of convergence, big data, and multi-media skills, researchers abandoned the universal skill of writing. In JMC, all work – visual, verbal and audio – is communication. Writing links the JMC disciplines; therefore, writing instruction links JMC educators. Journalism, public relations, strategic communication, broadcasting, sports writing, and all other JMC disciplines are more similar than they are different. Specialty disciplines and JMC educators are all connected by the skill of writing.

This synthesis of the literature on JMC writing pedagogy (instruction) demonstrates the need to create a JMC specific theory of writing instruction and the need to develop a structural framework that guides writing instruction. This is not a call for some formulaic guide. It is a call for theory that improves our understanding of how process-oriented instruction can work within the necessary confines of product instruction.

The ill-defined uses of the word pedagogy cloud the understanding of writing pedagogy. The multiple definitions of pedagogy disguise the fact there is little current inquiry into JMC

writing instruction. If clouded lenses through which we envision pedagogy are removed, the discussion becomes clearer. The concerns and differences over the content of writing instruction fall away when curricular pedagogy and course pedagogy are differentiated from instructional pedagogy. Writing pedagogy (instruction) becomes definable and understandable.

The Pulitzer Prize winning Donald Murray (2000) considered journalism writing on parallel with literature. He writes, "The art of writing is the craft of becoming, of knowing, of exploring, of learning, of discovering, of thinking itself" (Murray, 2000, p. 120). The importance of writing pedagogy for JMC educators is also elevated when they begin to comprehend that their students' writing is not merely reporting facts, but developing knowledge, discovering implications and advancing the thinking of not only the writer but potentially the audiences of each writer.

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CHAPTER III

METHODOLOGY

Overview

This multiple case study investigated how writing is taught in the journalism and mass communication (JMC) classroom. Research on writing instruction is rare in the field of JMC (Coombs & Rybacki, 1999; Massé & Popovich, 2004). This study is a first step in developing theory for JMC writing instruction. There is considerable JMC scholarship labeled *pedagogy*, however JMC scholars use the term widely and it is largely undefined (Christ & Broyles, 2008; Coombs & Rybacki, 1999; Hardin & Pompper, 2004; Keller, 2011; Massé & Popovich, 1998, 2004, 2007; Pompper, 2011; Todd, 2014).

I was unable to locate any qualitative studies examining writing instruction in a JMC classroom, so the study presented here is unique in JMC research. There is a body of teacher research (Bush, 2009; Kim, 2015; Poniatowski, 2012) however that scholarship did not study writing instruction. Much of the background scholarship for this study came from Massé and Popovich (1998, 2004, and 2007), who generated quantitative research aimed at discovering how instructors perceived and approached JMC writing instruction. Their work studied the editor (traditional, teacher-centered) approach versus the coaching (process, student-centered) approach to teaching writing. This study elaborates on these two approaches and illustrates the use of product and process approaches to instruction within the JMC classroom.

More recent presentations of alternative pedagogical approaches use case study to illustrate experiential learning models of teaching (Chen, Chung, Crane, Hlavach, Pierce, & Viall, 2001; Poniatowski, 2012). In contrast, this study investigated the teaching strategies of writing instructors in the JMC classroom.

This chapter includes my research philosophy, methodological procedures, explanations, conceptual frameworks, and considerations for multiple case study research on writing instructors in foundational JMC writing courses in two Association for Education in Journalism and Mass Communication (AEJMC) universities located in the south central United States. Subsections address the use of case study approach, data collection, analysis approaches, and approaches to validity.

Philosophy

Progressive educator, John Dewey was critical of educational pedagogies and tried to transform the way children were taught. Much as Freire (2011) emphasized action as a way to transform society and the individuals in society, Dewey sought to transform educational practices not only through research but also through action, which can "transform the environment in which the agent lives and operates" (Godfrey-Smith, 2013, p. 2). Crotty (1998) and Morgan (2013) agreed that early pragmatists such as Dewey were both pragmatic in their research design (methodological choices) and critical in the way they challenged the educational community to change. Dewey criticized debates over philosophies by arguing that the mind (connected to abstract and idealistic thinking) cannot be disconnected from action.

I am a pragmatist who refuses to limit that knowledge is created in just one way; therefore, even though qualitative studies tend to be constructivist, my approach is to search for answers not based upon an ontological perspective, but to let questions lead my search. In research and in life, I find any inquiry to be more thorough and more interesting if multiple viewpoints are applied to a problem. Pragmatism is a valid epistemological position for case

study research (Yin, 2014). Crotty (1998) described pragmatism as "an uncritical exploration of cultural ideas and values in terms of their practical outcomes" (p. 73). This study is an uncritical look at writing instruction in the JMC classroom, discovering instruction heuristically within the context of each classroom. My research goal was to document instruction as it exists, not take a critical view of instructors or their instruction. I did not report on the power imbalances I observed in this study, but pragmatism can employ a critical lens, as have earlier researchers with pragmatic philosophies. Dewey sought to transform education from the traditional format of training and discipline to that of exploration, experience and internal motivations to learn. Likewise, with this inquiry, I sought to construct practical and actionable knowledge that can be applied by JMC writing instructors.

I am drawn to the methods, ideas, procedures, and outcomes of qualitative inquiry but find it irrational to limit questions about teaching, learning, and experience to one epistemological view. In case study terminology, realist (quantitative) knowledge can inform research. Even in the social sciences, I believe knowledge grows deeper, more useful, and more meaningful when layers of qualitative research interpreted through social processes of meaning-making create and define knowledge in a complimentary way.

> Morgan (2013) explained pragmatism and its benefits to research:
>
> As a new paradigm, it [pragmatism] replaces the older philosophy of knowledge approach (e.g., Guba, 1990; Guba & Lincoln, 2005; Lincoln, 2010), which understands social research in terms of ontology, epistemology, and methodology. This claim to be a new paradigm rests on demonstrating the broader value of pragmatism as a philosophical system, along with its immediate practicality for issues such as research design (p. 1045).

Dewey rejected epistemological ties because he felt those philosophical constructions separated the researcher from the actions and ultimately the implications for

transformation that the actions of research would support (Godfrey-Smith, 2013; Morgan, 2014).

Pragmatism rejects the abstract deliberation of what research does but embraces both the questions of why we do research and the ensuing implications for the production of knowledge. Researchers take actions, make decisions, and develop conclusions in an active, experiential way that are simultaneously structured with elements of heuristic experiential learning (Godfrey-Smith, 2013). Intentionality separates research logic and practice from the basic human process of categorization and decision-making. Pragmatism asks us to consider "why [we] do research in a given way" (Morgan, 2012, p. 1046) and "what difference does it make to do research one way rather than another?" (p. 1046). These questions go further than technical issues surrounding a research design; they ask the researcher to evaluate and make choices to best serve research goals, which is an overriding aspect of pragmatism as a research philosophy.

The Figure 1 illustrates Dewey's approach to inquiry. The pragmatic approach is not hindered by an overarching epistemological philosophy that influences the multiple ways a problem may be defined or how possible actions are evaluated. This figure also shows how the process of inquiry is recursive and continuous (Morgan, 2014). Morgan (2014) presents Dewey's approach to systematic inquiry in Figure 1:

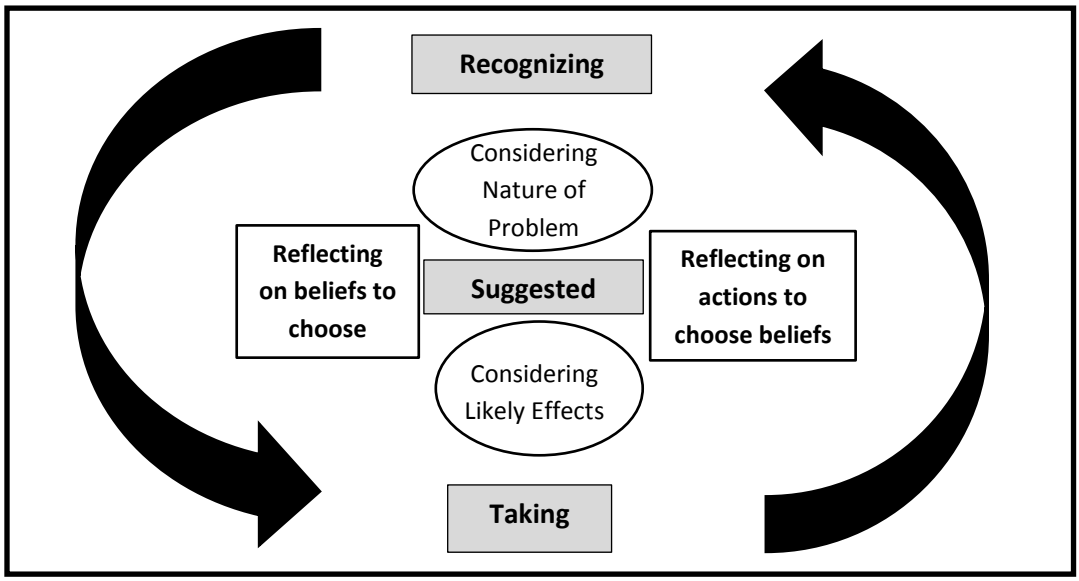


Figure 1 (Morgan, 2014, p. 1048).

Figure 1 shows the "beliefs and actions" of the researcher are bound together throughout the discovery process (Morgan, 2014, p. 1047). Like other forms of experience, inquiry is "a continuous process that may involve many cycles between beliefs and actions before there is any sense of resolution" (Morgan, 2014, p. 1047). Pragmatism sheds the need for philosophical assumptions regarding knowledge creation in favor of the more engaged goal of developing knowledge based upon recognizing a problem, considering the unanswered questions and implementing inquiry toward an actionable solution.

Case Study Research

Case study provided direction for me as a researcher because it is not only a *product* of research, but a *process* of doing research. As a new researcher, I took advantage of the research tools case study methods provided. "The case study approach to qualitative analysis constitutes a specific way of collecting, organizing, and analyzing data; in that sense it represents an analysis process" (Patton, 2002, p. 447). Layered cases bring a depth of information that when analyzed reveal patterns within individual cases and across cases as well. Yin (2014) provided a "twofold definition" of case study.

1. A case study is an empirical inquiry that
    - investigates a contemporary phenomenon (the "case") in depth and with its real-world context, especially when
    - the boundaries between phenomenon and content may not be clearly evident. (Yin, 2014, p. 16).
2. A case study inquiry
    - copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result
    - relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result
    - benefits from the prior development of theoretical propositions to guide data collection and analysis. (Yin, 2014, p. 16)

Case study methodology guided my research because, "The central tendency among all types of case study is that it tries to illuminate a *decision* or set of decisions: why they were taken, how they were implemented, and with what result" (Schramm, 1971, emphasis added in Yin, 2014, p. 15). Data gathering concentrated on documenting the strategies used in writing instruction and continued to reveal why the strategies observed were chosen and how the strategies worked together to facilitate writing instruction. Case study methods are applied when the researcher wants to find "how" or "why" something is happening (Yin, 2014, p. 11). For example, how did instructors decide when to use product or process instruction? I noticed all instructors used writing examples (mentor texts) when preparing students for a major assignment. I wanted to understand how they chose the examples they used and why they used examples as instructional tools.

I observed the instructors' writing pedagogies and teaching practices to establish a baseline of JMC writing practice in an effort to understand JMC writing pedagogy. This baseline

establishes a framework from which a practical theory of journalism and mass communication (JMC) writing pedagogy can be developed.

Research Design

There are five components to case study research design: study questions, conceptual frameworks (propositions), how cases were selected, linking data and propositions and criteria for interpreting findings (Yin, 2014). "The design is the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions (Yin, 2014, p. 28). The strength and weakness of case study design is that it allows important issues to emerge from the data during the study that may have not been immediately apparent (Stake, 1995). My research questions are articulated below.

Case Study Questions

This study investigated JMC writing instruction guided by following research questions.

1. How is writing taught in the journalism and mass communication classroom?
2. What informs each JMC writing instructor's choice of strategies?
3. What beliefs, structures, or factors guide instructional practice in JMC classrooms?

Case study design emphasizes the importance of theory to narrow the study focus. Scholars suggest creating a series of propositions (conceptual frameworks) connecting research questions to theory which also serve to narrow the bounds (focus) of the study and assist the research in managing, collecting, and analyzing the data (Yin, 2014). Miles et al. (2014) used the term "conceptual framework" (p. 20) in place of propositions for case study research. JMC and education scholars tend to use the term framework; for clarity I will use conceptual framework.

The conceptual frameworks assisted me in illuminating similarities and differences across cases. Conceptual frameworks helped me stay focused on the research questions during data collection and analysis (Miles, et al., 2014). The conceptual frameworks revealed significant changes between previous JMC scholarship and what I observed in the classroom. I developed

observation guides and interview questions from my conceptual frameworks. The process of study design, data collection, data analysis, and proposition development was recursive during the research process (Yin 2014).

The guiding conceptual frameworks for this study are as follows:

1. Teachers implicitly use process writing approaches but they are unable to be explicit about process instruction and are uninformed about writing process theory, thus their instruction develops through trial and error (Coombs & Rybacki, 1999; Shulman 1986, 2004).
2. Teachers are superficially informed about models of writing instruction (Cohen, 1997; Coombs & Rybacki, 1999; Kenyon, unpublished pilot study).
3. Instructors favor coaching as an instructional technique but will include product and process information in their feedback.
4. Students will be more passive and less connected to instruction in traditional lecture format classes than in lab format classes (Borko, 2004; Desimone, 2011; Kolb, 2015).
5. Traditional writing instruction and feedback will be observed even if coaching is employed as an instructional strategy.

I searched for pedagogical models for teaching writing within the instructor's practice. I wanted to discern the depth of the instructor's knowledge of the models used and rationales for their practice. Data gathered through observations and interviews covered overall course design, assignment design, teacher feedback to student writing, and the role various teaching strategies within the writing instruction. The elements of traditional writing pedagogy with the conceptual frameworks provided a foil against which I could compare current instruction to traditional instruction.

Selection of Cases

The participants in this study taught either introductory journalism writing or reporting courses at Association for Education in Journalism and Mass Communication (AEJMC) accredited universities located in the south central United States. All seven participants (six men, one woman) were currently or had been professional journalists. Yin (2014) recommended six cases for the use of both literal replication logic "predicts similar results" and theoretical replication logic "predicts contrasting results but for anticipatable reasons" (p. 57). The participants' academic designations included one graduate student, two adjuncts, one clinical instructor, one visiting professor, one assistant professor and one associate professor. The participants had all been professional writers working as news reporters or broadcast sports reporters before becoming JMC writing instructors which was consistent with research findings about JMC introductory writing and reporting instructors at the university level (Pompper, 2011). Snowball sampling was employed in order to gain access to participants and develop a base of credibility and trust through professional networks (Patton, 2002).

The purpose of my research was not to illuminate one exceptional case but to analyze a potential continuum of pedagogy and practice to bring into relief the most complete observation possible for one researcher (Yin, 2014). By focusing on individual instructors and their practice, I developed an understanding of the writing instruction and teaching strategies of each educator, thus defining elements "critical for understanding how the case might relate to any broader body of knowledge" (Yin, 2014, p. 33). The characteristics and rationales for choosing introductory writing courses and early reporting courses were as follows:

- The entry-level courses are usually *required* (serves as a pre-requisite) of all majors in JMC.
- Introductory and first reporting courses require the most of the instructor with respect to writing pedagogy, instructional strategy, and student interaction.

- Introductory and reporting courses are commonly taught by graduate assistants, adjuncts, or tenured professors the instructors.

Both universities had guidelines for the courses observed. Instructors at University 1 had a great deal of instructional freedom and had only general guidelines from the department. On the other hand, University 2 the course manager tightly controlled all aspects of the introductory writing course, from the assignment schedule to required instructional techniques.

Classroom Environment

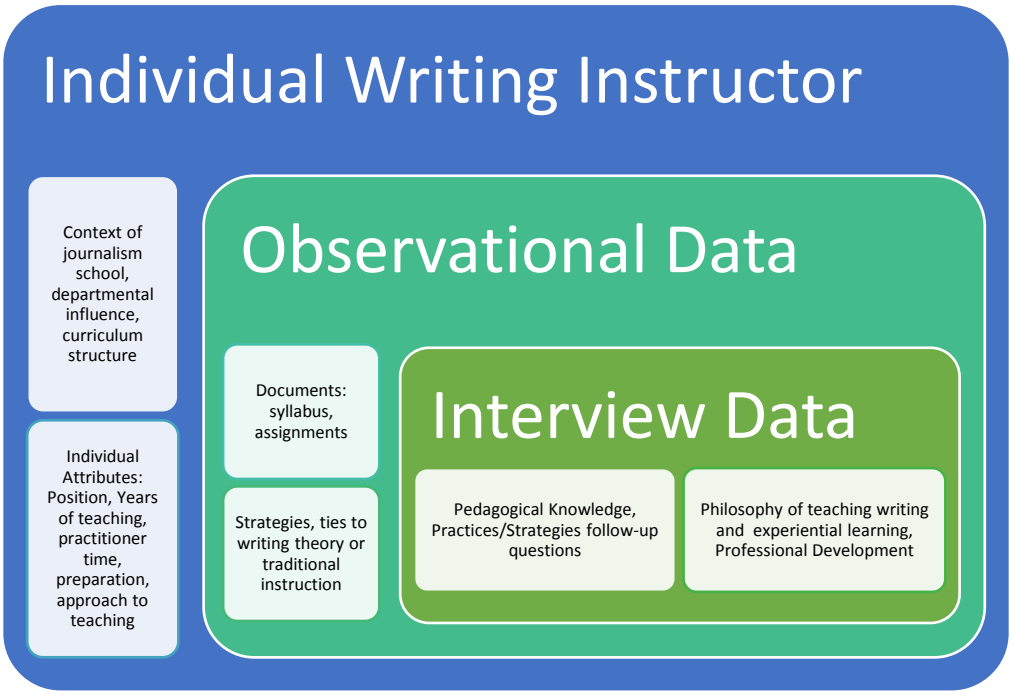
Six of the seven courses met in a writing lab setting in which all students had access to computers and wrote at computers during class. The other course met for two lectures and one lab per week. Interviews with department administrators touted the fact that classes intentionally met in writing labs for at least 110 minutes twice each week. The exception was at University 1 in which, one reporting course met for two 50 minute lectures and one 110 minute lab per week. University administrators indicated that conducting these writing courses in a lab setting had been a recent development and was seen as an advance toward a more process-oriented approach to writing instruction.

University 2 used a "flipped classroom" design (Herreid & Schiller, 2013), meaning that the exams and informational lectures were presented online and the instructors only presented assignments in class. In their assignment presentations, University 2 instructors reviewed assignment instructions, showed examples of the products to be produced and reviewed information about product structure and elements. University 2 instructors also coached students as they wrote. Instructors were also responsible for grading assignments and providing written feedback to students which they completed outside of class.

Data Collection

A total of 24 observations took place over a twelve week period in the fall semester of 2016. By spreading observations out as far as possible I observed a variety of instructional

strategies and witnessed different student skill levels as the semester progressed. The data collected from the participants included syllabi, assignments, observations, and open-ended interviews (Patton, 2002). Additional documents and interviews regarding departmental requirements or standards for the basic journalism writing course were collected and analyzed. I collected data and analyzed each case independently and then compared codes and findings across cases. Figure 2 shows the data collected for each case and how the data relates to the case.



Individual Case Data Collection, Figure 2.

Data for each individual instructor (case) included class observations, semi-structured interviews, and course syllabi. The data was examined first individually within the case and then across the cases The researcher used replication logic to assure consistency in data collection across all seven participants (Yin, 2014). Three instructors were observed on four different occasions and the other four were observed three times. The discrepancy in number of visits was due to snowball sampling and scheduling challenges. Qualitative researchers are looking for "key episodes" that represent what is happening as the researcher perceives it (Stake, 1995, p.

40). Multiple observations over a few months allowed me to witness key episodes of instruction across the cases.

All instructors were interviewed after their final observations so instructional practices were not influenced by the interview questions. Interview questions were developed from the research literature of writing process theory (Graves, 1983; Murray, 2003), editor and coach approaches to writing instruction (Massé & Popovich, 2004) and observation data that were specific to the participant's instruction. The framework of such questions was similar to, "I saw that you__ ___… how does that translate into your students' writing?" The goal was to document, in a holistic way, the teaching practices of the instructors: lectures, assignments, interactions with students, feedback, overall teaching approach, and syllabi (Yin 2014). My study of writing process theory (Graves, 1983; Murray, 2003) and the concepts of editor and coach approaches (Massé & Popovich, 2004) provided an organizational structure for documentation of the data. Observational data, documents and transcripts of each participant were combined into individual case study data sets and coded twice, once for structural analysis (Saldaña, 2013) of instructional strategies and a second round of focused coding that inductively looked at the data, bringing into relief the priorities and philosophies of the participants (Charmaz, 2014).

Coding and Analysis

Strategies used for coding and analyzing the data closely followed Yin's (2016) strategies for case study analysis: working from conceptual frameworks, working inductively from the raw data, developing individual case descriptions and comparing data for rival explanations. Observational field notes and interview data were completed and memos written as soon as possible after each observation. Analytic memos were written at all phases of data collection. These memos helped me think about and interpret the data and opened my thinking beyond the parameters of my original planning.

First Cycle. Structural coding was used to organize objectives, practices and strategic approaches to teaching, first by individual case and then across cases since it "is used to identify the structure imposed on a qualitative data set by the research questions and design" (Guest, MacQueen, & Namey, 2011, p. 55). Structural coding enabled me to locate segments in the data that related to specifically to my research questions, for example to answer research question one (how writing is taught), I used structural coding to identify teaching strategies of the participants. "Structural Coding both codes and initially categorizes the data corpus to examine comparable segments' commonalities, differences, and relationships" (Saldaña, 2013, p. 85). A consistent pattern of teaching strategies developed across all instructors so I layered the interview data over the instructional strategies previously identified through structural coding for insight as to how and why strategies were being used.

I then reviewed the interview data for consistencies or inconsistencies with observational data. Documents, observational data and transcripts of each participant were combined into individual case data sets. Structural analysis was used to organize the instructional objectives, practices and approaches into patterns of teaching strategies, first by individual case and then across cases (Saldaña, 2013). A consistent pattern of teaching strategies developed across all instructors.

Second cycle. I employed a second inductive round of focused coding beginning with the interview transcripts and moving through the observations (Saldaña, 2013). With focused coding the researcher "literally and metaphorically constantly compares, reorganizes, or 'focuses' the codes into categories" (Saldaña, 2013, p. 51-52). Focused coding enabled me to compare interview data and observational data as I looked for regularities and irregularities in individual instructor data. Then I analyzed data across cases, recursively comparing and refining my analysis as I added data sets from other cases. Patterns in the data led to concepts that were then

developed into findings from cross case analysis. Applying more than one coding method provided a "richer perspective" for each case and across cases (Saldaña, 2013, p. 63).

Visual Representations. I developed models of instruction for each instructor because I recognized that patterns in the data were present but unclear. I needed another layer of analysis to recognize and analyze those patterns. All the instructors used the same or similar practices: lecture, professional models, professional thinking, coaching and feedback. Models of practice helped me identify how the participants' practices worked together to facilitate writing instruction. The information garnered from these models (Fig. 1 Ch. 4, p. 80) illuminated both the similarities and differences between teaching strategies. I realized the focus of instruction was preparing students to write major assignments. Concentrating on preparation for assignments and the process of completing those assignments, I discovered clear patterns of instruction for each case. Comparing across cases, I distilled the information down to two different models of assignment instruction. As I worked with the diagrams more and added interview data, I saw two clear patterns emerge for assignment instruction, and they related specifically to differences in University 1 and University two writing courses.

Triangulation and Reliability (Validity Approaches)

As a reliability strategy, I used triangulation within cases and across cases to confirm the patterns and findings that emerged from the data. Patton (2002) states, "Triangulation strengthens a study by combining methods" (p. 247). The forms of triangulation used by this study were data triangulation (data from a variety of sources), theoretical triangulation (design and analysis using theoretical perspectives), and methodological triangulation (using multiple coding and analysis methods) (Patton, 2002; Stake, 1995; Yin, 2014).

I followed Yin's (2014) principles for improving reliability and validity: using multiple sources of evidence, creating a case study data base, and maintaining a chain of evidence. In addition to interviewing instructors, I interviewed university administrators at each university

who added a layer of data regarding journalism school requirements for the courses, information about the course design at University 2, and additional information such as samples of the language exams, student outcomes, and course planning. "By developing convergent evidence, data triangulation helps to strengthen the *construct validity*….multiple sources of evidence essentially provide multiple measures of the same phenomenon" (Yin, 2014, p. 121). This study used a variety of data multiple instructor observations, interviews with instructors and administrators and multiple types of documents.

By making external connections to theory, this research illuminated approaches and practices helpful to developing an integrated theoretical model of JMC writing instruction. Engaging in theoretical triangulation with the lenses of newswriting process (Conn, 1968; Murray, 2000, 2003; Pitts, 1989) and writing process theories (Graves, 1983; Murray, 2003) brought into relief the meaning and function of the instructional strategies identified. This study was designed to understand and explain the relationships and conditions of how and why certain writing approaches are used in the JMC classroom; Yin (2014) classifies this process as internal validity.

There are no specific processes for replicating qualitative work, "each qualitative study is unique" (Patton, 2002, p. 433). My experience as a JMC writing instructor improved my understanding of the strategies employed by study instructors and provided disciplinary knowledge necessary for an emic understanding of the JMC classroom (Patton, 2002). Strategies and examples of reliability and validity can be found in the trustworthiness table in Appendix C.

Challenges to Inquiry

As the sole researcher, I limited physical distances for classroom observations. However I am fortunate to live near the borders of four states and I could arrange overnight stays to complete my observations. My research area was finite; the decision to observe only at AEJMC

accredited universities and the courses I chose to observe limited the available number participants for the study.

Ethical Issues

The design of this study limits ethical concerns for the participants because I took intentional precautions to protect the identities of participants. It is necessary to be extra careful of revealing identities because the pool of potential participants was so small. Even at major universities the number of instructors teaching reporting or introductory writing courses was approximately 6 or 7 per university. I individually briefed all instructors about the study and presented them with a consent form. Observational notes do not include names. Each instructor was given a number that I used in the observations and interview transcripts. I kept all data in a locked cabinet. The information gathered did not put the participant at any type of personal or professional risk.

Researcher's Resources and Skills

Saldaña (2013) wrote, "The more well-versed you are in the field's eclectic methods of investigation, the better your ability to understand the diverse patterns and complex meanings of social life" (p. 2). As a scholar, researcher and teacher I strive to develop a varied and adaptable tool kit of knowledge and experiences. The human resources available to me as a researcher are honesty, dependability and knowledge regarding the research process and their particular areas of study. Drs. Sanders, Vasinda, Lewis, and Ivey are student centered and were willing to provide constructive feedback.

As a researcher, my background in teaching and degrees in Communication contributed to my writing, presentation, academic, and interpersonal skills which facilitated my data collection. Observational and critical thinking skills honed by teaching also improved my relationship building skills. My inquisitive nature served as both an advantage and a detriment. I thrive on learning new information and ways of thinking, but at times my curiosity took me down

the wrong path; so many things interest me. My interests have created a well-rounded person, yet I constantly strive to build a greater depth of academic and personal knowledge.

Case study methods helped me to organize my research and analysis and kept me focused on the research questions in my study. The flexibility of case study methods allowed me to follow the where the data led and yet kept me true to my research question. Yin's (2016) four analytic strategies provided suggestions for how to begin my analysis: theoretical propositions, inductively from the data, developing case descriptions (this is where I developed my models of instruction, and examining plausible rival explanations. There were many ways to examine how writing was taught in the JMC classroom; however case study analysis was structured in such a way that I analyzed cases individually to understand single instructors and their instruction. For example when I analyzed Bob I recognized his instruction had more strategies and more feedback cycles than other instructors. And this method assisted my analysis across cases so I could compare instructors. Yin (2016) was a valuable reference as I prepared to collect data by providing guidelines for study design and data collection. His text also guided my analysis when I needed new ideas for analysis and coding and presented reporting strategies that I considered while writing my dissertation articles.

CHAPTER IV

"OF COURSE WE TEACH PROCESS" -- NEWSWRITING PROCESS: A MODEL OF INTEGRATED PRODUCT-PROCESS WRITING INSTRUCTION FOR JOURNALISM AND MASS COMMUNICATION EDUCATORS

Abstract

This study documented instructor practice of seven university journalism and mass communication writing instructors. The basic components of instruction were similar across participants. However, the strategies were employed differently and product-process instruction was not consistent across the data. The data showed these JMC instructors teach newswriting process (Pitts, 1989) and not writing process theory (Graves, 1983; Murray, 2003). Newswriting process is recursive at the sentence level and is influenced by deadlines common to JMC writing. Earlier studies searching for writing process theory in JMC instruction may have misidentified the processes of newswriting and therefore believed process-oriented instruction was not practiced in JMC writing courses. Models of instruction were created by the author as a tool to analyze writing instruction across instructors, and an integrated product-process model of writing instruction was also developed. These models were created as tools for analyzing JMC writing instruction and assisted in the description and illustration of integrated product-process instruction as assembled from the data.

Note* This article is one of three standalone articles presented in this three article dissertation and is intended for publication in either the *Journalism and Mass Communication Educator* or *Teaching Journalism and Mass Communication*.

Disciplinary Dilemma

Decades of research (Panici & McKee, 1997; Massé & Popovich, 2004, 2007; Olsen, 1987; Zurek, 1986) concluded more than half of JMC writing instructors have ignored or rejected the use of composition writing theories such as Writing Process Theory (Emig, 1971; Graves, 1983; Murray, 2003) and Writing Across the Curriculum (WAC)/Disciplines (WID; Young & Fulwiler, 1986). However, other scholars argue process-oriented instruction is accepted and being integrated into instruction (Hresan, 1992; Schierhorn & Endres, 1992). Some JMC educators opposed to process-oriented instruction complained courses did not attend to mechanics or editing and required too much instructor time (Massé & Popovich, 2004; Pancini & McKee, 1997). Other studies argued newswriting is different from WAC and writing process theory because news is fast-paced and deadlines often make multiple drafts untenable (Olsen, 1986; Pancini & McKee, 1997).

In contrast, this study found JMC writing instructors *do* use a process approach; they intuitively employed process approaches because, as writing professionals, they practice newswriting processes with their own writing. In their classrooms, newswriting process was not explicitly taught, yet instructors often modeled it in their coaching and lecture instruction. Previous researchers may not have recognized process-oriented instructional practices as many JMC educators' lack the ability to explicitly articulate the underpinnings of their practice. As in other disciplines, JMC disciplinary content knowledge is valued more than pedagogical (instructional) knowledge (Christ & Broyles, 2008; Greenberg, 2007).

Overview of the Study

It is difficult to put this research into the context of contemporary JMC scholarship as no qualitative research into instructor practice has been done. The goal of this study was simple, to document the classroom instruction of contemporary JMC writing instructors and provide a foundation for further study of JMC writing instruction and theory.

Evidence from a sample of seven JMC writing educators showed these educators accepted the process-oriented strategy of coaching as standard teaching practice. Coaching is newswriting process terminology for the writing process theory concept of conferencing. The data from these instructors show an integrated product-process approach has reached some JMC classrooms. Three of the seven participants consistently enacted a number of process-oriented strategies including coaching. One additional participant was knowledgeable regarding process-oriented instruction and thinking strategies but was not consistent in applying those strategies in the classroom.

Research Questions:

The questions guiding the study were as follow.

1. How is writing taught in a journalism and mass communication classroom?
2. What informs each JMC writing instructor's choice of strategies?
3. In what ways are product and process instruction evident in JMC writing instruction?

This study presents a contemporary understanding of JMC writing instruction based on multiple classroom observations and seven university instructor interviews. In addition to documenting JMC writing instruction, this study identifies the characteristics of newswriting process instruction, explains strategies of JMC writing instruction and illustrates how teaching strategies merged to generate an assignment design for JMC integrated product-process instruction.

Research on JMC Writing Process Pedagogy

In the past two decades, very little, if any qualitative investigation of JMC educators' writing instruction or use of newswriting process instruction has been conducted. Massé and Popovich (2007) called for educators to *integrate* coaching and other aspects of process teaching into a more student-centered form of product instruction, rather than abandon teaching important product-related aspects of JMC writing such as Associated Press (AP) style, grammar, clarity, and adherence to writing structures such as the inverted pyramid.

Integrating product-process instruction

In their call for innovation, Massé and Popovich (2007) turned the focus to students and their learning. In innovative JMC classrooms, "students learn to think as writers and gain confidence in their creativity, while recognizing and employing the principles and techniques required by their professional craft" (p. 214). No theory of integrated product-process instruction has been established, but scholars have studied process-oriented instruction (Massé & Popovich, 2004, 2007; Schierhorn & Endres, 1992; Wiltse, 2002).

Process-oriented instruction did not emerge from JMC pedagogical scholarship but developed through necessity in the media industry: practitioners needed to find ways to nurture and develop newspaper, magazine, and other media writers (Schierhorn & Endres, 1992). The work of JMC scholars, such as Pulitzer Prize winning journalist and foundational writing process scholar Donald Murray, served as a bridge between academia and industry professionals (Graves, 2010; Schierhorn & Endres, 1992).

Newswriting Process

The call for an integrated process and product theory and pedagogy was built on a foundation laid by Donald Murray (2003) and other journalist researchers who practiced newswriting processes in the journalism field (Olsen, 1987; Zurek, 1986). Murray connected the theories of writing process to JMC newswriting processes, and he described the process of journalism writing this way:

> I wrote with information: specific revealing details, concrete images, quotations, statistics, records, facts. Meaning came from connections between pieces of information, not from connections between words. The words were the symbols for information. Words allowed me to arrange the information so it had significance, order, logic, *structure*: meaning (Murray, 2000, p. 5).

In this excerpt, Murray described what he called "newswriting process." Newswriting processes differ from the writing process of other genres or fields such as creative writing in that newswriting is fact and evidence driven requiring information from interviews, direct observation and research (Graves, 1983; Murray, 2003).

Important differences separate newswriting and media writing from composition. The newswriting process is recursive at the sentence level whereas writing process theory indicates recursivity at the process level (i.e. moving between rehearsing, drafting, revision, gathering information, etc., recursively). News writers build stories sentence upon sentence, working quickly to clarify, edit, rewrite, and focus their work (Pitts, 1989). Unlike creative writing and composition, newswriting must meet short deadlines. Writers construct the lead then build the second sentence upon the first, and the third upon the fourth, moving back and forth one fact, one sentence at a time (Pitts, 1982b). News writers have hours or minutes to create clear, concise, easy-to-read stories ready for immediate publication, not the days and weeks given to composition writers. Newswriting process strategies of instruction help students learn speed and accuracy through rehearsing, finding focus, selecting information, developing story ideas, drafting, editing and rewriting (Murray, 2000; Pitts, 1989).

Conn (1968) conceptualized the newswriting process as a workflow of skill and thought which begins with the writer's professional training and personal experiences. Various processes and skills are utilized by the writer as a news story is written. Conn included news values, news judgement, role of the reporter, information gathering, language skills and newswriting skills as processes which go into the completion of a story. The application of protocol analysis to study newswriting clarified newswriting processes and provided a way to compare and contrast writing process theory, the newswriting process (Pitts, 1982a, 1982b, 1989) and coaching instruction (Clark & Fry, 1991; Scanlan, 2003). The process-oriented concept of coaching writers was harnessed by the media industry in the 1980's, and as a teaching philosophy, coaching gained

acceptance in JMC university writing instruction. As the value of coaching in the media industry grew, JMC educators accepted coaching and the practice became more common (Scanlan, 2006; Schierhorn & Enders, 1992).

Conflicting Research

JMC writing process scholarship has been primarily quantitative in nature (Massé & Popovich, 2004, 2007). Survey research showed instructors who used an editor (product-oriented) or coach (process-oriented) approach shared the same teaching techniques and types of assignments (Massé & Popovich, 2004; Schierhorn & Endres, 1992). This finding proffered the question – could a lack of deep understanding about the approaches of editor and coach account for the discrepancies among earlier scholarship that found process approaches were not being used (Massé & Popovich, 2004. 2007; Olsen, 1987; Zurek, 1986) however, JMC educators are not typically trained in writing theory(Christ & Broyles, 2008; Coombs & Rybacki, 1999). This study and others (Schierhorn & Endres, 1992) suggested process approaches were being used. JMC literature indicated JMC educators were not trained about writing theory (Christ & Broyles, 2008; Coombs & Rybacki, 1999).

Previous research found some JMC writing instructors took the coaching approach to teaching (Massé & Popovich, 2004, Schierhorn & Endres, 1992). These studies assumed that coaches were more likely to use elements of writing process theory. However, this research also showed that both editors (providing traditional product feedback) and coaches (focusing on the newswriting process) continued to share the same practices and beliefs, even though they identified themselves differently. Coaching is one aspect of a writing process approach to instruction; however, it is not a complete approach. Coaching is a tool used in the media industry for developing magazine, newspaper and other media writers (Scanlan, 2003). As a result, media professionals who experience coaching in their professional lives often carry the concept of coaching to academia when they become JMC educators (Schierhorn & Endres, 1992). JMC

educators value content knowledge, and instructors with professional experience are preferred (Greenberg, 2007). JMC educators typically have limited academic background in pedagogy (Christ & Broyles, 2008; Coombs & Rybacki, 1999).

Journalism is a skills-based discipline, and therefore, JMC educators are often accused by scholars of sacrificing an emphasis on pedagogical theory and practice in order to maintain this skills focus (Christ & Broyles, 2008). Continuing that logic through to the teaching of writing in the JMC classroom, a high reliance upon professional experience would be expected to influence the teaching of JMC educators. Because many JMC educators do not connect their teaching to theory, not applying a balanced theoretical approach to writing instruction may explain problems with JMC course design, grading and application of instructional strategies.

Differentiating Terminology

Newswriting Process Term	**Writing Process Term**	**Definition**
Explore	Pre-writing	Brainstorm ideas and gathering information, researching
Focus		Selecting what is important, newsworthy
Rehearse	Rehearse	Mentally practicing or thinking about what the writer wants to say.
Draft	Draft	Writing, composing
Develop		Building depth, information, adding context to the story.
Rewrite/Clarify	Editing and Revision	Critiquing for understanding and clarity, taking the point of view of the reader
(Calkins, 1994; Graves, 1978; Murray, 2000; Pitts, 1989)		

Newswriting Process and Writing Process Terms Figure 1.

Understanding the differences in terminology clarifies the contrasts between the newswriting process and writing process theory. In JMC, *pre-writing* (Graves, 1983) became *exploring* (Murray, 2000), because newswriting requires the writer to use factual information

derived from research, interviews, government reports, and contextual facts derived from being at the scene.

Focus became an additional step in the newswriting process (Murray, 2000; Pitts, 1982b). Focus for a journalist means to "find the tension" that makes a story interesting (Murray, 2000, p. 64). Newswriting requires two elements, the *lead* and the *nut paragraph*s, which are not required in composition writing but are essential to every media story (Brooks, Kennedy, Moen & Ranly, 2003; Murray, 2000). A *lead* is "a simple clear statement consisting of the first paragraph or two of an inverted pyramid story" (Brooks, et al., 2003, p. 136). The lead connects the reader, the writer and the story together. A *nut paragraph* "gives the theme" and "summarizes the key facts" of the story (Brooks, et al., 2003, p. 192). "The writer must find a clear line that carries the reader from beginning to end" (Murray, 2000, p.18). In the newswriting process, finding focus is identifying and prioritizing information to best tell the story (product).

The process terms *rehearse* and *draft* (see table 1) stay the same in both process theories (Murray, 2000; Calkins, 1994). The process of writing is recursive in both models, and writers move from rehearsing to drafting to editing in cycles. In the newswriting process, JMC writers must *select* their information and *develop* it to best tell a story. Since the newswriting process is recursive sentence by sentence instead of in longer sections writers move through the processes of rehearse, draft, select and develop very quickly.

> One of the most important secrets of the professional journalist that is vital when writing to deadline is to select. The writer must write from an abundance of specific, interesting, significant information but the writer must also select the single point, perhaps two, maybe three if they are connected, that can be made within the limits of time and space (Murray, 2000, p.18).

This process of decision-making happens quickly as stories are built line by line. When JMC writers find a storyline, they use rehearsing to experiment with different pieces of

information until they are satisfied with their selections and officially write their concepts down in the drafting process.

JMC uses the term *rewriting* whereas writing process theorists use the term *revision* for similar processes but the end purposes are somewhat different. "Revision does not mean repairing a draft; it means using the writing I have already done to help me see more, feel more, think more, learn more" (Calkins, 1994, p.39). In the newswriting process, rewriting is the time to clarify. Time to make the draft clear for the reader and ask questions: "Is there a single dominant meaning?" Is my draft "ordered and developed?" Did I use language so my story has "accuracy, clarity, and grace?" (Murray, 2000, p. 164). The writer must take a critical view of his/her work. "To be critical, you have to be doubting, detached, uninvested in the ideas to be criticized" (Elbow, 1998, p. 9). This ability to critique is essential for writers to learn, but it is essential for journalists because of the reality of publication deadlines. With the differences between newswriting process and the composition writing process clarified, the findings will illustrate how integrated product-process instruction looks in practice.

Method

Participants

The participants of this multiple case study included seven JMC instructors who taught either introductory journalism writing courses or reporting courses at one of two Association of Educators in Journalism and Mass Communication (AEJMC) accredited universities located in the south central United States. The courses observed had the instructional objective of teaching JMC writing skills to undergraduate students. The participants included one woman and six men, with academic designations of one graduate student, two adjuncts, one clinical instructor, one visiting professor, one assistant professor and one associate professor. All participants had experience as professional journalists. Each instructor was a single case (Yin, 2014). The need

to develop a basis of credibility and trust with participants required snowball recruiting in order to gain access to the necessary number of instructors (Yin, 2014).

Protecting the anonymity of participants was essential; therefore university identities were intentionally concealed and pseudonyms were used for participants. Bob, Ed, Helen, and Howard were participants from University 1 and Carl, Tim, and Walter participated from University 2.

Classroom Environment

The classes observed in this study met in a writing lab setting. Six of the seven classes met twice per week for 110 minutes and one reporting class met for one 110-minute lab and two 50-minute lectures each week. Department leaders at both universities presented the lab environment as an instructional innovation and a relatively new adaptation within the last three years. This was an effort to incorporate more process-oriented writing instruction (Clark & Fry, 1991; Massé & Popovich, 2004).

A second modification used by University 2 instructors involved quizzes, exams, and informational lectures online in a "flipped classroom" design (Herreid & Schiller, 2013). The instructors at University 2 did not give traditional lectures; in class, they were limited to presenting new assignments, which they did by reading the assignment to students, showing examples of final products and reviewing the structure elements of the finished products and students spend the remainder of the class period writing their assignments. University 2 instructors were responsible for grading assignments, providing written feedback to students on completed assignments and coaching students during their in-class writing time.

Data Collection and Analysis

Data collection took place during the fall semester of 2016, beginning in September and ending in November. Class observations, semi-structured interviews, and other course documents such as syllabi and assignments were collected as data for each individual case (instructor). Four

instructors were observed three times and three instructors were observed four times, these observations spanned the semester and occurred at 2 to 3 week intervals. Discrepancies in the number of visits resulted from scheduling challenges and snowball recruiting efforts. All instructors were interviewed following their final observation, which was an intentional effort to not influence their writing instruction. I asked each instructor questions developed from their individual data in a semi-structured nature that followed this pattern template similar to, "I saw that you ___... how does that translate into your teaching?" These individual questions covered rewriting, coaching, feedback, use of professional examples and the instructors' personal writing processes.

The overall goal of this study was to document, in a holistic way, the teaching practices of the participants; therefore, observational data collection was semi-structured. I documented instruction as it happened, including interactions with students, lectures, feedback, assignments, syllabi and overall teaching approach (Yin, 2014). My study was influenced by the JMC scholarship of editor and coach approaches to writing instruction (Massé & Popovich, 2004) and writing process theory (Graves, 1983; Murray, 2003). The ideas from these scholars provided an organizational structure for documentation. Data were combined into individual case studies and coded twice, first through structural analysis (Saldaña, 2013) of instructional strategies and a second process of focused coding (Charmaz, 2014) in which I looked more deeply into strategies and their application. Inductive focused coding revealed the priorities and philosophies of the participants as they related to instructional choices.

The goal of this study was to document how writing is taught in the JMC classroom (research question 1), so an initial round of structural coding was used to identify and organize objectives, practices and strategic approaches to instruction within cases and then across cases. Structural analysis "is used to identify the structure imposed on a qualitative data set by the research questions and design" (Guest, MacQueen, Namey, 2011, p. 55). Structural coding

revealed consistent patterns of teaching strategies within and across cases. I then layered interview data over the instructional strategies identified and sought to understand why and how strategies were implemented for teaching purposes. Individual participant models were developed to analyze how individual strategies were combined to facilitate writing instruction. Using the theoretical lenses of newswriting process (Conn, 1968; Murray, 2000, 2003; Pitts, 1989) and writing process (Graves, 1983; Murray, 2003) brought into relief the function and meaning of the teaching strategies previously identified through structural analysis.

Some data could not be easily coded as product or process instruction, so a layer of focused coding brought into relief cognitive processes. "Focused coding means using the most significant and/or frequent earlier codes to sift through and analyze large amounts of data" (Charmaz, 2014, p. 138). The instruction highlighted was cognitive in nature (Flower & Hayes, 1981) and appeared to be purposeful and more about professional skills and thinking than product-focused instruction such as story structure, final product form or writing style. The data were analyzed and compiled into a data matrix; this analysis processes assisted in identifying a code and concept called *professional thinking*.

The term professional thinking describes the cognitive processes, acquired through professional training and personal experiences, used by professionals to construct a JMC writing product meeting professional standards. Professional thinking processes can include, but are not limited to, knowledge of news values, curiosity, news judgement, role of the reporter, information gathering (interviewing, researching, observing, etc.), and knowledge of language. These cognitive processes seamlessly connect and support the processes of newswriting to a final professional JMC product. Professional thinking processes are not linear; therefore, professional thinking processes are employed recursively and complement the cognitive processes and professional dispositions necessary to create the final product. This concept was supported by

newswriting process literature and accreditation standards of the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC; Conn, 1968).

Models of instruction were created for each participant as I compared diagrams across the data, differences and similarities emerged. I analyzed how components worked together and a model of integrated product-process JMC writing instruction was developed. The "Life of an Assignment" model of instruction highlights strategies of instruction leading up to and through the completion of a major writing assignment is presented in finding four. This model contextualizes the strategies illustrated in the first three findings and provides a proposed model for integrated product-process instruction design, thus becoming Finding Four.

Findings

The purpose of this multiple case study was to document contemporary writing instruction in the JMC classroom. I identified the teaching strategies used by JMC writing instructors and investigated how instructional purposes and pedagogical knowledge influenced their choice of strategies. Further, I examined how traditional product-oriented instruction and newer process-oriented instruction were incorporated into JMC writing instruction. My analysis revealed points of synergy were both types of instruction were inextricably linked into an integrated product-process approach to writing instruction. Although there is scarce JMC scholarship describing this approach or theory, I consider it possible that an integrated approach evolved through a combination of coaching in the media industry, composition writing process theory and academic study of newswriting processes. The data imparts a fresh understanding of the participants' teaching of newswriting processes and professional thinking strategies in the JMC classroom. To generate a theory of JMC writing pedagogy, some basic knowledge of current JMC writing instruction is necessary. This study presents four major findings.

Finding 1: Instructors shared similar instructional goals and common strategies: lecture, student writing, feedback, coaching and rewriting.

In answering research question 1 regarding how writing was taught, instructors used common strategies of lecture, student writing, feedback coaching and rewriting, but this information was insufficient for fully understanding what was going on in these JMC classrooms. To understand how writing was taught, it was necessary to show the objectives the instructors aimed to achieve with each strategy and why those objectives were chosen (research question 2). It was in the objectives, the skills and ideas of JMC that knowledge of JMC writing was learned, and the objectives came from the practice and professional experience of the JMC instructors.

1a). The instructors prioritized the skill of decision-making in their instructional design and used strategies of modeling, lecture, lab activities and lab writing to teach this skill.

JMC instructors identified good writing as a key learning outcome for students and emphasized decision making as a skill that leads to good writing. They discussed, modeled, coached, and provided feedback on decision-making throughout their courses. Decision making was also called *logic* and *critical thinking* by some instructors. In JMC writing, decision-making happens throughout the process of writing: the selection of facts, newsworthiness, language choices, and the shape of the story are all decisions that affect the final product. One JMC instructor, Ed, said, "I stress with them, you make decisions. And, that's a hard concept for young people; they aren't allowed to make many decisions… I chose inverted pyramid because it's simple. It's simple to make decisions." The inverted pyramid, in which the most important information (i.e. the who, what, where, why, and how) is placed at the top of the story, is the most common writing structure in JMC newswriting; therefore, it is also used as a first basic form for JMC students. Decision-making becomes a relatively straight-forward process with this structure.

Tim, another university JMC instructor, also stressed the importance of decision-making throughout the newswriting process: "When you have tons of information, it is very important for you to identify the most important." "And if you have a strong logic, I think that's the most important skill they should take from this class."

In JMC writing, selection is a major decision-making process – what to put in or what to leave out. Those choices influence the scope and direction of the story. Walter and Bob explained this process to students during lectures about decision-making for feature stories: "You're looking for the awesome in the story, the heart" said Walter. "Identify what the story *really* means. I find the images and characters, and then I find the middle of the story, that special place where you show the climax."

Bob used the instructional strategy of modelling when he wrote a fictional story as he tried to explain the same idea of story focus. "I had to write the story about pumpkinitis and put a face on it," said Bob. "Because they kept writing a full page that had studies and this and that, but there were no humans and no quotes." Bob repeatedly mentioned to the students and to me about the importance of humanizing the story. Good stories concentrate on the human elements, which is what attracts people to social media. Bob lamented the way students have difficulty focusing on the human aspects of a story, "They just write essays. Here's how we solve world hunger. No, you have to go out and interview people. You have to get a face of the story," said Bob.

In class, Helen modeled decision-making as she edited student writing samples. She projected short paragraphs of student writing (names removed) on the board and suggested, as an editor might, how students might improve the writing. After two examples, she invited students to "give it a try." Helen showed other samples and invited students to offer suggestions for rewriting.

All the instructors stressed the importance of decision-making and critical thinking as part of what their students needed to take away from early writing courses. JMC writers need to develop good decision-making skills in order to make effective and quick decisions during the newswriting process. Tim described in our interview how he uses decision-making as a writer: "Writing is like weaving, you know? If you don't have the needle you need, if you don't have the thread, if you don't have a design in mind, then you don't know what you're going to weave. Then it doesn't matter. You have to have everything. Then, at the center, know what you're going to do with it."

1b). The instructors used modeling, coaching and feedback to demonstrate the concept of fast writing. A central feature in Carl's career was good writing. As a professional writer, he practiced it every day, and as an instructor, he nurtured good writing in his class. Carl modeled writing in class for his students, which was one of his teaching strategies. "I don't want to make it seem like I'm Ted Williams teaching people how to hit," said Carl. "But I think they have to see it [writing] done well." When he was writing for the class or just brainstorming story ideas in class, Carl demonstrated the fast and clear thinking necessary for writing well. "If they're giving it a ton of thought, it's not that good," said Carl. "Good writing is writing that is written fast and is read easily. And bad writing is done tortuously." I overheard Carl tell students in class to think about what they want to say and then, "Sit there and bang it out."

Professional writers are fast due to hours of practice and experience. They write quickly because the deadline for their article is usually hours or even minutes away. They know their audience, and over time, they learned key JMC skills like selecting information, showing with evidence and knowing the appropriate story structure for the media they are writing.

Like Carl, Helen also had a penchant for fast writing. "I like to write fast and trust my instincts. I don't labor over writing; that's something that developed over time. That is what I want them [students] to have, those instincts for writing." Helen and Carl identified fast-writing

as a quality of good writers. They believed that fast writers had developed confidence and agility not only with grammar and punctuation, but fast writers also had an excellent grasp of language, vocabulary, AP style and JMC writing structures, all qualities of good writing which Helen and Carl focused on as instructors.

Bob encouraged his students to write quickly through his almost daily lab activities, which were completed during one class period. During these activities, students practiced some element of the newswriting process or a newswriting skill, such as interviewing, asking questions at a press conference, or gathering information from government agencies or businesses. The activities took about 30 to 45 minutes. As lab activities concluded, students wrote news stories that incorporated the skills they learned during the activity. At the end of the activity, each student printed off his/her story, and Bob went over it with them using both editor and coaching-style feedback. Students then rushed back to their computers and rewrote the story quickly before they left class. This practice forced students to draft and rewrite quickly.

All of these examples put students in the position of writing quickly or thinking about writing in fast-paced environments. The instructors modeled the work expected of students, and Bob and Helen designed activities that also incorporated writing practice. The priority these JMC instructors placed on quick writing was consistent with JMC research literature that found JMC professionals write quickly (Murray, 2000; Pitts, 1982a). The goal of JMC skills courses is to prepare students for JMC careers (Pardue, 2013). In modelling good writing practice and designing activities that provide students opportunities to practice, the JMC instructors in this study illustrated potential strategies for other JMC writing instructors.

1c). The instructors taught professional thinking through integrated product and process instruction that included lecture, modeling, lab activities, and feedback.

Professional thinking was evident as instructors modeled the skills and processes expected of professional journalists: interviewing, decision-making, initiative, researching, field observation,

information gathering, independent story generation, investigating, accuracy and curiosity through the explicit instructional strategies of lecture, modeling, lab activities and feedback. The concept of professional thinking emerged from analysis of instructor practices as instructors modeled the professional dispositions and cognitive skills that complemented and connected writing skills to the final JMC product. Students needed to acquire professional thinking, in addition to writing process skills, to accomplish the tasks necessary for a JMC career.

An example of how JMC instructors nurtured professional thinking was seen the day Howard brought a guest speaker, via an internet video call, into his lecture class. The guest speaker (John) was a 2016 graduate of the university, someone most of the students in the class knew personally. Twenty-five minutes of the discussion was about professional thinking. John explained the importance of coming up with story ideas independently, instead of waiting for producers and editors to generate story ideas. "It helps plan my day and makes me look good," said John. He and Howard discussed the process of generating a story: planning, interviewing, watching for stories, shooting, writing, and editing packages. "News and sports stories don't just fall out of the sky," said Howard. "You have to generate them." John agreed and went on to describe how he developed a network of people and organizations, collected story ideas for slow news days, and found ways to be valuable to the organization. Howard had clips of John's stories that he interspersed during the discussion. Students asked John questions ranging from pitching story ideas to writing online copy during games to shooting B roll (the extra video footage of places and activities that supplement clips of interviews).

In the morning, John shared his professional thinking as a broadcast reporter for both news and sports (John did both), and that afternoon's lab activity was writing the class' first broadcast script. Howard scaffolded the lab activity directly with the morning's class lecture. Professional thinking was modeled through the discussions of John's experiences, and the students could make connections during the lab activity with the professional thinking and

dispositions John and Howard demonstrated and the real world writing and thinking processes of reporting.

Curiosity was an aspect of professional thinking mentioned by many study instructors. The processes and dispositions of professional thinking, such as curiosity, guided and informed the explicit instructional strategies of the participants (answering research question 2). Ed and Bob were the most descriptive about this concept. Ed said, "…be curious. Every time you see something ask, could that make a story? I'll give you an example: I saw a big pickup go down to the stop light, and when he accelerated, a huge amount of black smoke comes out. So I asked someone at the gas station, do they have to pay extra for that? (laughs) I say it is a campaign against environmentalists. One of them was saying 'I particularly do it if there is a Prius behind me.' And I say *that's* a good story! That's the thing you look for, so anyway, it's, be curious." Ed was illustrating to students that news stories don't develop out of nowhere, they have to look for them. He was teaching students to be aware of people, places and things in their communities and to recognize story ideas are everywhere; JMC students need to be naturally curious.

Bob extended the concept of curiosity to include the attribute of being observant. "Well, my brain is weird; it's always firing in different ways. For instance, I, just before you came here, I passed the horses (sculptures), and I noticed there are two plaques on the ground. Cuz, I'm observant," said Bob. "'Thank you for not riding the horses.' It just cracks me up. That's a story! That you've got to thank people – with a plaque on the ground. So I'm just always looking around, being observant, naturally curious, and then it just goes from there."

Bob and Ed regularly encouraged students to be curious, inquisitive and even nosey, because that is what reporters do: they look for the new and the unusual. "You have to be curious," said Bob. "You have to be street-smart. You've got to have a working manner about you to be a journalist." These traits are part of professional thinking. The concept of professional thinking goes beyond writing skills to incorporate the cognitive processes and professional

dispositions of a JMC professional. Professional thinking, which is acquired through training and experience, complements and supports the processes of newswriting essential for the production of professional JMC writing products.

As data analysis progressed, I began to make connections between the professional thinking that was being taught in the classroom and the professional thinking the instructors possess as a result of their career experiences. Professional thinking processes are so engrained as part of JMC educators' professional knowledge that it cannot be separated in their instruction. The concept of professional thinking was inspired by the Accrediting Council on Education in Journalism and Mass Communication's (AECJMC; 2012) list of prescribed competencies and values. In that list, the AECJMC discusses the role of professionals, critical and independent thinking, accuracy and fairness, and professional writing skills (AECJMC, 2012) much like the exemplars presented here. In conceptualizing the newswriting process, Conn (1968) wrote, "Personal experiences and professional training provide the undergirding or essential framework for the newswriting process" (p. 344).

Finding 2: The lab activity was an experiential assignment used by JMC writing instructors to develop students' writing skills and provide process instruction. It was a space of integrated product-process instruction.

When students were actively writing in class they were working on lab writing or lab activities. Students typically wrote during each class meeting, with very few exceptions. Even though students at both universities were writing in class, the experiences were very different. As these two engagements are described, differences in writing objectives, instructor-student interaction and feedback are identified.

2a). Lab activities were an instructional method used to provide newswriting process instruction and to teach professional thinking. Lab activities were experiential methods that incorporated simultaneous practice of professional thinking, concrete problem-

solving and writing practice. The objective of lab activities was for students to learn and practice newswriting process skills and practice professional thinking. For example, Helen employed a lab activity in which students created an Election Day website. Students in her introductory JMC writing course filled the website with images and stories about Election Day 2016. Helen chose four of her best writers as editors and other students volunteered as web designer, outside reporters, writers, and photographers. She started the class by saying, "pretend news room today!" Just the way she introduced the activity was indicative of experiential learning. Editors were immediately busy planning what the website would include while the other students researched online to see what types of stories, photographs and other information were published by professional media organizations. Students covered voting stations, demonstrating students, national polling data and published candidate platforms. Other students created a photo essay and interviewed voters and demonstrators, and eventually those stories were published online. Each story had at least three readers before Helen looked at it and gave the "go ahead" for publication.

Peer conferencing (editing) was another strategy Helen used during the Election Day activity and on other days as well. In her interview, she talked about her rationale for incorporating peer conferencing: "Yeah it's [peer editing] very interactive. They are not just sitting there watching passively and thinking they're learning, when they're not. It's a really important action, looking at a piece of writing and knowing it's not quite right, and fixing it like it's your own writing. So I think that it's a really good way to learn." Helen used peer conferencing to let students practice their editing skills on other students' writing. She wanted students to recognize editing and rewriting was challenging for all students and this exercise used genuine student writing, their classmates' writing. Helen asked students to "edit with a light touch" but many suggestions were complete rewrites, which crossed the cognitive boundary between the process of editing and the process of rewriting. Helen's intent was to show the difference between editing and rewriting, but she did not explicitly explain the differences during

my observation. The peer conferencing exercise provided writing and thinking practice and that highlighted there was no one way to tell a story or write a sentence, every story is unique.

In this short description, the newswriting process is evident. Students explored possible story ideas and found professional examples to guide the style, structure and content of their stories. Together with their editor, students collaborated on story focus, then planned the stories they hoped to find. Field reporters fed information to the desk writers who wrote stories destined for publication. Together, reporters, editors, and Helen cooperated to draft, develop and clarify stories that were published on the web. Helen had not tried this activity before. She said in her interview, "The Election Day thing was a total experiment." And Helen learned a great deal from that experiment while her students applied the newswriting process in an active, rewarding and experiential way. She discovered students needed instruction in preparation of a single-day event such as Election Day.

Students actively wrote and thought about both process and product during lab activities. They experienced and practiced professional thinking as they independently developed stories, interviewed citizens and made decisions about writing and the final product. Students received immediate feedback designed to create meaningful and contextual learning.

In other lab activities, students started with a page full of random but related facts. Bob, Howard, Ed, and Helen were observed doing this type of exercise. Students were tasked with selecting and developing information that would make a good story and then writing that story, editing, clarifying, and rewriting until the story was complete (thus moving through the newswriting process). This type of activity required students to use and develop their professional thinking. They made decisions about newsworthiness of the information and employed their understanding of news values to create a news story. During this process, instructors were available for coaching. The end-of-class deadline reinforced the time constraints

of the newswriting process. As before, students printed, met for coaching and rewrote their stories in a single lab session.

For Bob, lab activities demonstrated a philosophy of coaching *before* students write major assignments. "I try to prep them first, and then I throw'em in the pool, and I drag them out when needed, and say, look you need to work on this, and then you throw them back in." Most activities concluded with students writing a quick story. The instructors who did lab activities quickly read student stories and gave feedback for each story immediately as students rewrote them. During this feedback conference, instructors modeled their professional thinking as they edited and provided coaching-style feedback. More than 75% (100% for Bob) of the students completed a rewrite and resubmitted the assignment before leaving class. Lab assignments provided writing practice, quick feedback, process practice, thinking practice and product practice. Bob provided the best example of instructor-student interaction as he coached students during the learning activity, drafting, and editing conference session prior to rewriting.

Lab activities show integrated product-process teaching in action. The lab activities at University 1 prepared students for each major assignment by practicing skills or processes necessary for the upcoming assignment. These "low-stakes" practice exercises provided students with an opportunity to develop skills and strategies in a safe environment, prior to a major graded assignment, and demonstrated an integrated product-process model in practice (Elbow, 2000, p. 351). Through the lab activity, students learned JMC skills (interviewing, researching, reporting), practiced professional thinking (questioning, identifying potential stories, developing curiosity), and experienced the newswriting processes (focusing, clarifying, drafting) in an environment where learning displaced grading. Since the activity was a low-stakes assignment, students could experiment, learning about product, process and professional activities simultaneously (Elbow, 2000). However, University 2 had no lab activities. Instead, students wrote daily in their lab classes on major high-stakes writing assignments with no experiential preparatory instruction.

2b). Lab writing was an instructional strategy that differed from lab activities in that lab writing concentrated on major assignments and used coaching as a primary affordance for process-oriented instruction.

Lab writing appeared to be a similar strategy to lab activities; however, deep comparison illustrated a lack of low-stakes writing practice, limited feedback cycles, and no significant rewriting opportunities. Lab writing was in-class writing time focused on the completion of major writing assignments. This instructional practice primarily followed traditional product-oriented course design, but University 2 instructors layered in coaching as an attempt to include process-oriented instruction. At University 2, nearly all lab writing was focused on the completion of major writing assignments (20 assignments in 16 weeks). Coaching took place in all labs, but the amount of student-teacher interaction varied depending upon the instructor. University 2 instructors actively coached for much longer periods (an hour or more) than University 1 instructors (15 to 30 minutes).

Walter explained University 2's coaching expectations: "That is something I'm supposed to do. The instructions in this class say that I'm supposed to go around and coach them, and talk to them and connect with them in individual ways. I just try to be direct with them and engage them." To illustrate, Walter presented an assignment that required students to write satire. It was clear Walter enjoyed this assignment because he was very animated and showed students many professional examples. Walter introduced the assignment this way, "This morning we're going to look at satire. Ok… we're going to look at the Onion, we're looking Saturday Night Live, and we're going to be looking at what makes something satirical." Trying to help students to understand satire, Walter added, "What makes something satirical is that it's gotta be true (laughs) to some degree or another, or it's not funny. Funny happens when you turn truth on its head. It shows you a new truth." Presentation lectures were primarily product-oriented

instruction, yet process-oriented instruction was observed after the lecture in instructor coaching during lab writing.

Walter spent well over an hour presenting examples, brainstorming with students, and sharing his expertise. Then the students started to work, finding examples and coming up with ideas. Walter gave students about ten minutes to get started, and he roamed around the room, looking over shoulders, responding to questions, and offering encouragement. This was the coaching element, the instructor-student interaction that supported student learning at a personal level. When he was coaching, Walter altered his spatial orientation to the student by squatting or pulling up a chair next to the student. He asked questions like, "How does it sound to the ear?" or "What's the heart of your story?" These open-ended questions are examples of process-oriented instruction common in a coaching approach; questions turn the learning back upon the student requiring them to think about their writing and make decisions.

Tim approached the same assignment a little differently. He read through the assignment as all University 2 instructors did, but Tim only showed one example. He explained, "I didn't want to influence what students did; therefore I let them find their own examples." Tim emphasized that students do the hard work, and he was there to assist. His comments to students were, "What are the questions we need to answer?" and "Write me a paragraph, and then I can discuss your problems better." Coaching was apparent with all JMC instructors but more pronounced at University 2.

When I compared the instruction at the two universities, the patterns of instruction and the strategies employed were clearly different. One group of instructors used experiential, interactive, low-stakes activities to prepare students to be successful on major writing assignments that were completed outside of class. The other university's instructors provided support as students rehearsed, focused and drafted, but offered no guided practice for new types of products and no practice with new skills needed to complete those assignments. Coaching was

added as a method of process instruction, but coaching did not incorporate other scaffolding and active learning strategies such as guided practice (lab activities), written feedback, or rewriting.

Finding 3: Rewriting was a teaching strategy that provided students with opportunities for writing practice and working with instructor feedback in a generative cycle.

Written feedback was an instructional strategy used by all JMC instructors, and it was also a type of instructor-student interaction. Following every major assignment, instructors at both universities provided written feedback that included similar product and process information. In the field at large, feedback is a common instructional tool used by JMC writing instructors (Wiltse, 2002). According to the literature, students prefer multiple types of feedback: written, verbal, product and process (Morris & Chikwa, 2016; Wolf & Thomason, 1986). For my participants, the role of feedback developed differently according to the activity or assignment type.

Rewriting reinforced the newswriting process for students by providing opportunities to receive individualized instruction through feedback and strengthen their style, structure, and language skills. Students experienced integrated product-process instruction during the rewriting process. The frequency, point value, and the instructional value instructors attached to rewriting were mixed in the data. Some participants highly valued rewriting, and others were more skeptical about the benefits. Instructors at University 1 had the freedom to assign rewrites and allocate point values to the rewrites as well, whereas University 2 instructors had no freedom to do either. University 2 tightly controlled the introductory writing course so all classes were identical in content and assignments; instructors were present as writing coaches.

Bob, an instructor at University 2, demonstrated his value for rewriting in multiple ways: he required rewrites for all major assignments, encouraged rewrites for lab activities and graded student stories quickly to give students the maximum time possible for rewrites. For other instructors, the value placed on rewriting was not as clear. Carl, Tim and Walter at University 2

said they valued rewriting as an instructional tool but had little freedom to engage students deeply in rewriting. Walter highly valued rewriting, even though the syllabus only allowed for two minor rewrites in a semester. He stated, "In fact, I make a big deal of revision. I try as best I can to make it work." On revision days, Walter had a coaching conference with each student to provide feedback for their rewrites.

Other instructors struggled with scaffolding rewriting processes into their instruction so that students engaged deeply with rewriting. Helen considered students disengaged from the writing process in her classes because they didn't take rewriting seriously. "I think that when they go to rewrite their paper, they're looking for the quick fix edits and not necessarily doing a lot of hard work to change it [their story]." The contrast of this attitude to Bob and Howard's was significant; Bob and Howard placed value on rewriting through the way they rewarded it and the repetitive strategy of rewriting during the semester. Bob and Howard enacted many rewriting opportunities throughout the semester whereas Helen's class only engaged in rewriting twice near the end of the semester. I infer that Bob and Howard trained their students through regular and consistent rewriting practice. Helen did not offer enough rewriting practice to establish her expectations of rewriting therefore; students did not understand how to engage with feedback and deep rewriting effectively.

The study instructors who incorporated rewriting throughout their instruction believed it was an essential skill for developing student writers. Bob, Howard and Helen required students to rewrite after every major assignment. "Rewriting is a graded event," said Howard. "So they'll get back their stories looking like that," Howard said as he held up a paper. It was full of comments, edit marks, arrows suggesting that paragraphs be moved and notes about story structure. Howard leaves questions on student papers; he writes "why," or "how," or "you really need a quote here." In his interview, Howard added, "And they'll have to go through and rewrite

them. I still highlight all the style mistakes and the punctuation and stuff. But, really, I'm focused more on… ok, let's make sure the structure of your story is right."

Howard incorporated both product and process in his feedback; his actions demonstrate an integrated approach to writing instruction. In his feedback, Howard acts as an editor, marking mechanical errors and then he also includes questions that asked students about their decision-making which is process-oriented instruction. Rewriting was defined and enacted as a process of doing the "hard work" to significantly and meaningfully revise a piece in order to get the story and structure "right." The importance of rewriting was demonstrated through the practice of grading rewrites and the prominence of rewriting in the curriculum.

Bob's rewriting policy has evolved. "They rewrite every story," said Bob. "I used to do ten stories with five rewrites, the last five. The previous director pressured me and said fewer stories more rewrites. So I cut to seven stories all rewrites. That director is gone, so I do ten stories all rewrites and I'm never changing it."

The give and take between Bob and the director was an interesting vignette in the context of writing instruction. He was clearly irritated that his autonomy as an instructor was being challenged. Before this director pressured Bob to change, his class wrote ten stories but only five of them had rewrites; the director wanted fewer stories and more rewrites. For the director, Bob lowered the number of stories to seven and all of those stories included rewrites. The director's push helped Bob to recognize the value of rewriting although Bob's interpretation was that when he felt he regained control of his class, he increased the number of stories back to ten. However, now all stories include rewrites. Bob clearly internalized the efficacy of rewriting because when he reclaimed his autonomy as an instructor, he continued to require all of his assignments to be rewritten.

An important element influencing the perceived effectiveness of rewriting may be the grading system. Bob made the rewrite 60% of the final grade for each major assignment.

Howard and Helen averaged the first draft with the rewrite. At University 2, students could improve their grade by 10% with a rewrite. Tim, and instructor at University 2, noticed that students only "fixed" spelling and punctuation errors but avoided deeper rewriting. Tim explained the policy and student motivation for just fixing their mistakes: "The [rewriting] basically doesn't help students a lot, because for example, in one revision you can only get 10% more than what you have, and if you made two spelling errors, or if you made two punctuation errors, you can lose ten points (10%). So when they come back, they say, ok I'll fix these two punctuation errors, I get my ten points back and leave. I cannot say anything because they're right!"

Grading influenced how students perceived the importance of their work and how rewriting was graded exemplified how instructors placed value on class rewriting assignments or activities. In Bob's class, rewriting was 60% of the major assignment grade. For Helen and Howard, it was 50%. However, Tim, Carl, and Walter were only allowed to award 10% of the assignment value back to the original grade. Since each mistake was 5 % off, logically students only fix two errors and return the rewrite; there is nothing to gain by more rewriting. In Bob's classes, rewriting is ingrained in everything they do, from major assignments to lab activities, so his students learn the efficacy of rewriting and it becomes a habit of their writing process.

Data regarding the effectiveness of rewriting on the quality of the final product was not gathered. More inquiry is necessary to draw further conclusions about this process and its impact on student writing. Rewriting was important to the instructors because all courses had at least one rewrite required. I posit that the amount of student learning gained from rewriting is dependent upon instructor beliefs about writing and the intrinsic or extrinsic rewards integrated into the curriculum.

Finding 4: Integrated product-process instruction was the synergistic effect of combining product and process strategies in beneficial ways to form effective teaching during a major writing assignment.

The previous findings described how concepts were taught through various strategies of lecture, professional examples, lab activities, student writing, coaching, feedback and rewriting. Below, I present a model to illustrate how those strategies come together in assignment design.

The "Life of an Assignment" diagram is an explanatory model of a major writing assignment from the beginning of the instruction for that assignment to its completion. It was synthesized from the data and is presented as a thinking tool for researchers and instructors. Viewing the instructors' practices within this assignment model created a better understanding of how instructional strategies worked together to facilitate student learning. It is not intended to represent the only model of a writing assignment or writing instruction. Because this model was developed from the data across the instructors, it is a representation of how strategies were combined in the participants' classrooms. Researchers can use this "testable shape" to compare instructor practice, develop new questions, and generate new ideas regarding an integrated product-process model of writing instruction (Flower & Hayes, 1981).

4a). An integrated product-process instructional model emerged from data that depicted complex, integrated instructional processes that incorporated both aspects of product and process. In each segment of the assignment process, data illustrated how JMC instructors combined product and process instruction together. Data excerpts from individual instructors are used below to explain the model's components and strategies. The data across instructors were combined to create and illustrate this model of instruction.

Life of an Assignment Model

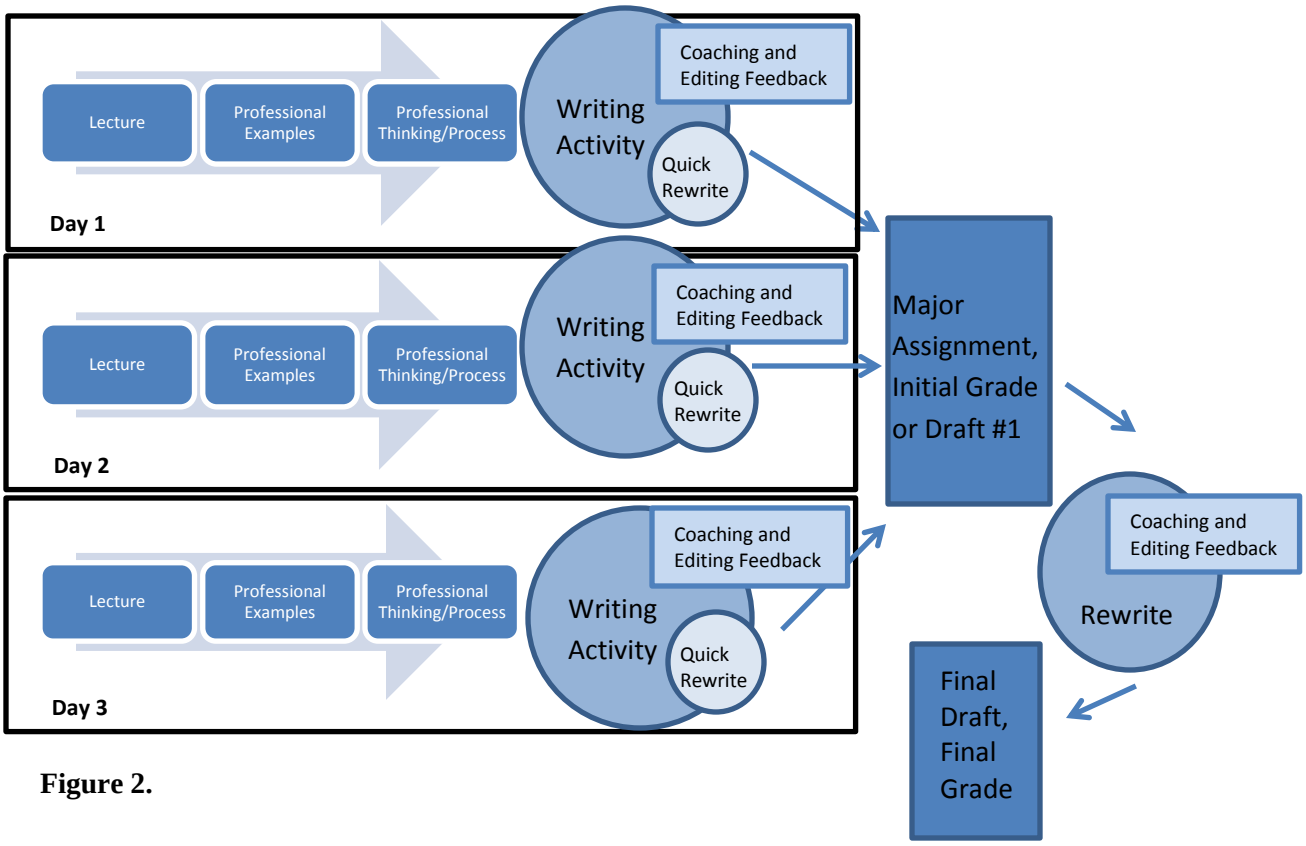


Figure 2.

In his assignment presentation (lecture) of documentary treatments, Walter explained the assignment and showed video examples of short, 5-minute documentary films. He showed one example and then identified the "natural characteristics" of documentary treatments (images, characters, topics, sound, and copy). As he showed more short documentaries, he discussed his writing process – how he approached documentary treatments as a writer. Walter said, "I want you to develop a romance with writing." Walter said, "I go out. I collect the information. By going and determining what the subject is, going to talk to whomever it is, collecting the information, going to look at the documentation – out of this, a picture immerges. So what I do is, I try to basically make the connections and make that into the picture that I find information about, as accurately as possible, and as intensely as possible, pull out the thing that I find most interesting." It is Walter's professional experience and personal process as a writer that guides

his instruction. Walter modeled his writing process for students, he explained the professional expectation's for the final product and he illustrated the integration of process and product through professional thinking processes of decision-making and information gathering and his professional disposition as having a romance with writing.

Most of the lecture sequences were explicitly product oriented. Product information such as form, style, required elements, and organization were clarified. Professional examples demonstrated and reinforced expectations for the product. Professional thinking and newswriting processes subtly appeared during the lecture. In the lecture, the instructors discussed 'how to' go about doing practices of JMC writing. For example, the exploration process for JMC writers includes research, interviewing, and other forms of information gathering (Murray, 2000, p. 34). Instructors who most thoroughly integrated product and process used product-oriented lectures to prepare students for process-oriented lab activities and other major assignments.

4b). Active integration of product and process was evident in lab activities. The second activity I observed in Bob's class, which was similar to the first, was newswriting practice. Students were given two pages of information pertaining to a news event, but not all the information was to be used. Students had to choose the relevant information (decision-making), create a lead paragraph using the "high 5" (news, scope, impact, context, and edge) tool, and craft a 500-word story from the information (newswriting process). "The lectures are geared to give the basics," said Bob. "Here's how you write a lead. It's one sentence. And then we go into labs to work on those. And then I give them a lot of feedback." As noted in the description in finding two, Bob's students wrote their stories, printed them off and lined up for Bob's feedback. This finding illustrated how instructors integrated product and process through their instruction. Here I go beyond descriptions of lab activities to demonstrate integrated instruction. Bob's decision of selecting informational elements was process thinking (exploring, selecting, focus) and the high 5 was professional thinking (newsworthiness, audience, the hook that makes the story interesting).

Product-oriented teaching was utilized in instruction about the story structure, AP style, spelling and grammar. Lab activities integrated product and process in a low-stakes learning experience.

Integrated product and process-oriented instruction was observed when Bob coached students through the brief writing conference that happens at the end of class. "You know, like I'll draw a line that this should be here. And I'll circle some bad grammar stuff. I'll say, look here, this is your lead. I try to give it to them instantly while it's still on their screen. Yeah, while they're still looking at it, because sometimes we'll say, okay remember last week when we were… But they wrote this today, they printed it two minutes ago." As students rewrote (a process skill), they engaged with product and process feedback and worked through the newswriting process.

Lab activities were essential to an integrated product-process approach. They were active, experiential learning that incorporated product instruction and mentorship in professional thinking, and students moved through writing processes and feedback cycles within one class period. For Bob and Howard in particular, lab activities were building blocks, preparing students for major writing assignments with low-stakes practice of newswriting processes.

4c). Integrated product-process instruction was visible in the instructor-student interactions (coaching and feedback) taking place during lab activities, lab writing and rewriting. In the diagram, coaching and feedback happened during writing activities and rewriting. Including these strategies during both high- and low-stakes writing indicated the importance of coaching to JMC writing instruction. Howard had an affinity for coaching: "I've found that the coach method works so much better than just telling them and just hitting them upside the head when they don't have it right." "The coach method works really well if you can be there with them when they're editing their stuff or when they're putting together their script. I'm kind of known as a one-on-one person more than a big group person."

In the integrated product-process model, lecture, professional examples, professional thinking, writing activities, coaching and feedback strategies work together, preparing students for a major writing assignment. In this study, the types of major writing assignments included news stories, feature stories, game stories, documentary treatments, long form advertisements and broadcast scripts.

Two elements were essential to integrated product-process instruction that were missing in many of the individual instructor models: writing activities and rewrites. In the assignment design depicted in this model, first drafts and final drafts of a major assignment flanked rewriting, coaching and feedback in between. In traditional instruction, the first draft was also the final draft, and students received written feedback that was not applied in rewriting. Finding three considered the importance of rewriting. Helen's classes rewrote their major assignments. "I think revision is extremely important," said Helen. "I have two big articles that they write, and I give them [students] the opportunity to rewrite it after they see all my edits." All instructors provided written feedback for the final draft and included a grade.

Rewriting for the purposes of this instructional discussion follows some sort of feedback, graded or ungraded. The act of rewriting builds writing skills by connecting existing student writing knowledge to feedback and practice (Morris & Chikwa, 2016). In the newswriting process, rewriting is part of the clarifying process (Murray, 2000). The ultimate goal is that students learn how to critique their own work and recognize that rewriting is part of professional writing (ACEJMC, 2012).

Discussion

This study addressed many unanswered questions about JMC writing instruction. No previous research was found to investigate instructor practice in JMC writing instruction. No JMC writing research has made the case that a newswriting process approach or an integrated product-process approach was being used in JMC writing instruction. No previous scholars

identified integrated product-process models of JMC writing instruction or recognized it at work in the classroom. And, no models of instruction illustrated where integrated product-process instruction can be found in the practice of teaching writing. This new knowledge is important for JMC writing educators as courses are designed, syllabi developed and writing instructors seek to improve their writing pedagogy.

The instructional strategies of these JMC writing instructors used the concepts from the newswriting process to teach writing (Conn, 1968; Murray, 2000; Pitts, 1989). The newswriting process is most closely aligned with JMC writing and although integrated product-process writing instruction has not completely permeated JMC instruction, I found process-oriented practices, such as coaching, were widely accepted, if not well understood. This study also introduced the integrated product-process concept of professional thinking. "It's thinking like a journalist," as Bob said. Professional thinking is the cognitive process in which the product of writing and the process of writing were inextricably bonded.

I mapped instructional strategies common across JMC instructors. Some components such as lecture, lab writing, coaching and feedback, were consistent across all instructors. The Life of an Assignment diagram (Figure 2) revealed that some instructors and courses do not include all components of the model. In research, what is missing is often as important as what is there. Understanding more about the missing strategies in one's own pedagogy may increase our knowledge of writing instruction, improve our effectiveness and inform the development of an integrated product-process approach.

Conclusion

I submit that instructors implicitly teach process. All writers, especially professional writers have a personal writing process. Newswriting process and writing process theory outlined those processes. Research demonstrated that writers who know and understand their writing processes were better writers (Murray, 2000). The newswriting process was similar to

composition writing process theory, but was different by necessity. These differences made teaching newswriting process appropriate for integrated JMC product-process writing instruction.

This study showed some instructors already teach newswriting processes in their classrooms; however, these instructors had little theoretical knowledge of writing pedagogy. Observations and interview data indicated all the instructors had an understanding of their own writing process although they did not think about it theoretically. Professional thinking was both a teaching objective and a teaching strategy for these JMC educators. Study instructors understood writing processes and learned professional thinking from their professional experiences in multi-media newsrooms. Professional thinking is a concept that requires further exploration. I believe further research into professional thinking will lead to a greater understanding of JMC instructor pedagogy and build toward a JMC integrated product-process writing theory.

If writing researchers want JMC writing educators to incorporate an integrated product-process approach into the educators' instruction, we must see writing process instruction as it exists in the classroom. We must speak the language of instructors, not writing academics, and allow instructors to scaffold the knowledge they already possess in order to acquire new process-oriented instructional strategies. The instructional disparities that were revealed among instructors must be analyzed and addressed in future studies; these disparities may provide additional insights to creating models of best practice.

Instructors who wish to incorporate a rich integrated product-process approach to their writing instruction are advised to include the following teaching strategies into their instruction:

- Regular low-stakes lab activities which focus on newswriting processes and professional thinking processes and dispositions.
- Consistent product-oriented and process-oriented feedback which is returned to the student as immediately as possible.

- Multiple opportunities for rewriting so that students engage deeply with feedback during the rewriting process and students are rewarded for thorough rewriting, well beyond mechanics and structure.
- Iterative coaching sessions that resemble a dialogue about writing instead of judgment of student writing.
- Limit the number of writing forms and concentrate on developing good writers, particularly in introductory journalism courses.

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CHAPTER V

PINPOINTING FEEDBACK CYCLES IN JMC WRITING INSTRUCTION

Abstract

This article locates and describes the feedback cycle at work within the JMC classroom. Feedback was an instructional strategy all university journalism and mass communication writing instructors in this study utilized and valued feedback cycles were incorporated into JMC writing assignments at multiple locations in the instruction process. Feedback acted as a generative conversation, building student writing skills and academic relationships between instructors and students about writing. The purpose of this article was to construct a model of the role of feedback in JMC basic journalism writing and reporting courses.

Note* This article is one of three standalone articles presented in this three article dissertation and is intended for publication in either the Journalism and Mass Communication Educator or Teaching Journalism and Mass Communication.

The Pedagogical Problem

The explosion of new media genres and media channels now requires students to acquire skills in multiple media areas (Massé & Popovich, 2007) and the craft of writing continues to be central to all journalism and mass communication (JMC) career fields (King, 2001; Ketterer, McGuire & Murray, 2013; Wise, 2005). Surprisingly, JMC scholars rarely research JMC writing instruction, and there has been sparse qualitative scholarship investigating writing instruction in the JMC classroom. A persistent gap in writing skills exists between students' writing and the expectations of both JMC educators and practitioners in the field (Cole, Hembroff, & Corner, 2009; Lingwall & Kuehn, 2013; Napoli, Taylor & Powers, 1999; Todd, 2014). This article builds knowledge of effective feedback in JMC writing scholarship to cultivate research-based, productive practice.

Overview: The Case for Feedback in JMC Writing Instruction

In this multiple case study of JMC University writing instructors, I uncovered how feedback was used and located in the writing instruction of the case study participants. A feedback cycle is a series of instructor and student interactions that happen at various stages of newswriting process instruction. Because feedback cycles are "dynamic, bi-directional and social" processes, I demonstrated how the location and frequency of the feedback cycle is a variable of interest regarding the student's opportunity to learn from instructor feedback (Lee & Schallert, 2008, p. 533). Feedback was a universal tool used by instructors across multiple cases which was consistent with JMC scholarship (Wiltse, 2002). Throughout feedback cycles, recursive interactions between instructor and student take place during student writing, interactive coaching sessions, rewriting and final instructor feedback in the completion of assignments.

Writing is a two-step process that requires the writer to first be creative and then to be critical of their own writing (Elbow, 1998). "To be critical, you have to be doubting, detached, uninvested in the ideas to be criticized" (Elbow, 1998, p. 9). Feedback permeated the critical half

of the process, with JMC instructors providing the critical eye to help students develop this ability to critique their own work objectively.

Instructor Carl (all names are pseudonyms) explained how his feedback contributed to students' ability to edit and rewrite. "I guess I get them there by beating them over the head with it [feedback]," said Carl. "Until at some point my voice is in their head. And they come out with a sentence, and I'm like, 'you did it.'" By observing when instructors provided feedback and how feedback connected to student writing, I noted distinct patterns of instruction and constructed a template of instructor and student interactions. The data revealed a cycle of student writing, coaching feedback, rewriting and written feedback, but this cycle varied for each instructor. Research indicates, "Student engagement with feedback… is one of the key elements for successful student learning" (Morris & Chikwa, 2002, p. 126). However, an instructional gap was observed, because in some classes, students had little or no opportunity to engage with the feedback and rewrite their story accordingly. Additionally, timing of feedback within the cycle may be more important than the type of feedback delivered (Brearley & Cullen, 2012).

Feedback cycles were incorporated into JMC writing assignments at various points in the instruction process and were visible at regular intervals during the semester. Twenty of 24 observations of university classroom instruction included some type of written or verbal feedback on students' writing. Instructor feedback utilized both product and process approaches (Massé & Popovich, 2004). Feedback cycles were evident in lab activities where students practiced engaging in various professional thinking and writing processes in preparation for major writing assignments. The feedback cycle was also evident in the rewriting process. "The literature generally agrees that instructor feedback can inspire and motivate students to work harder on improving their writing" (Wiltse, 2002, p. 128). The data demonstrate instructors spent more work hours supplying feedback than they spent in class.

There is a knowledge gap regarding the incorporation of feedback cycles that I observed among instructors in this study. The literature and the data show instructors see feedback as essential for student learning and that multiple forms of feedback enhance student perception of feedback (Morris & Chikwa, 2016). However, the data exposed significant differences among the frequency of instructors' feedback cycles and how they integrated feedback into the process of rewriting. These two key findings about feedback cycles and feedback in rewriting have not been discussed in JMC literature. Even though all instructors used coaching as an instructional technique, met in writing labs, and worked under university policies enforcing in-class student writing, only three of seven instructors regularly engaged students in multiple feedback cycles. These discrepancies call into question how differences in the frequency, location and use of feedback potentially affect student learning.

The two primary research questions below, along with the sub-questions, guided my investigation of feedback cycles in JMC writing classrooms. These questions were part of a larger study of writing instruction in the JMC classroom published elsewhere.

1. How do instructors use feedback as a teaching strategy in JMC classrooms?
    a. Where is feedback present in the JMC instructional process?
    b. What kinds of feedback do JMC instructors give?
2. What importance do JMC writing instructors place upon the feedback and revision processes in terms of student writing skill development?

This study locates feedback cycles within patterns of JMC instruction with the purpose of understanding how feedback contributes to effective JMC writing instruction.

Feedback: Conversation about Writing

There are many interrelated facets to feedback, but at its heart, it is a dialogue between teacher and student through which writers get insight about their writing with the goal of improving (Elbow, 1998). Feedback scholarship has examined many instructional methods such

as traditional (product) techniques that are commonly limited to one piece of written feedback following a final draft with no opportunities to rewrite (Hairston, 1982; Schierhorn & Endres, 1992) and coaching (process) approaches that use questioning and discussion during the drafting process as a means of feedback (Clark & Fry, 1991; Scanlan, 2003). Product and process types of feedback have also been investigated by scholars such as Massé and Popovich (1998), along with written, audio and verbal forms of feedback delivery (Morris & Chikwa, 2016; Wolf & Thomason, 1986). These studies indicated that frequent and recursive feedback not only develops the student writer, but also forges a relationship between instructor and student. Trust is often at the center of the feedback and revision cycle and acts "as the catalyst to build the relationship between teacher and students" (Lee & Schallert, 2008, p. 518). The design of student writing activities plays an important role in building trusting relationships for feedback (Clark, 1987; Lee & Schallert, 2008).

How an assignment is designed influences how and when feedback about a piece of writing is delivered to students. When all writing students create is high-stakes, there is pressure to be correct in terms of grammar, spelling and style, which is how JMC writing is commonly graded (Olsen, 1987). The focus on style and structure takes a writers' focus away from readability and meaning making. Low-stakes writing provides student with writing practice allowing JMC students to focus on storytelling and good writing (Elbow, 2000). Timely feedback benefits students when they apply that feedback toward the same piece of writing during the writing process (Morris & Chikwa, 2016). "Writing is improved by the opportunity to get feedback on a first draft before turning in a paper for a grade" (Wiltse, 2002, p. 128). When students write in class, instructors are more available, feedback can be less intimidating and instructors can serve as coaches instead of assessors (Bardine, Bardine, & Deegan, 2000).

Rewriting/Revision

Writing scholars regard rewriting (revision) as a beneficial process for writing students (Bardine et al., 2000; Murray, 2000; Wolf & Thomason). Composition scholars use the term revision and JMC scholars' use the term rewriting but the action for the writer is the same (Calkins, 1994; Murray, 2000). In JMC writing, the process of rewriting allows the writer to clarify their understanding of the product and read it from the audience's point of view (Murray, 2000). Rewriting is the opportunity of the writer to step back and critique the writing (Elbow, 1998). Students usually rewrite to get a higher grade (Wiltse, 2002). However, rewriting does more than improve grades; it makes better writers (Bardine, et al., 2000). The ability for students to link instructor feedback to rewriting affects how students perceive its value (Bardine, et al., 2000; Morris & Chikwa, 2016).

Two Predominant Types of Instructional Feedback

To understand how all of these variables work together in a feedback cycle, it is necessary to define them. I will begin by comparing traditional techniques for feedback and coaching and discuss how coaching techniques may incorporate both product and process feedback in writing instruction. Finally, this article explains written, verbal and audio forms of feedback within the coaching technique.

Traditional Approach to Feedback

Traditional writing instruction, often referred to as product-oriented feedback, is described as "the teacher assigns a story, then returns it with a final grade and extensive comments" (Schierhorn & Endres, 1992, p. 58). The paradigm for traditional writing instruction evolved from the rhetorical tradition, not from scholarly research and considers writing a linear and systematic process (Hairston, 1982). Traditional writing instructors believe "competent writers know what they are going to say before they begin to write; thus… preparing to write is finding a form into which to organize their content" (Hairston, 1982, p. 78). Feedback in

traditional instruction often comes in the form of editing student work (Hairston, 1982) and identifying spelling and mechanical errors (Wiltse, 2002). Instructors using this method are often more concerned with teaching students what not to do than developing writing skills (Massé & Popovich, 1998). Commonly, traditional feedback was only given to students after the final draft was completed (Hairston, 1982).

Coaching Approach to Feedback

In the context of JMC scholarship, coaching is typically a process-oriented feedback technique in which an instructor engages in active, face-to-face dialogue with a student (Massé & Popovich, 2004; Scanlan, 2003); this feedback strategy is common practice in the media industry (Clark & Fry, 1991; Pitts, 1989; Schierhorn & Endres, 1992; Wiist, 1997). Editing merely fixes copy while coaching focuses on improving the writer's reporting and writing skills (Clark & Fry, 1991). Scholars have urged JMC educators to adopt coaching as a strategy for writing instruction because it encourages more instructor-student collaboration (Pitts, 1989; Wiist, 1997). When teachers and students collaborate during the writing process, the student becomes an active participant in the learning (Wiltse, 2002; Scanlan, 2003). "Conferences [coaching] can be a powerful tool in helping students improve their writing" (Bardine et al., 2000, p. 101). Asking questions allows students to work through the problem themselves and the instructor helps the writer without taking over the draft (Murray, 1978).

Coaching is considered a process-oriented teaching strategy because it supports student writing through newswriting processes and has been described as "talking with reporters" (Wiist, 1997, p. 70). In specifically discussing the content of feedback, some JMC educators and scholars use the term process-oriented feedback to describe asking students questions about their work such as why did you choose that or what happened after. Process-oriented feedback returns decision-making to the writer instead of the instructor controlling the writing. When coaching is

discussed as a strategy of instruction, the feedback information delivered during coaching may include product or process aspects of writing (Wolf & Thomason, 1986).

Product feedback. Product feedback focuses on responding to the student writer about style, structure, language usage, readability and other target audience considerations for the end product. Some scholars consider product feedback to be synonymous with traditional writing instruction and call it the "editor approach" because product feedback focuses on mechanics, style and edits (Massé & Popovich, 2004; Wiltse, 2002). However, when feedback includes editing and product-related recommendations, it does not necessarily mean that traditional instruction is taking place.

Process Feedback. Process feedback "focuses on the writing process (i.e., idea generation, reporting, organization, writing and rewriting) and provides feedback at each step" (Schierhorn & Endres, 2002, p. 58). Process feedback is distinguished from traditional product-oriented instruction in that the process-oriented coaching approach makes time and space for revision. It is an iterative and dialogic approach as opposed to traditional writing approaches in which feedback is an evaluative response to the final product and opportunities to engage with feedback, rewrite, and develop dialogue are curtailed. Process feedback facilitates the students' understanding of the newswriting process and the writer's thinking and composing processes during the development of a piece of writing. Process feedback aims at facilitating deeper thinking, stronger conceptual development and cohesion in the writing. Feedback scholars have found students prefer a mix of feedback about product and process using both written and verbal delivery methods (Morris & Chikwa, 2016; Wiltse, 2002).

Written Feedback. Writing coaches use written feedback in addition to face-to-face conferencing (Wolf & Thomason, 1986). Written feedback is the delivery of feedback in the form of written or electronic communication that include comments regarding product and/or process (Wolf & Thomason, 1986). Studies found students referred back to written feedback

more easily than audio or verbal feedback and used it as a reference for other writing assignments (Morris & Chikwa, 2016). Traditional writing instruction usually relies on written editing, however coaching as an instructional technique can be delivered in written or verbal forms (Wiltse, 2002).

Verbal Feedback. Students preferred receiving verbal feedback because they remembered positive comments delivered verbally more consistently than written comments (Morris & Chikwa, 2016). Students found face-to-face feedback better because the dialogue facilitated improved understanding of the feedback, enabled questioning and helped students make better revision decisions (Yang & Carless, 2013). The combination of written, verbal, product and process feedback work together to support student writing and growth, particularly when they have the opportunity to use that feedback as they rewrite a previous draft (Bardine, et al., 2000).

Method

Participants

The seven instructor participants in this study taught either introductory journalism writing or reporting courses at two Association of Educators in Journalism and Mass Communication (AEJMC) accredited universities located in the south central United States. All of the courses observed had the primary goal of teaching students JMC writing skills. In this multiple case study, each instructor was considered a single case (Yin, 2014). All seven participants (six men, one woman) were or had previously been professional journalists. Their academic designations included one graduate student, two adjuncts, one clinical instructor, one visiting professor, one assistant professor and one associate professor. To protect the anonymity of the participants, pseudonyms were used and the university identities were intentionally masked. University 1 participants were Bob, Ed, Helen, and Howard. University 2 participants

were Carl, Tim, and Walter. Snowball sampling was employed in order to gain access to participants and develop a basis of creditability and trust through professional networks.

Classroom Environment

In six of the seven courses observed, all in-class time occurred in a writing lab setting. All students had access to and wrote at computers. Department leaders responsible for the instructors of the writing courses took pride in the fact that classes intentionally met in writing labs for at least 110 minutes, twice each week. The exception was a University 1 reporting course which met for two 50-minute lectures and one 110-minute lab. Administrators at both universities indicated that conducting these writing courses in a lab setting was a recent development and seen as an advance toward a more process-oriented approach to writing instruction.

University 2 used a "flipped classroom" design (Herreid & Schiller, 2013); meaning that the exams and informational lectures were presented online and the instructors used class tie to present and work on assignments with students. In their assignment presentations, University 2 instructors reviewed assignment instructions, showed examples of the products to be produced, and reviewed information about form elements. University 2 instructors also coached students as they wrote. Instructors were responsible for grading assignments and providing written feedback to students; assignments were completed outside of class.

Data Collection and Analysis

Data were collected during the fall semester of 2016, beginning in September and ending in November. Data for each individual instructor (case) included class observations, semi-structured interviews, and course syllabi. I used replication logic to assure consistency in data collection across all seven participants (Yin, 2014). Three instructors were observed on four different occasions and the other four were observed three times. The discrepancy in number of visits was due to snowball sampling and scheduling challenges. It was intentional that all

instructors were interviewed after their final observations. I asked specific questions mined from the observation data. The framework was similar to, "I saw that you _____… how does that translate into your teaching?" Question topics entailed coaching, rewriting, the instructors' personal writing process, use of professional examples and content of feedback.

The observation data collection was semi-structured. The goal was to document, in a holistic way, the teaching practices of the instructors: lectures, assignments, interactions with students, feedback, overall teaching approach and syllabi (Yin 2014). My study of writing process theory (Graves, 1983; Murray, 2003) and the concepts of editor and coach approaches (Massé & Popovich, 2004) provided an organizational structure for documentation of the data. Observational data, documents and transcripts of each participant were combined into individual case study data sets and coded twice, once for structural analysis (Saldaña, 2013) of instructional strategies, and a second round of focused coding to inductively examine the data, bringing into relief the priorities and philosophies of the participants (Charmaz, 2014).

Structural coding was used to organize objectives, practices and strategic approaches to teaching, first by individual case and then across cases. Structural analysis "is used to identify the structure imposed on a qualitative data set by the research questions and design" (Guest, MacQueen, Namey, 2011, p. 55). To answer research question one (How do instructors use feedback as a teaching strategy?), I used structural coding to identify feedback strategies of the participants. A consistent pattern of teaching strategies developed across all instructors, so I layered the interview data over of the strategies identified through structural coding for insight as to how and why strategies were being used. Models were constructed for analysis purposes to identify how feedback in writing instruction. The additional lenses of newswriting process (Conn, 1968; Murray, 2000, 2003; Pitts, 1989) and writing process (Graves, 1983; Murray, 2003) theories brought into relief the meaning and function of the feedback strategies previously identified through the structural analysis. This study was limited to seven JMC university

instructors and one semester of data. The degree to which readers may apply these findings to other contexts will depend on the contextual similarities and relevance.

This study documented JMC feedback cycles in writing instruction taught by seven study participants. I analyzed how feedback was delivered, what types of feedback were present in JMC writing courses and how the feedback observed was intended to improve student writing. This article presents three findings that reveal how feedback is used as a tool of instruction, the different types of feedback and information delivered to students and the use of rewriting as a partner strategy of feedback instruction.

Findings

This article presents the feedback cycle as collaborative conversations between students and instructors with the goal of improving student writing. These cycles were recursive acts of verbal and written discourse between instructor and writer about product and process information throughout the JMC newswriting process. In the findings and data examples, I showed how study instructors engaged students in feedback conversations and revealed what feedback looked and sounded like during coaching. I also located feedback cycles within the design of instruction and contrasted differences in feedback cycles across study instructors. The intent of these findings is to help JMC writing instructors implement similar feedback conversations in their classrooms.

Finding 1: JMC instructors worked to improve student writing by providing opportunities for practice and regular feedback directly related to specific pieces of writing.

This finding answers research question one by demonstrating that JMC instructors use feedback as a tool for improving writing within lab activities and in support of rewriting opportunities. The feedback delivered to students was both written and verbal as well as encompassed product and process information.

1a). Feedback was used as an instructional tool to enhance student writing skills. In observations and interviews, the idea of growing student skill through feedback was shared by

JMC instructors. Dialogue is a good term to describe feedback, because examples from the data illustrate the feedback cycle as a series of interactions between student and instructor about one piece of writing or a series of pieces.

One instructor, Bob, explained how he viewed using feedback to help students improve, "I use the analogy of a ladder. No matter where you are on the ladder, my job is to get you five steps higher, and then five steps higher." Bob returned his feedback to students at the very next class meeting. "I got a stack of papers yesterday, and they're new stories, not rewrites," said Bob, "I've got to turn them around today and tomorrow and get them back Thursday, because another story is due Tuesday, and so they can get more time to rewrite." Feedback conversations and the related story products were effective when the cycle of drafting, feedback and rewriting occurred within a short period of time. Bob called it "playing ping-pong." Late in the semester, students were accustomed to turning around their stories quickly because Bob had set that expectation and example. In Bob's class, if they didn't get their stories rewritten quickly, the sheer number of assignments and rewrites became overwhelming.

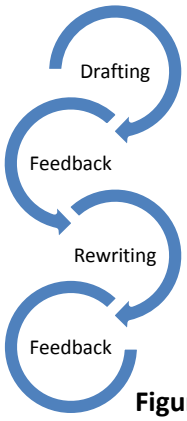

Figure 1.

Helen shared the same intent for helping her JMC writers improve. "I'm really hard core about every single thing that doesn't work or doesn't make sense. I don't give them [students] a pass," said Helen, "I want them to see how to improve. When it's your own writing and you see an adjustment to your own writing, it [learning to edit and clarify] really sets in." Having students see and understand how to draft and edit their own work was important to Helen and revealed her coaching approach to teaching writing. Bob and Helen pushed their students, and they felt their students' writing improved as the total amount of instructor feedback increased. Howard explained how he felt student achievement was tied to his feedback and their rewriting:

"I can see as they do more assignments and rewrites, their nutgraphs [nut paragraphs] improve, their reporting of the whole context of how that game fits into the bigger picture, that improves over the course," said Howard.

Feedback prepared students to draft, edit, clarify, and rewrite on their own. JMC students wrote a great deal. Reporting classes at University 1 averaged eight major assignments that all required rewrites and 20 additional lab activities. The basic JMC writing course at University 1 had two major papers in the final eight weeks and 20 lab activities during the semester. The basic writing course at University 2 had 20 major assignments in 16 weeks with no lab activities. The clear differences in assignments and writing activities between University 1 and University 2 showed that, although students at both institutions wrote regularly, the value of assignments (low-stakes versus high-stakes) and the amount of instructor feedback and rewriting revealed differences in patterns of writing assignments and frequency of feedback.

1b). Frequent writing (in the form of lab activities, in-class practice, and assignments) and frequent feedback about that writing were strategies instructors employed for the purpose of improving student writing. Bob and Howard's students participated in the most lab activities, which were low-stakes writing practice and exercises in professional thinking. Howard, a University 1 reporting instructor, described the way he teaches writing: "I learned by doing and so that influences the way I teach. I would much rather get up there and tell them the basics, and then turn them loose to do some writing. Then they sort of learn by trial and error. I think that you can't learn unless you do. So you have to write a lot."

Bob, who was also a University 1 reporting instructor, shared a similar philosophy: "I try to prep them first, and then I throw'em into the pool," said Bob. "I drag them out when needed, and say, look, you need to work on this, and then you throw them back in. It's repetitions, it's practice. That's why we do rewrites." Bob's class has the feel of a newsroom; it is informal, hands-on, and students are always active.

Helen and Ed's introductory JMC writing courses included approximately 20 lab activities throughout the semester. "The idea to have lab assignments (lab activities), that wasn't mine. That was handed to me when I got the course," said Helen, "but, I make them all up myself and there is a variety." Helen's lab activities included identifying the "high five" (McElroy, 2016), and writing news stories, public relations news releases and advertisements. University 1 instructors emphasized low-stakes writing opportunities that allowed students to learn and practice new writing concepts in a low-risk environment. Low-stakes writing encouraged student engagement in writing conversations and allowed students to take chances with their writing as they learned (Elbow, 2000).

Howard's and Bob's experiential philosophies of teaching writing were conveyed when they challenged students to learn by trial and error. JMC instructors were there to help them, and as Bob said, "bail them out." Feedback cycles and conversations built trust between instructor and student throughout the semester. Essentially, instructors were saying, "I want you to try something new, but I'll be here when you need a hand."

Finding 2: The feedback cycle is a series of recursive acts of verbal and written discourse between instructor and writing. Figure 2 pinpoints writing activities and rewriting as important feedback cycle strategies within JMC instruction leading up to and through the completion of a major writing assignment, which illustrates an overview of findings answering research question one. It is in these two locations that students were actively engaged with instructor feedback (coaching and written) in which dialogue between instructor and student was taking place about one particular piece of writing. The model highlights not only where feedback cycles take place but also how each writing activity prepares students for major writing assignments.

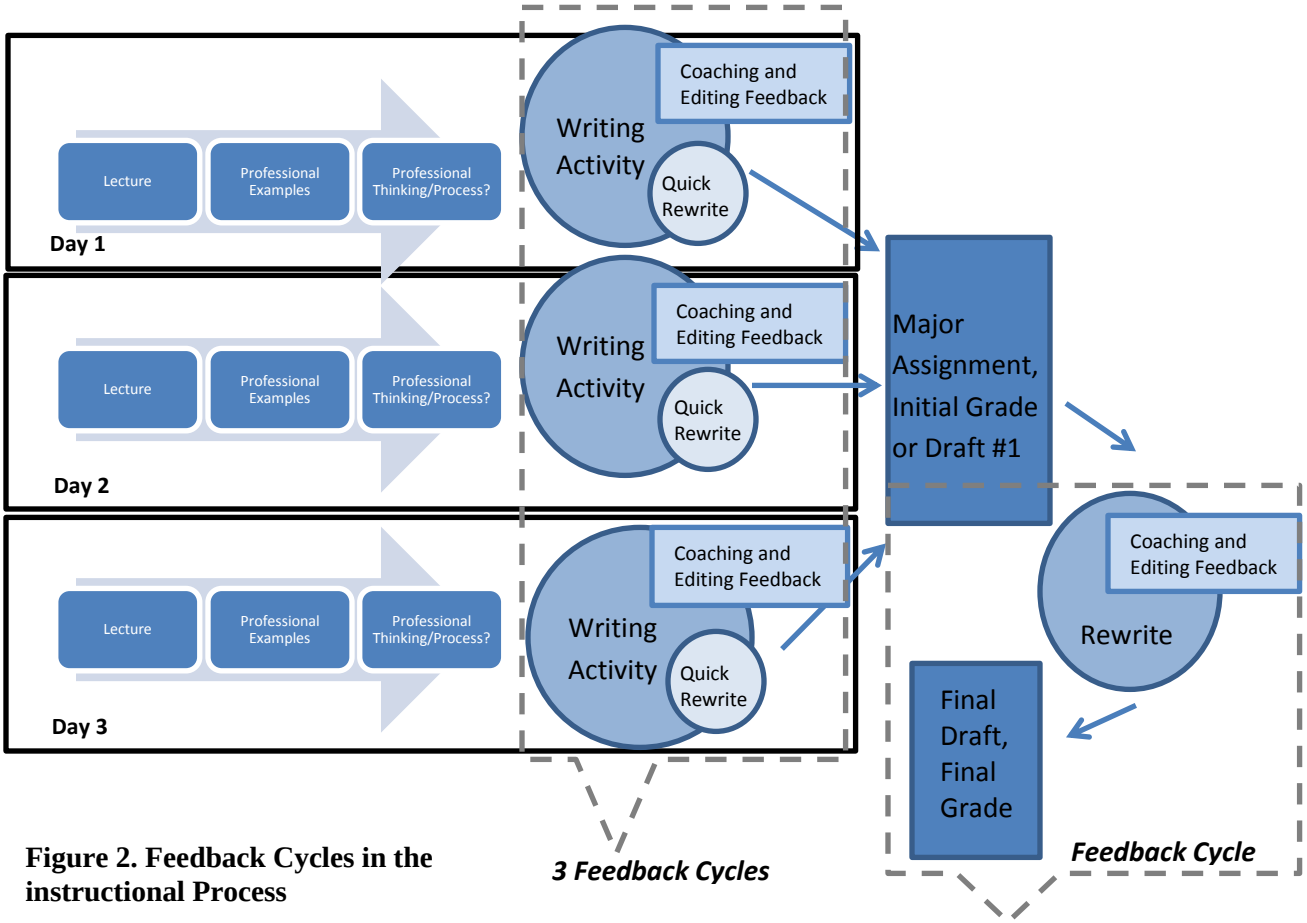

Figure 2. Feedback Cycles in the instructional Process

2a). Over the course of the semester, the instructor and student engaged in regular feedback cycles for each writing practice/assignment/activity and rewriting. In the classes in which students received thorough feedback, the student writer moved from drafting to receiving feedback, rewriting and drafting, and again to feedback in a continuous and recursive cycle until the final draft was completed. Depending on the assignment, this cycle happened more than once. At each stage, there was interaction between student and instructor regarding the student's product. Feedback cycles were dialogic and took place through spontaneous face-to-face coaching sessions, conferences after instructors returned written feedback, and coaching during rewriting session or through written feedback. Evidence of dialogue from written feedback was observed when instructors conferenced with students when written feedback was

returned to them and instructor coaching during rewriting sessions. Feedback cycles aided students in harnessing their own abilities to critique, rewrite, and re-evaluate with support from the instructor.

During lab activities, the feedback cycle occurred within the class period. Students drafted their stories, were coached as they wrote, drafted, and then printed off their stories. During Bob, Helen, Howard and Ed's lab activities, they took a coaching approach providing students with oral and written feedback in the form of questions, encouragement and reminders about content expectations. The students went back immediately to their computers and completed a rewrite after the quick writing conference they had with the instructor. Lab activities incorporated repetition of the writing process in low-stakes exercises (Elbow, 2000). These activities also provided recursive feedback cycles which instructors believed improved student writing. For example, Bob valued immediate feedback in the writing process: "I try to give them quick feedback. You know, it's just real basics," said Bob. "Like, I'll draw a line that this should be here. And I'll circle some bad grammar stuff. I'll say, look here, this is your lead. I try to give it to them instantly while it's still on their screen." Lab activities for Howard focused on storytelling and less on the feedback cycles during lab activities; however, coaching and feedback did take place during these activities. "I'll grade those [lab activity stories], but it's really more about participation as opposed to a graded, outside-of-class assignment," said Howard. "I want them to be able to tell a story properly, and to tell a story, you have to be able to write."

The number of lab activities completed before the major assignment varied by assignment, but on average, students completed two or three exercises before each major assignment. The course design at University 2 did not incorporate lab activities as an instructional strategy. All writing assignments were high-stakes assignments (100 points each), and there were no low-stakes assignments as seen at University 1. Another contrast seen in the course design of University 2 was that feedback cycles were limited because there were no true

opportunities to rewrite assignments; thus the course design resembled traditional writing instruction.

2b). Rewriting requires students to engage with feedback, which continues the dialogue of the feedback cycle. Rewriting was simultaneously one of the most challenging processes for new writers to accept and was an important skill to learn. The recursive experience of receiving instructor feedback, reflecting upon it and re-approaching the draft with a new perspective helped the JMC writers internalize the skills of editing and rewriting. Some instructors felt repeated engagement with feedback cycles over the semester with multiple assignments and positive dialogue built trust between instructor and student, and student writing improved.

Bob and Howard required students to rewrite every major assignment. Both instructors did their written feedback in red pen. "Yeah, they have to rewrite them," said Howard. "I'll look at their rewrite and make sure they fixed the things that were suggested on the original." During observations, I looked at some of the feedback. It included both product-oriented edits for grammar, spelling, and accuracy as well as process-oriented feedback in the form of questions such as "what do you mean" or "why did you use that quote?" Bob's feedback included lengthy comments and tedious attention to Associated Press (AP) style. "The basics will never change, and I got to have them do a lot [of writing and rewrites]," said Bob. "I prepare them, let them do it, give feedback, let them do it again. That's why we do rewrites." Rewriting forces students to look at and respond to instructor feedback. This continuous engagement with feedback shows instructors the strengths and weaknesses of the writer and provides writing practice for students to improve.

University 2 introductory writing instructor, Walter, coached throughout one of my revision day observations. He worked with students through the actual revision process, instead of merely editing. Walter asked questions about students' drafts and helped students recognized

what was already good about the draft. "I focus on revision," said Walter, "in fact, I make a big deal of it. I try as best I can to make it a positive experience." Although the data indicated University 2 instructors included little opportunity for rewriting, Walter was unique in that he encouraged students to engage with his feedback to better understand the overall rewriting process.

The combination of regular rewriting and positive feedback reinforced the trust building between instructor and student. Students appreciated the positive comments on their papers and appeared to take critical feedback less severely. All study instructors consciously included positive feedback throughout the course; however, regular feedback cycles were not always part of the course design.

2c). Although some instructors intended to implement a process approach, the absence of rewriting resulted in more of a traditional approach to writing instruction, as a consequence of course design. The University 2 course manager explained that a course design committee spent more than a year reconstructing their introductory writing course. She said, "The committee worked really hard to accommodate all of the different disciplines in the j-school." The head of the course design committee explained they used a course design worksheet provided by the university's center for teaching excellence. Another design committee member explained coaching was a tradition at the university, and their coaching strategy was based on Scanlan's 2003 article, *The Coaching Way*.

University 2 instructors coached, they asked questions and helped students make writing decisions. Tim, Walter and Carl actively strolled around the classroom during student writing time, as coaching was a required part of their instruction. Other than written assessment feedback, coaching during class time was the only opportunity for instructors to give feedback in University 2's instructional design.

Tim was always coaching. He sat down next to each student, and it was not uncommon to hear students say, "Thanks, that helped," or "You did a good job telling me what to do." In the first observation, I heard a student ask Tim, "Does this sound better?" Tim's reply was, "It's not wrong, but we can make it better," and he sat down to help the student work through the problem. I asked Tim what type of feedback he provided (product or process) and he said, "That depends, you have to understand the needs of the student, and then I take the role that fits the particular session or particular moment."

Walter was much the same way when he coached students; he squatted or pulled up a chair and put himself on the same level as the student. This stance positioned him more like an equal than someone standing over the student, assessing his or her writing. When Walter was working with a student, I heard him ask, "How does it sound to the ear?" Only if Walter had spent several unproductive minutes with the student would he say, "If it were me, I'd try something like this…" but that was a rare occurrence during my observations.

Other than written feedback for the final draft, this coaching dialogue was the only chance for students and their instructors at University 2 to engage in feedback conversations during a major writing assignment. This was a marked difference from University 1 where instructors and students engaged in multiple feedback cycles for every major writing assignment. This limited opportunity for feedback dialogue came from the course design and was not the choice of University 2 instructors. The instructors explained they understood the course design was flawed, because students were not given time to learn, practice and rewrite their assignments. Walter made this comparison: "We're on this tour of a library, but were not reading any of the books in it." Carl expressed similar complaints, "We need to go back to something that's writing based – writing and not format based," said Carl. "I think we're confusing them with too many formats. We go from one medium to the next, rather than one sort of outcome to the next. We need to teach them how to write."

Here you see Carl focusing on the process of writing and developing better writers rather than focusing on the product alone or the format of the text. Tim and Walter also preferred to focus on teaching good writing rather than structure. Walter's tour of the library comment indicated he wanted to slow down and focus on writing instead of just different writing forms of JMC. University 2 instructors were prevented from teaching what they thought was correct because of the required course design, which applied traditional writing instruction with a layer of coaching. Instructors were very process-oriented with their coaching and written feedback, but the course design undermined the advantages of process instruction. The course surveyed twenty different forms of JMC writing but design of the course did not facilitate balanced writing instruction.

2d). Instructors who emphasized feedback and rewriting also valued these strategies in their grading practices. The practice of rewriting was an important difference among the study instructors. Bob, Helen and Howard insisted on rewriting all major assignments and expected students to rewrite the content in line with instructor feedback. Carl, Walter and Tim had only two rewrite opportunities in their course schedule (not by their choice, as mentioned). At University 2, students could only improve their scores by correcting spelling, punctuation, AP style or accuracy mistakes. Expanding a rewrite beyond edits was not rewarded in the final grade; therefore, students rarely changed more than a few edits, according to Carl, Walter and Tim.

Study instructors who used rewriting as a learning strategy saw rewriting as another way to build in more writing practice. Bob was disciplined about turning story drafts back quickly. "I've got to get them [new stories] back Thursday, because another story is due Tuesday, so they can get more time to rewrite," explained Bob. Bob valued rewriting so much that he required rewrites for every major assignment and made it worth 60% of the grade. Likewise, Howard valued rewrites enough to require rewrites for all of his major assignments, counted rewrites as a

separate grade and devoted considerable time and effort to feedback. "Rewriting is a graded event," said Howard, "So they'll get back their stories looking like that," holding up a paper full of comments, edit marks, and notes about story structure.

Bob and Howard used rewriting as a way for students to practice their writing and reinforce their product and process instruction. For them, rewriting was not used because it was expected; rather, they implemented it intentionally to give students purposeful writing practice and an opportunity to engage with the feedback that was designed to reinforce the content. Bob and Howard recognized students writing problems. Feedback, coaching and rewriting provide individualized instruction to each student on their writing.

Howard said, "And they'll have to go through and rewrite them. I still highlight all the style mistakes and the punctuation and stuff, but really, I'm focused more on, ok, let's make sure the structure of your story is right." Less feedback seemed to lead to less engagement with instructor feedback and, therefore, less opportunity for improvement in student writing skill. Since feedback was dialogue between instructor and student, rewriting reinforced trust and relationship building between them. Rewriting was a valuable practice for instructors and that value was illustrated to students in grading practices, instructor enthusiasm and commitment, regular feedback, and rewriting cycles.

Finding 3: Coaching during the rewriting process provided students with both product feedback and process feedback; all instructors provided both types of feedback for rewriting, in both written and verbal forms. The type of feedback students received differed depending upon the situation. When instructors coached during lab, feedback was verbal and the dialogue between student and instructor was dynamic. Written feedback was given at the end of the lab activities in quick feedback sessions in a combination of written, product-oriented edits and verbal coaching. Written feedback also followed the first and final drafts. The coaching

strategy encouraged students to take an active role in finding, understanding, and correcting errors in their own work.

Helen, a University 1 introductory JMC writing instructor, talked about coaching students to edit and revise their own work. "I really want them to come up with their own solutions… So, it [coaching] makes things better. It helps them understand the problem. If I ask questions, it helps them find a solution, but they still have to find the solution themselves," said Helen. Her coaching approach engaged students in the process of critiquing and problem-solving as a critical writing process. Helen was acting like a coach – giving them the skills, modeling and guiding practice and then sending them out to practice these skills on their own. Helen was preparing students to think, act and write like professionals.

Even though all instructors integrated a coaching approach into their instruction, they also admitted to naturally gravitating toward an editor approach. Helen spoke about her struggle this way, "I'm a natural editor, where my mind wants to tune out what I'm reading and just fix the actual errors. But I force myself to focus on the content too, because that stuff is very important. If you have structurally sound sentences, but they aren't saying what they need to say… then that's still a big problem." Carl expressed similar challenges. "I have a hard time not approaching it [coaching] like an editor," said Carl. "To me, it's as clear as a bell what's wrong in a sentence. So they read something to me, or I'm looking over their shoulder, and I say, 'Ok read that sentence out loud. That doesn't make any sense. I know what you're trying to say, but do you see how this isn't working?'"

Howard preferred to use a process focus in his coaching approach. "Most of the time, it is questions that I'll ask them," said Howard. "In their story, I'll ask why? And then that kind of gets them thinking, 'Oh, yeah, I probably need to explain that a little bit more.' Or I may write in there how, how did that happen?" Howard uses open-ended questions to engage his students in

deeper thinking and revision. Howard focuses on structure as well. "I'll highlight an entire paragraph and say this should be your nutgraph, but its missing x, y, or z," said Howard.

Walter's written feedback demonstrated his ability to integrate process and product approaches as well. "I'm probably overly thorough, I've been doing comments in the text instead of out to the side like Word will let you do," said Walter. "I just comment in red on the text. I'll say, 'this doesn't work because you missed three of the five W's' or whatever. 'When did this happen?' 'What time did this happen?'" Walter integrated process through coaching and he actually coaches through written feedback as he asks "when did this happen?" In his written feedback, he also pointed to AP style when he said they missed the five W's. Walter wrote many comments in his written feedback but admitted the need for product-oriented instruction, particularly because University 2 assignments cover so many different styles and structures of JMC writing.

All study instructors incorporated product-oriented and process-oriented feedback within their coaching and written feedback. This combination of feedback was seen across all study instructors and across all courses. Researchers found students prefer multiple types of feedback and students used written feedback as their primary resource for rewriting (Morris & Chikwa, 2016; Wiltse, 2002).

Discussion

The instructors participating in this multiple case study used feedback as an instructional strategy combined with rewriting and multiple lab activities (thinking and writing practice) to grow student writing skills. Feedback cycles resembled conversations focused on student writing and these cycles were visible during lab activities, during the rewriting process and in a limited way between major assignments. JMC instructors spent more time outside of class grading papers and providing written feedback than time in class teaching. The data indicated instructors dedicated approximately half of their class time to coaching and reviewing feedback. The

instructors who used lab activities provided additional feedback at the end of those activities. With so much time and attention dedicated to feedback, it was clear study instructors valued the power of feedback to improve student writing; interview data supported this finding.

Study findings revealed all instructors provided a variety of feedback: product, process, written and verbal. Even though some instructors had fewer feedback cycles, the feedback provided was similar across instructors. Research supports variety in feedback is most effective (Bardine et al., 2000; Morris & Chikwa, 2016; Schierhorn & Endres, 1992; Wiltse, 2002).

Coaching was a feedback strategy which all instructors accepted and used and although coaching was considered a process-oriented teaching strategy. Instructors used it to deliver both product and process information to students. During coaching conferences, students actively engaged with the feedback and the instructors, which helped students better understand the feedback and incorporate it appropriately (Bardine et al, 2000; Morris & Chikwa, 2002; Brearley & Cullen, 2012). By including rewriting into the feedback cycle, students gained more practice. When feedback was a bi-directional conversation, students asked questions and seemed to more easily engage with the feedback during rewriting (Lee & Schallert, 2002; Morris & Chikwa, 2016; Yang & Carless, 2013).

Two important inconsistencies in the frequency of feedback cycles present deeper questions for JMC writing instruction. At University 2, the only feedback related to the assignments students were actively working on was coaching. Coaching happened during in-class drafting, and this was the extent of instructor-student collaboration. This causes me to ask, is coaching enough? Can layering coaching onto a traditional teaching model be considered integrated product-process instruction when the practice of process is so limited? These questions need further research.

Research shows that feedback not attached to an assignment being drafted or preparing for rewriting is not as effective as feedback directly relating to a rewrite (Bardine, et al., 2000;

Morris & Chikwa, 2016). And yet, at University 2, the strategy of rewriting was underutilized. The data showed four of seven instructors incorporated multiple feedback conversations during lab activities and following the first draft, thus preparing students for major assignments. The reliance on lab activities as a strategy for writing instruction highlights the importance of writing practice. In each lab activity, the newswriting process was being practiced in concert with other professional JMC thinking processes such as interviewing, newsgathering, and information selecting, thus repeating the feedback cycle with each writing event.

Practicing JMC thinking and writing processes with low-stakes exercises of lab activities built student confidence, according to participants, provided a safe environment for students to practice their writing which I observed during class time, and provided ample opportunity dialogue and feedback.

Feedback cycles were not harnessed to achieve their full potential to improve student writing in three out of seven courses. Although, according to the instructors, a course manager, and two members of the course design committee at University 2, the strategy of coaching was deliberately included to introduce process instruction into that course. The way coaching was implemented within the scope of the course revealed a lack of understanding about process-oriented instruction. The data showed University 2 instructors recognized the course design hindered their abilities to facilitate good JMC writing skills. These three instructors recognized a need for more balanced instruction. However, they did not have the power to implement it. If course designers had a deeper knowledge of pedagogy and process-oriented instruction, they should have recognized the course design minimized feedback cycles and eliminated true rewriting as a newswriting process from the course. Developing a JMC theory of integrated product-process instruction would benefit journalism schools and JMC educators about implementing balanced instruction integrating product and process instruction.

The differences of rewriting opportunities provided by the instructors are noteworthy. Three instructors required rewriting with all of their major assignments and students practiced a feedback cycle of drafting, feedback, rewriting and feedback in lab activities as well as major assignments. The instruction at University 2 included almost no rewriting, and the rewriting students did complete was ineffective, as it did not require students to engage with the feedback or make meaningful changes to their writing. Instead, these students corrected the minimum two editing mistakes because that was all that was necessary to recover ten points. Contrasts among the study instructors were remarkable when it came to rewriting, because the substantial differences presented great potential differences in student learning that should be further investigated.

Conclusion

This study looked at feedback in terms of JMC writing instruction across seven instructors and found the feedback cycle was not implemented as an instructional tool equally across instructors' pedagogy. The feedback of study instructors corresponds with research, but further research should examine how feedback cycles enhance learning.

Feedback was a strategy for developing writers that also developed a relationship focused on writing between instructor and student. Effective feedback conversations happened when instructors and students were in the same place cognitively and both focused on the same goal of a well written story. As the researcher, I could have developed a deeper understanding of feedback if I collected and analyzed copies of the written feedback from instructors. Interviews with students would have also added to the data and addressed how discrepancies among instructors' practice influenced student writing. I would have also benefitted from incorporating student data regarding their attitudes about rewriting and feedback. However, I made a conscious decision not to include student data because of time and resource constraints.

Applying effective feedback cycles were like driving a driver's education car. Instructor and student were moving in the same direction, with the same vehicle and a shared destination. Practice and positive feedback conversations make good drivers and good writers.

A key finding from this study leads to a new question. How does the frequency of feedback cycles affect student writing growth? How does feedback and rewriting used together promote writing growth? Does positive feedback promote growth? Three instructors incorporated multiple feedback cycles within major assignments and others appeared to value feedback more than they enacted it. Both JMC and composition scholars point to feedback as an important instructional tool (Wiltse, 2002; Morris & Chikwa, 2016). The integrated product-process model illustrates multiple opportunities for students to write and receive feedback. The differences in the repetitions of the feedback cycle appear significant and points toward new research opportunities.

Now that feedback cycles have been located in JMC writing instruction, scholars can investigate how the frequency of feedback cycles influences student writing growth. Feedback conversations should be examined through conversation analysis how dialogue influences learning and relationship building (Heap, 1997). Analyzing feedback conversations may lead to a better understanding of how to implement coaching strategies in the JMC classroom. JMC educators may want to look broadly at how they integrate feedback cycles into their course design and consider how rewriting can be harnessed most effectively. Research efforts to improve JMC teaching practices for using the strategy of rewriting may take a cue from Pitts' (1982b) protocol analysis method to examine how students use and think about feedback in the rewriting process. Feedback cycles within writing activities and during the rewriting process were shown to be important within the instructional process in this article, however, there is more work to be done to demonstrate the power of feedback cycles to improve student writing.

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CHAPTER VI

SUMMARY

As a university journalism and mass communication (JMC) writing instructor, I understood very little about teaching writing. I discovered my colleagues' writing pedagogies were as uninformed as my own had been before studying for my doctorate in literacy education. Their knowledge of teaching writing developed from their professional experiences in JMC and their classroom experiences. Turning to the JMC literature, it became apparent there was little inquiry into JMC writing pedagogy or writing theory, even though writing is a universal skill crossing all JMC disciplines (Hardin & Pompper, 2004; Massé & Popovich, 1998, 2004, 2007; Olsen, 1987, Zurek, 1986). Having identified a gap in JMC scholarship, I proceeded to investigate JMC writing instruction at its most intimate location, the classroom.

Research Purpose

This multiple case study dissertation investigated undergraduate journalism and mass communication (JMC) writing instruction in seven university classrooms. The purpose was to investigate and document specific instructional strategies of university JMC writing instructors who teach introductory JMC writing and reporting courses. From my case study data, I illustrated how writing was taught in these JMC classrooms. These patterns revealed that the instructors participating in this study teach the newswriting process (Conn, 1968; Pitts, 1989), which is related to but different from writing process theory (Graves, 1983; Murray, 2003). The data enabled me to create models of instruction which showed where in the instructional process participants taught newswriting processes and processes of professional thinking. This model of JMC writing instruction illustrated and explained how product-oriented instruction and process-oriented instruction were integrated, as called for by Massé and Popovich (2004, 2007).

Product-oriented instruction was often described as traditional writing instruction and focused on expectations for the finished product: story structure, AP style and mechanics (Hairston, 1982; Schierhorn & Endres, 1992). Process-oriented instruction facilitated student writing by concentrating on the newswriting processes of exploring, focusing, rehearsing, drafting, developing, and clarifying (Murray, 2000). My study marks a starting point for the development of a JMC specific writing theory. The research questions for this study concentrated on the JMC writing educators and the strategies they used for teaching writing.

1. How is writing taught in a journalism and mass communication classroom?
2. What informs each JMC writing instructor's choice of strategies?
3. What beliefs, structures, or factors guide instructional practice?

Significance

In this multiple case study, I established important new knowledge for the discipline of JMC. I identified that study participants integrated both product-oriented and process-oriented

instruction into their classrooms. However, the integration of process was not the same in terms of explicit process feedback and level of process instruction across cases. All of the instructors in this study implicitly taught the newswriting process (Pitts, 1989). Based on the data, I identified and developed a model of instruction that was not documented in any of the literature I described and identified feedback cycles within instruction and demonstrated how instructor-student collaboration looked within these cycles. Although some instructor practices and feedback cycles were discussed in JMC scholarship, this original scholarship located their use within a broad range of writing instruction. The focus of this scholarship and its findings were unique to JMC research. Summaries follow of the three articles prepared from the case study data.

Unmasking the absence of writing pedagogy in journalism and mass communication

The purpose of this qualitative research synthesis was to understand the state of writing pedagogy (writing instruction) scholarship in JMC, examine the literature for JMC specific writing theory and identify current trends in instruction that may benefit JMC writing instruction. The term *pedagogy* is ill-defined in JMC scholarship. This article outlined the various types of pedagogical research in JMC and defined writing pedagogy as the skill, art and science of teaching writing. Writing is the most universal skill in JMC, yet no scholarship documented writing instruction in the JMC classroom. The analysis of 36 peer-reviewed JMC articles presented in this qualitative research synthesis showed a continued absence of scholarship in the area of pedagogical research on JMC writing courses. An absence of this type of research hinders instructor pedagogy and the development of a grounded, JMC writing theory, which is essential for intentional, systematic JMC writing instruction. This work is important for the JMC field as it opens new areas of JMC writing research and offers a new lens for examining JMC writing instruction. My goal was to renew academic scholarship regarding JMC writing instruction and writing research. Two questions were at the center of this review of scholarly journal articles:

1. Is there a generally accepted research-based pedagogy for writing instruction in JMC Education?
2. What disciplinary obstacles or peculiarities stifle research, development and articulation of JMC specific writing pedagogy?

In answering the research questions, I discovered that although there are calls for more study of writing instruction and development of a JMC writing theory, very little scholarship exists in this area (Massé & Popovich, 1998, 2004, 2007; Olsen, 1987; Pitts, 1989, Schierhorn & Endres, 1992). No scholarship was located that described writing instruction in JMC classrooms, and no theories of JMC writing instruction were articulated in the articles examined.

As for writing theory and writing pedagogy research in JMC, some important obstacles did exist. Defining the term pedagogy within the JMC literature was challenging. Unlike education scholarship, pedagogy was almost never used to describe classroom instruction or teacher practice. I used the term *instructional pedagogy* to describe an educator's knowledge of instruction, (strategies and best practice). While the term instructional pedagogy may seem redundant (since the word pedagogy means instructional decisions and knowledge), this phrase was developed because the term pedagogy was used in JMC literature to mean a broad range of things related to teaching and learning such as curriculum and course design. To differentiate each type of pedagogy, the terminology was defined and the implications for writing pedagogy were discussed.

Finally, the pedagogical literature demonstrated an important trend in JMC course pedagogy that can shape the development of writing instruction in JMC: scholars were using experiential learning (Kolb, 2015) in their course design (Bush, 2009; Kim. 2015; Poniatowski, 2012). Experiential learning had many affordances for JMC writing instruction, and those benefits included authentic audiences, student practice of the writing processes and JMC professional apprenticeships. Further study of this synergetic relationship is recommended.

Of course we teach process newswriting process: A model of integrated product-process writing instruction for journalism and mass communication educators

This article documented instructor practice of writing instruction in JMC classrooms. The basic components of instruction were similar across participants. The data showed these JMC instructors teach newswriting process (Pitts, 1989) and not writing process theory (Graves, 1983; Murray, 2003). The newswriting process is recursive at the sentence level, whereas writing process theory indicates processes are recursive in larger segments such as paragraph, page or section. News writers build stories sentence upon sentence, working quickly to clarify, edit, rewrite, and focus their work (Pitts, 1989). Unlike creative writing and composition, newswriting must meet short deadlines. Writers construct the lead then build the second sentence upon the first, and the third upon the fourth, moving back and forth one fact, one sentence at a time (Pitts, 1982b).

I documented how JMC writing instruction was taught by the seven study participants. Models of instruction were created for each participant as I compared diagrams across the data, differences and similarities emerged. I analyzed how components worked together and a model of integrated product-process JMC writing instruction was revealed. The life of an assignment model of instruction described strategies of instruction leading up to and through the completion of a major writing assignment. This model (finding four) contextualized the strategies illustrated in the first three findings and proposed a model for integrated product-process instruction design. The following research questions guided this study:

1. How is writing taught in a journalism and mass communication classroom?
2. What informs each JMC writing instructor's choice of strategies?
3. Has writing process theory had any impact upon writing instruction in journalism and mass communication?

From multiple classroom observations and instructor interviews, I developed a contemporary understanding of JMC writing instruction. Structural analysis revealed JMC instructors share common teaching strategies: lecture, student writing, feedback, coaching and rewriting. Writing skills were taught through the strategies of modeling, lecture, lab activities, lab writing and feedback; however, the frequency and purpose of instructional strategies differed among instructors. Therefore, some instructors' practice more closely resembled traditional writing instruction that included only coaching, drafting and feedback with no rewriting. On the other hand, an integrated product-process instruction emphasized the use of lab activities, coaching, feedback and rewriting in recursive, continuous practice.

The revelation about the use of newswriting process in JMC classrooms brought to light a possible reason why quantitative JMC scholars who searched for writing process theory instruction may not have recognized newswriting process instruction (Massé & Popovich, 1998, 2004, 2007). This misidentification may be why earlier studies of writing process theory instruction found less utilization of process-oriented writing instruction than anticipated. Schierhorn & Endres (1992) found differences between product-oriented instructors and process-oriented instructors were becoming smaller and instructional methods were becoming more homogeneous. My research article differentiates writing process theory (Graves, 1983; Murray, 2003) and the newswriting process as described by Pitts (1989) and as seen in study data (Murray, 2000).

The data illustrated JMC instructors teach newswriting processes as natural extensions of professional experience and classroom trial and error. The participants could neither demonstrate nor articulate knowledge of writing pedagogy beyond professional experience, trial and error and what they had experienced as students which supports the pedagogical research (Christ & Broyles, 2008; Coombs & Rybacki, 1999).

An integrated product-process model of JMC writing instruction was created as a tool for analyzing writing instruction. During my analysis process, the model helped me describe and illustrate integrated product-process instruction, as assembled from the data. The use of this model of instruction has the potential to guide the pedagogical understandings of JMC instructors for more effective instruction and improvement of their course pedagogy. Additionally, university journalism schools can use this tool to determine whether the design of courses reflects, supports, and practices truly integrated product-process writing instruction or continue to maintain traditional writing instruction.

Finally, JMC writing instructors and administrators need to expand their knowledge of writing instruction beyond their professional experiences and purposefully integrate explicit newswriting process instruction within their traditional product-oriented instruction. Introductory JMC writing courses need to teach competence with language (good writing and storytelling) before fixating on structure (form). Structures are merely a formula for writing, not good writing itself. The myopic fixation with sub-disciplinary style and structure defeats precisely what upper-division instructors want: skilled writers.

Pinpointing feedback cycles in journalism and mass communication instruction

Feedback was an instructional strategy all study participants utilized and valued, and feedback cycles were incorporated into JMC writing assignments at multiple locations in the instruction process. Feedback acted as a generative conversation, building student writing skills and academic relationships between instructors and students about writing. The purpose of this article was to describe the role of feedback in JMC writing instruction in basic journalism writing and reporting courses. I located and described the feedback cycle at work within the JMC classroom and worked to build knowledge of effective feedback in JMC writing scholarship. I encourage JMC educators to use the information in this article to adopt research-based productive practices surrounding feedback and improve instruction in the areas of feedback and rewriting.

The feedback cycle was presented as collaborative conversations between students and instructors with the goal of improving student writing. These cycles were recursive acts of verbal and written discourse between instructor and writer about product and process information throughout the JMC newswriting process. "Instructor feedback is considered an important pedagogic tool in the writing process" (Wiltse, 2002, p. 136). Feedback cycles were incorporated into JMC writing assignments at various points in the instruction process. The research questions which drove this article forward were as follows:

1. How do instructors use feedback as a teaching strategy in JMC classrooms?
    a. Where is feedback present in the JMC instructional process?
    b. What kinds of feedback do JMC instructors give?
2. What importance do JMC writing instructors place upon the feedback and revision processes in terms of student writing skill development?

JMC instructors believed feedback and rewriting were essential strategies for writing instruction because feedback conversations build not only instructor-student relationships focused on student writing development, but they also foster writing confidence, nurture professional knowledge and cultivate JMC writing skills through repetitive practice (drafting and rewriting). Instructor feedback provided students with information regarding both product and process (Massé & Popovich, 2004). Product-oriented feedback focused on mechanics, AP style, structure, grammar, punctuation and process-oriented feedback concentrated on asking questions, storytelling, decision-making and language clarity. Multiple types of feedback are preferred by students (Morris & Chikwa, 2016; Straub & Lunsford, 1995). Within the feedback cycle, process-oriented instruction was integrated into aspects of traditional product-oriented instruction to create an integrated and dynamic approach to JMC writing instruction. Although student outcomes were not collected in this study, the differences in active learning, the give and take of

honest feedback conversations and the collaborative process as students engaged with feedback and rewriting were indisputable.

The comparisons of the seven cases brought into relief significant differences in the number of feedback cycles during instruction. The reliance on lab activities and rewriting as strategies for writing instruction highlighted the importance of writing practice. In each lab activity, the newswriting process was being practiced in concert with other professional JMC thinking processes such as interviewing, newsgathering, and information selecting, thus repeating the feedback cycle with each writing event. Student opportunities for writing practice, feedback, and professional process thinking were affected by the number of feedback cycles.

In three out of seven courses, feedback cycles were not harnessed to achieve their full potential to improve student writing, although the strategy of coaching was a deliberate effort to introduce process instruction into introductory writing courses. However, when coaching was the only process strategy truly integrated product-process instruction was not achieved. The value instructors attached to feedback and rewriting was revealed by the number of rewrites and feedback cycles practiced during the semester and how rewrites were valued in the grading system. Contrasts among the study instructors were remarkable when it came to lab activities and rewriting because the substantial differences presented great potential differences in student learning, which should be further investigated.

The integrated product-process model of JMC writing instruction included in this article highlighted the optimal locations and strategies for feedback cycles. However, instructors who did not engage students in true rewriting practice and multiple feedback cycles for the same piece of writing remained bound to traditional writing instruction. The use of this model of instruction has the potential to guide instructor pedagogy and enhance the utilization of feedback and rewriting strategies in the design of JMC writing courses.

Limitations of this Research

There were several limitations to this study that prevented it from being generalizable to larger populations. First, the number of cases was limited to seven instructors due to recruiting challenges and researcher resources. Yin (2014) suggested including more than five cases in a multiple case study improved the degree of certainty for the study. A second limitation in the case study population was that only two AEJMC accredited universities were examined. The time and travel constraints for a single researcher made adding additional universities untenable. A third limitation relating to study participants was the number of observations. Clear patterns began to develop by the second and third observations, and there was an added sense of completeness by the fourth observation. I would recommend no less than four observations for future research, and I would have benefitted in starting the observations earlier in the semester. Timing and preparation issues shortened the observation window, because no new writing assignments were assigned after the Thanksgiving holiday.

Another unanticipated limitation was that the participants had little or no familiarity with writing research. Article one, which became a qualitative research synthesis, indicated participants probably would not have any teacher training in writing pedagogy, but I did not connect that information adequately in preparing my interview questions. I asked open ended questions garnered from writing scholarship and my observations. However, questions of pedagogy and the instructors' own writing processes produced such divergent answers that it was difficult to create a cohesive pattern of evidence in those categories from the interview data. I also did not anticipate the difficulty I encountered scheduling interview time with the participants at University 2. The two participants who were professional writers had very narrow windows of time available for interviews. I completed all the questions and followed up with emails, but the depth of information was not the same.

Recommendations for Future Research

This study serves a baseline for future studies of JMC writing instruction. The integrated product-process model has the potential to illuminate instructional strategies employed in JMC writing courses and guide the development of improved writing pedagogies. Scholars may create additional explanatory models that further assist JMC course designers to see and plan for process instruction and feedback cycles within new course design. JMC educators must dismiss trial and error as their primary method of pedagogical development and become aware of research-based writing strategies for incorporating process-oriented instruction beyond coaching.

My qualitative research synthesis highlighted the lack of pedagogy education in JMC graduate programs. Although the pedagogical knowledge of the instructors was not a focus of the articles submitted for this dissertation, there was clear evidence that of the seven instructors who were interviewed only one actively engaged in professional development for teaching, one had taken a doctoral-level pedagogy class, and one instructor read blogs. This pedagogical knowledge gap presents research opportunities. Scholars should investigate JMC educators' participation in professional development (PD), their interest in PD, and the PD opportunities offered at conferences and online.

Related to this pedagogical knowledge gap, I inquired into the development of University 2's course design. Fall 2016 was the first semester for implementation of the redesigned course. I became aware that pursuing a line of investigation into the course design and its implementation would take me off course from my dissertation goal. However, it was a fascinating quick trip and worthy of further research. This detour left me with some burning questions (regarding language exams and key outcomes, see below) and a frustrating observation that the course designed by University 2's committee continued to employ traditional writing instruction. This brief inquiry also reconfirmed previous JMC scholarship regarding limited pedagogical knowledge of JMC educators. I found similar constraints to pedagogical knowledge at University 2 and believe

unfamiliarity with instructional pedagogy was detrimental to their course redesign. This discovery was supported from interview data with the committee chair who described pedagogy as what to teach (course and curricular pedagogy), not how to teach (instructional pedagogy). Neither the course manager nor another committee member was able to demonstrate knowledge of instructional pedagogy beyond some knowledge of coaching. The course design document University 2 used came from the university center for teaching and learning and was a worksheet for developing a course curriculum with no sections covering instructional pedagogy or other pedagogical approaches to teaching and learning.

Knowledge of coaching was covered by a two-page article (Scanlan, 2003). One member had also done some research on flipped classrooms. Otherwise, little knowledge about writing instruction or teaching and learning was acquired from interviews of the course manager, the committee chair, and a member who wrote most of the course assignments and schedule. More interviews need to be conducted to reach reliable conclusions. The course manager conducted quantitative measures for each semester, and the data showed a significant improvement in student and instructor perception of the course. Now that tools for looking at practices for writing instruction are available, University 2 may further improve their course design.

During data collection for this study, two items were at the center of heated controversy for the participants: language exams and the content of an introductory JMC writing course. The language exam was extremely controversial at both universities, for many reasons. There were arguments about the purpose, fairness and effectiveness of these exams. There were questions about if and how students should be prepared for the exam. Should there even be an exam at all? Most instructors felt the exam didn't properly "weed out" students; however, these same instructors were uncomfortable with the idea of weeding out freshmen from the journalism school. The language exam evoked questions of power within the department and ethical questions about facilitating student learning. Both are interesting questions for further inquiry.

Another area of future study is in the prime strategic learning outcomes for an introductory JMC writing course. I collected course documents with lists of items to be taught: grammar, AP style, inverted pyramid, news releases, broadcast scripts, spelling…. The lists went on and on. However, when instructors were asked about their key learning outcomes, none suggested anything from the list above. Instead, study instructors cited good writing, storytelling, and critical thinking.

* * * * *

Helen called writing "a real, powerful, wonderful thing."

Carl said, "I think good writing is good writing, and that can get lost in a class like this."

"What is the one thread that goes through all the majors?" Ed asked and argued, "It is the ability to write."

And Howard said, "It's all about the writing. So everything starts with writing and once you are able to string together cohesive sentences, then you can begin to build storytelling on top of that."

* * * * *

Both journalism schools compiled complicated lists of items contributed by every sub-discipline in the school. Yet, the instructors were focused on the universal attributes of writing that connect all JMC disciplines together: the ability to think critically and professionally, the ability to use language well (mechanically and meaningfully), and the ability to tell a compelling and interesting story. These two perspectives present a dichotomy, and I am interested in finding out what other universities and other instructors indicate as their key learning outcomes and investigating their course designs.

Concluding Remarks

Teaching writing lies at the center of JMC instruction across all sub-disciplines. Yet, scholarship focused on writing instruction or the development of writing theory is absent in the

JMC literature. An improved understanding of how to teach writing (writing pedagogy) will benefit students, JMC educators, and the media industry. Technology is rapidly changing the types of media and messages students will be expected to produce in their professional careers. Writing remains a critical skill for all JMC professionals. Journalism schools and JMC writing educators need to concentrate on developing good writers and effective storytellers. In the ever-changing JMC environment, the universality of good writing and a writer's ability to adapt to multiple media platforms is replacing old norms of writer specialization. Educators must give up their disciplinary preferences and aid students in developing their abilities across media and JMC disciplines; just teach students to write well.

The knowledge produced in this multiple case study lays a foundation for additional JMC writing studies of instruction, course design, and pedagogy education. Better prepared and informed JMC educators can use the models to reflect upon their writing instruction and improve student writing. More work remains to be done, but this study provides a baseline that was not previously available to the field.

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APPENDICES

APPENDIX A

Observation Worksheet

Instructional Lesson/Objective

Instructional Practices

Instructor Approach

Product strategies

Process strategies

Feedback

Instructor Student interaction

Student In-class activities

Assignments (in or out of class)

APPENDIX B

Interview Questions and Observation Protocols.

Date_____ Instructor (Pseudonym) __ University _____ (1,2,3)

Interview Questions:

1. What are the key things you want students to know when they leave this course?
2. What are the core concepts you want to address in this class? (Added question)
3. What has influenced your instructional approach/pedagogy?
4. Describe the key elements (skills, media, style) of your writing instruction in your introductory journalism writing course (new writing skills, grammar/language skills, strategic communication, broadcast writing skills, online writing skills).
5. What is your approach to writing (your writing process)?
    a. How does that compare/contribute to the writing processes your students develop?
    b. During my observations I saw that you _____ as you demonstrated writing process skills. How did you come to that instructional strategy (trial and error, practitioner experience, writing theory, other)?
6. Tell me about your goals/expectations for student writing by the end of the semester?
    a. During my observations I saw that you _____ when teaching about _____ (producing a specific product/genre). How did you come to that instructional strategy (trial and error, practitioner experience, writing theory, other)?
    b. During my observations I saw that you _____ as you instructed students about revision. How did you come to that instructional strategy (trial and error, practitioner experience, writing theory, other)?
    c. During my observations I saw that you _____ as you instructed students about editing. How did you come to that instructional strategy (trial and error, practitioner experience, writing theory, other)?
7. Tell me about your approach to providing students with feedback?
    a. During my observations I saw that you _____ when providing feedback by _____. How did you come to that instructional strategy (trial and error, practitioner experience, writing theory, other)?
    b. During my observations I saw that you _____ as you discussed (or demonstrated) conferencing about student writing. How did you come to that instructional strategy (trial and error, practitioner experience, writing theory, other)?
    c. During my observations I saw that you _____ as you introduced the _____ assignment. How did you come to that instructional strategy (trial and error, practitioner experience, writing theory, other)?
8. Tell me about your grading practices (graded work, non-graded work, opportunities for revision, rubrics, grammar and spelling, etc.)? How did you come to that instructional strategy?
9. Explain to me how your syllabus organizes/influences/guides your instruction?
    a. On your syllabus I saw _____. How did you come to that instructional strategy?
    b. From your syllabus I noticed you assign _____ writing assignments. How did you settle upon those assignments?

10. What if any instructional techniques do you use when addressing student writing problems? (writing or editing exercises, free writing, pre-writing, spelling/grammar errors, AP style errors, revising, editing, peer conferencing, readings, lectures, refer student to writing center, or other)
11. In general how do you think about yourself as an instructor (editor/coach, facilitator/lecturer, teacher-centered/student-centered, or other)?
12. How much freedom do you have with the instructional design of this course?

APPENDIX C

Trustworthiness Table

Criteria/Technique	***Result***	***Examples***
Credibility		
Prolonged engagement	Built trust Develop rapport Built relationships Obtained wide scope of data Obtained accurate data	Instructors were brutally honest about limitations on their teaching and the influence of administrators on their instruction. "A director pressured me and said fewer stories more rewrites. So I cut to seven stories all rewrites because I was under pressure and I didn't have tenure. They're gone and I'm back to 10 stories all rewrites and I'm never changing it." S: Do you go out and think about teaching writing? Carl, "No, I'm not going to, I'm

		too fucking busy! Like the first adjunct meeting we'll have… there's actually a woman I like, who actually is probably a good teacher because she is so into it and I'm like, 'How does she have time?'
		Instructors freely shared the feedback they gave to students. "So they'll get back their stories looking like that." Howard held up a paper. It was full of comments, edit marks, and notes about story structure.
		Instructors allowed me to interact with students as I wished.
Persistent observation	Obtained in-depth data Obtained accurate data Sorted relevancies from irrelevancies	Identified newswriting process instruction. Carl describes his writing process. "I don't know what the third paragraph is going to look like, or the fourth, or the fifth, or sixth. But I know what the third one is going to look like after I finish the second and I know what

		four is going to look like after I finish the third."
Triangulation	Verified data	Interview data supplemented observational data well. Lecture instruction incorporated explanation, professional examples and instructor modelling in each session across instructors. Administration interviews fill in additional information about course design such as the requirement for coaching at University 2.
Peer debriefing	Tested	
Member checking	Verified documentation and conclusions	Inquired about inconsistencies. At University 2 interviews with the course manager, and two committee members involved with the design of the course provided background information I could not get from instructors. Verified statements and definitions (form, style, structure) acquired from observations and interviews. "In one of the classes you

		observed... they asked me, is AP style this or that? Yeah, it's that. And you're like, Oh, you don't make them look at their book whatever? And it's… I'm not picking that particular battle."
Case selection	Generated data for emergent findings and picture of instruction	Differences in instruction revealed information that constructed findings. One case stood out as an exemplar for effective JMC instruction. Case selection was beneficial in that divergent assignment designs became evident through comparison across cases.

Criteria/Technique	***Result***	***Examples***
Transferability		
Referential adequacy	Provided a comprehensive picture of the program	Consistent instructional strategies across instructors demonstrated these strategies are likely generalizable and consistent across most JMC instructors.
Thick description	Thick description of	Tim went to each pod and asked if

	observation data allowed the researcher to make connections across the data sets regarding instructional	students needed help with their rewriting. He sat or bent down to be on the same level as students. Tim was very engaged and listened very well. Tim talked with students about the writing and improving their ideas. Coaching! After working with one student for a while she said, "Ok, I can do that!" Tim worked with all or nearly all students. Had clearly developed an atmosphere of coaching in which students readily worked, asked each other for peer review, and were comfortable asking Tim to look over work, help with rewriting, and explain feedback.
Dependability/Conformability		
Access to an audit trail	Data sets are organized by codes. In the articles observation data is mixed with interview data to demonstrate the	Professional thinking was presented and modeled through the skills and processes expected of professional journalists: interviewing, decision-making

dependability of data within and across cases.	about the importance of information, researching, field observation, information gathering/investigating, accuracy and curiosity. "You have to think like journalist," explained Bob. "They have to think of what is news? What is newsworthy and how you get the complete story. So, it goes a lot further than grammar and all that. But there has to be a natural curiosity." Tim described the importance of thinking, "The ability to think is always my first priority, to make them think," said Tim. "If they develop that critical thinking skill, then it will be a lot easier for the students."

Oklahoma State University Institutional Review Board

Date:	Monday, August 29, 2016
IRB Application No	ED16130
Proposal Title:	Mapping writing instructor pedagogy in the Journalism and Mass Communication classroom
Reviewed and Processed as:	Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 8/28/2019

Principal Investigator(s):

Sharlene Kenyon
725 Lori Lane
Vinita, OK 74301

Jennifer Sanders
252 Willard
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☐ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1.Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2.Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3.Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4.Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Scott Hall (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,

Hugh Crethar, Chair
Institutional Review Board

VITA

Sharlene R. Kenyon

Candidate for the Degree of

Doctor of Philosophy/Education

Thesis: WRITING INSTRUCTION IN THE JOURNALISM AND MASS COMMUNICATION CLASSROOM

Major Field: Education

Biographical:

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Mentored Corporate Communication (PR, Strat Comm.) Capstone Students 2011-2014
Advised Scholastic Media (Yearbook) 2000-2008
Publicized student awards and achievements through photographs and news releases 2001-2008
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Professional Memberships:
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