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Inside Journalism

Columbia College Chicago

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INSIDE JOURNALISM

APRIL, 1991

A Newsletter Published by the Journalism Department of Columbia College

YLISELA JOINS CHRONICLE STAFF

Jim Ylisela, one of the j-department's most popular part-time instructors, has added to his Columbia load this semester: he has joined the *Chronicle* staff as co-advisor, sharing the position with Don Gold.

Ylisela plans to organize the *Chronicle* staff according to beats, as in the real world of newspapers. Student reporters will be given regular assignments in the school, in areas ranging from the science department to the Hokin Center. Staffers will check in regularly with their beats, and when they notice a newsworthy item, they have the story firsthand.

Although Ylisela praised the efforts of the newspaper staff, he says he plans to address more issues of interest to the paper's primary audience — Columbia students.

Ylisela characterizes his approach to dealing with students as "tough, but supportive, demanding but helpful; this is in preparation for a field that is anything but easy."

Chronicle staffers now have the opportunity to work with both Gold and Ylisela, to polish their writing, editing and layout skills.

Since Gold still keeps his office in the *Chronicle* space, he is able to assist the staff whenever Ylisela is unavailable. Ylisela will assume the exclusive supervision of the *Chronicle* during the fall semester, when Gold will concentrate his efforts on the college's magazine, *Chicago: Arts and Communication*.

Timothy Bentevis, advertising representative for the *Chronicle*, looks forward to working with Ylisela. "I like Jim. He has a great sense of humor and he makes layout interesting. With his background, he'll provide us with a

keen newspaper perspective," Bentevis says.

In addition to his new responsibilities with the *Chronicle*, Ylisela teaches "Interpretive Reporting" at Columbia and he is a consulting editor to the *Chicago Reporter*.

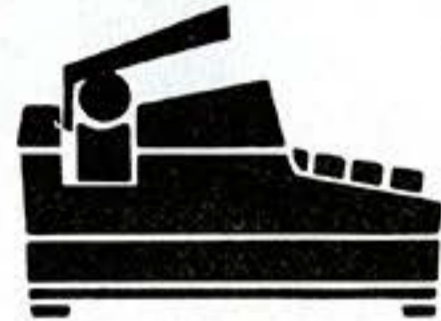
He also freelances for the *Chicago Sun-Times* and *Chicago Magazine*. Ylisela came to Columbia in the spring of 1989 and offers sound advice to Columbia j-students.

"Don't forget the value of re-writing. In the real world, nobody writes a story and turns it in, unless they are under extreme deadline pressure. Try very hard to learn the basics — walk before you run."

—Dianne Harmon

PLACEMENT OFFICE NEWS

Does the thought of graduating make



you feel as if you're about to jump into an ocean full of sharks? You're not alone, and there is help not far away.

Jan Grekoff, assistant director of placement at Columbia, says that the Career Planning and Placement Office is the "best kept secret" around. Grekoff is in charge of career planning and placement for j-students. She helps students find full and part-time jobs in journalism, or jobs that will help ease the financial burdens of college.

According to Grekoff, students should get to know more about their major and the career world as early as their freshman year.

"Pay your dues while you are in school, and it will pay off when you get out," Grekoff says.

Freshmen should familiarize themselves with the placement office and the different trade journals that are available. Grekoff says that freshmen may not be ready for a job in their field or



Jan Grekoff, assistant director of placement.



Journalism department chairman Nat Lehrman presents Fischetti scholar Loren Buford with a certificate in honor of her scholarship award for the current year.

Applications for the 1991-92 John Fischetti Scholarship are now available! Full-time Columbia students specializing in print, broadcast, editorial art or photojournalism are eligible for the scholarship. Awards are based upon merit, financial need and service in the student's specialty. **APPLICATION DEADLINE IS MAY 17, 1991.** Stop by the j-department for an application and more information.

meet the necessary requirements, but there are alternative jobs for income. Freshmen and sophomores can become familiar with the vocabulary, names and expectations of journalism employers.

By the time junior year rolls around, Grekoff says, j-students should start developing contacts through the placement office.

Then, she says, when senior year arrives, j-students will be a step in front of the competition, because of all the preparation they have done for their career. Grekoff can give students an extra push by helping them write their resumes, research companies, prepare for interviews and present polished portfolios to potential employers who contact Grekoff looking for eager graduates.

"Job opportunities are there," Grekoff says. "It just depends on the sacrifices students are willing to make."

J-students will also find their writing and editing skills helpful in the fields of public relations, corporate communications and speech writing. "There are many alternatives for j-students," Grekoff notes. "You don't necessarily have to work for broadcast or print."

Besides advising, the Career Plan-

ning and Placement office, located in suite 300 of the Wabash building, offers an abundance of information about journalism and the options that are available to students. The placement office is overflowing with information from trade associations, directories, newsletters and many other sources. Career-related job description books and directories for freelance, newspapers and magazines are just two examples of what students can find there. Lists of salary trends and articles on opportunities for j-students can also be helpful when looking towards the future.

The placement office also offers workshops and seminars on preparing for job searches and interviews.

Many opportunities are available to get j-students heading in the right direction. Grekoff says, "The secret of knowing what is right for you is being aware of the sacrifices you will make for a profession."

—Karen Sobus

REVIEWING THE ARTS

The j-department and the English department have teamed up to bring an

absorbing addition to the curriculum. It's a course called "Reviewing the Arts," and it combines writing with critical thinking skills.

The course is taught by Fred Gardaphe, author, editor and playwright whose credits include such works as *Vinegar and Oil*, *New Chicago Stories* and *From the Margin: Writing in Italian-Americana*.

Gardaphe is pleased with the merging of students from the two departments, and feels that not only j-students can benefit from taking this course, but art, drama and music majors as well.

"I am comfortable with interdisciplinary education, and uncomfortable with departments which isolate themselves from others," he says. "Learning should be interdisciplinary, and students, as well as instructors, benefit from the integration at the various levels of education."

He considers Columbia courses to be theory-and-practice-based, and has found a way to incorporate the two through *Reviewing the Arts*.

"Part of writing is being sensitive and knowledgeable of the past, and how it affects the person. Being able to bring it down to what it means from a humanistic point of view is what critical thinking is about," Gardaphe explains. "There is a connection between what occurs in society and how we think, feel and are able to write about those things."

The course gives students an opportunity to write under the guidance of an editor/author, teaches them how to



Fred Gardaphe, instructor for *Reviewing the Arts*.

write criticism and reviews and gives them knowledge in areas of art, theater and literature. At the end of the course, the student will be able to apply the theory of critical thinking or analysis in a practical way.

"This course is designed to improve critical thinking skills as they apply not only to the arts, but to life in general. It will help the student to develop a sense of self. Criticism is necessary in order to create. Once the student can look at self and constructively criticize his or her creative endeavors, it is easier to criticize creative works done by others," Gardaphe says.

For students in theater, literature or journalism, it is an elective course that will enhance their creative abilities and sharpen their focus from an artistic and cultural standpoint.

—Adrienne D. Lumpkin

INTERNSHIPS: THE BIG MINI-JOB

For many students at Columbia, getting a job after graduation is the focus during their senior year. But for j-students, the time to prepare for graduation is at the end of their sophomore year, says Carolyn Hulse, the department's internship coordinator.

"It is important for j-students to prepare themselves for employment starting in their junior year, by applying for internships," Hulse explains. "Students should realize the importance of securing as many internships as possible before graduation, because internships give them a better chance in the competitive world of journalism."

According to **Guidelines for Internship Sponsors**, a j-department handout, an internship is an "on-site, academically-related learning experience with specific assignments and responsibilities."

A student is eligible for an internship at the junior-year level, if he or she's been a full-time student for one semester at Columbia, and has at least a 3.0 Grade Point Average.

Hulse sees this requirement as an aide to incoming freshmen, sophomores, and transfer students as well. "There are core courses the student should take prior to the internship, such as News

ATTENTION J-STUDENTS:

If you haven't yet visited the j-department's Tutoring Center, you don't know what you're missing!

The j-department now boasts two new tutors, Bonnie Booth and Michael Kiefer, who provide specialized one-on-one help for j-students.

Booth is a 1989 Columbia graduate who is now a reporter at the Daily Herald. She has a master's degree in journalism from Columbia University in New York. Kiefer is a freelance writer and j-instructor, specializing in magazine writing.

The Tutoring Center caters to the specific needs of j-students, whether it be tightening leads, cleaning up copy or re-structuring stories. Stop by and sign up for a tutoring session today. The cost is free, and the copy you save will be your own!

—Julie Sacharski

Reporting I and II, or the basic magazine editing courses. Employers prefer students who have gone through these sequences because the student comes to them with a sense of responsibility, skill and professionalism."

There are many positive aspects to securing an internship. Most important, it allows the student to obtain the entry-level experience many employers are seeking. In addition, the intern has the opportunity to network with professionals in the print and broadcast media, and compile a portfolio of published works.

When is the best time to do an internship? There are many opportunities during the fall semester for Columbia students to get the prime internship opportunities available in the Chicago area. But once the spring semester ends, competition for summer jobs becomes intense as students from other schools come home.

Hulse, who assumed the responsibilities of Internship Coordinator in 1987, cannot stress enough the importance of preparing early for a career in journalism. "Journalism is a very competitive field," she says, "and the students who do not seek professional advice before they graduate are denying themselves the opportunity to make their careers the best they can be."

A question often asked by students prior to the internship is, "Will I get paid for the internship, and how many credit hours will I receive?" In terms of credit hours, 12 hours of work per week is the equivalent of a three credit course. This is variable. The student can accumulate up to 16 credit hours in internships toward the degree, but only

six may be applied to the fulfillment of the major. Some internships are paid, some are not. Students with financial difficulties may qualify for a foundation stipend.

For more information about internships, contact Carolyn Hulse at ext. 426.

—Adrienne D. Lumpkin

MESSAGE FROM CHAIRMAN LEHRMAN

We had a nice registration turnout this semester — about 5% over last spring, which is right on target for the journalism department. We're happy to grow, but we want to grow slowly, and stay relatively small.

We like it small. It gives your full-time faculty — Les Brownlee, Carolyn Hulse, Don Gold, Rose Economou and myself — an opportunity to get to know you. And it gives you the chance to learn about your department and feel that you are part of it.

That's the good news. The bad news occurs when students don't take advantage of the services we offer, and they wander through the department without ever getting the message.

The message is simple: take your courses in the sequence recommended; try to excel in writing, reporting and editing, if that's what you want to do for a living; take advantage of the opportunities to write for school publications — the Chronicle, the annual magazine (new this semester), and **Inside Journalism** — and be sure you fully explore internship possibilities. If you follow these broad outlines diligently, you will have a better than

BROADCAST JOURNALISM WORKSHOP

Rose Economou, seasoned broadcast journalist and broadcast journalism coordinator here at Columbia, is conducting an invaluable workshop for broadcast majors this semester.

In the workshop, students can not only learn the finer points of broadcasting from someone who has been there, but also get help writing their resumes, honing interviewing skills and finding internships.

The workshop is informal, meeting Monday through Saturday at 1:00 p.m. in front of Economou's office in the journalism department, and you can drop in any time you want to.

One of the activities the group regularly engages in is screening actual shows, dissecting them and analyzing what's inside. This gives students a glimpse into the different aspects that go into writing and producing a quality show.

Economou also likes to work with the students on an individual basis, so she can draw out the different experiences they may have that they don't even know about — experiences that could prove crucial when they go into the job market.

If you're interested, show up at 1:00 p.m. any day you can, or call Economou at ext. 675.

—Steve Crescenzo

average chance of landing a job after graduation.

It is discouraging for your faculty to sit at registration, and hear students say, "I want to take News Reporting I and II together."

"Why?"

"Because the hours are convenient."

Or, "Because I forgot to take news reporting for the last two years and now I've got to catch up with my journalism courses."

Worst of all, some students say, "I had no idea you can't take News Reporting I and II (or Copy Editing I and II) together. Why can't you?"

The reason is simple. Many courses, especially those marked with sequential numbers, are progressive. That is, the second part is based on information you learned in the first part. But you needn't figure this all out by yourselves. We're here to help you. Stop by the journalism office, on the 8th floor of the Wabash building, once in a while. Introduce yourself to one (or all) of the full-time faculty. Tell us about your dreams (journalism variety); maybe we can help. Read the information on the various bulletin boards.

And most important, find out from Lena, the departmental assistant, what guidelines are applicable to your par-

ticular specialty. We have the requirements for newspaper, magazine and broadcast journalism majors printed on separate sheets. We even have sheets that advise transfer students how to compress their total of required credits into two years. This is important information. If you don't follow the right sequence for one semester, you can put yourself in a hole that will be difficult to climb out of.

We're student-friendly. Come by and say "Hi."

—Nat Lehrman

IJ BITS

J-instructor Suzanne Cosgrove was recently awarded a Knight Center Fellowship, allowing her to attend a seminar titled "The Changing Economy," given at the University of Maryland. Cosgrove was selected for this honor by a panel consisting of Walter Mears, vice president and columnist, *The Associated Press*; Jane Healy, associate editor, *The Orlando Sentinel*; and Rudolph Pyatt, Jr., a business columnist for the *Washington Post*. . . . Columbia graduate Shari Mannery (M.A.'90), has accepted a position at the *Peoria Journal-Star*. She will be working as

a general assignment reporter for the newspaper. With a circulation of 93,000, it is one of the largest papers in Illinois. . . . J-student Lisa Jensen has won a regional award from the Television Arts and Sciences College Television Awards. "600 South," Jensen's entry into the competition, won a cash prize of \$400 in the category of news and public affairs. "600 South" is Columbia's news show, produced entirely by Columbia students. . . . For those of you looking to build up your clips, *The Star Sentinel*, a small group of three weekly community newspapers covering the near western suburbs, is looking for good reporters to work as stringers. You'll be asked to cover local school and park districts and village governments. If you're good enough, some feature writing may be available as well. Contact Carol Burns at the *Star Sentinel*, 1440 North Ave., Suite 210, Melrose Park (708) 345-1750. . . . Columbia grad school alumna April Rivera Hattori ('89), has accepted a job starting April 15th at the *Milwaukee Journal*. She will be a general assignment reporter for the paper's Waukesha bureau.

INSIDE JOURNALISM

A newsletter produced by and for students of the journalism department

COLUMBIA COLLEGE
CHICAGO
600 S. Michigan Avenue
Chicago, IL 60605

EDITOR

Julie Sacharski

MANAGING EDITOR

Steve Crescenzo

ASSOCIATE EDITORS

Dianne Harmon

Deborah Hinton

Adrienne D. Lumpkin

Karen Sobus

ADMIN. EDITOR

Lena Renteria

FACULTY ADVISOR

Carolyn Hulse

CHAIRMAN

Nat Lehrman

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