

## How Professors Use USA TODAY

**University:** Texas A&M University

**College and Department:** Department of Marketing

**Professor's Name:** Stephen McDaniel, Ph.D.

**Professor's Background (brief):** Stephen W. McDaniel is Professor of Marketing in the Mays Business School at Texas A&M University. Dr. McDaniel is the faculty advisor for Master of Science in Marketing students and for Marketing Cooperative Education students. Dr. McDaniel is co-author of two books, *Consumer Behavior: Classical and Contemporary Dimensions* (Little, Brown, and Co., 1982) and *Cases in Marketing Strategy* (Merrill Publishing Co., 1984). He is a member of editorial boards of the *Journal of Business Research*, *Journal of Consumer Marketing*, and *Journal of Professional Marketing*.

Dr. McDaniel has conducted or coordinated market research studies for over seventy companies and nonprofit organizations in the following areas: government services, financial services, new technologies, construction materials, professional services, conference retreats, telecommunications, and a wide variety of retailing and other service based organizations.

**Courses Taught:** Marketing

**Benefits to Students: Preparation for Job Interviews:** The feedback I get from students is that they appreciate the "real-world" dimension to the course - we're not just talking theory, we're talking about what's really happening out there. Students tell me how, in a job interview, the recruiter mentioned something about a specific current business event, the student was familiar with it and was able to discuss it, and how impressed the recruiter was with that. I had one former student come by to see me who thanked me for making her read USA TODAY and said it has helped her with her job with Andersen Consulting. She said she still takes USA TODAY. She is so busy with her job that she doesn't have time to watch TV or the news. But she keeps up with what's going on every morning by reading USA Today. She thanked me for getting her started on that. Virtually all the students tell me that the portion of the course devoted to USA TODAY was perhaps the most beneficial part of my course.

**Explain how USA TODAY or the College Readership Program is used in the courses they teach:** One of the main course objectives is to facilitate students' transition from academia to the business world. Students find that USA TODAY covers the major news stories better and in a more timely and interesting manner. Beginning with the third week of the semester (after the subscriptions are all set and the papers are being delivered), I begin each 75-minute class session with a 20-minute "USA TODAY" discussion of the current business-related stories in that morning's or the previous morning's USA TODAY - primarily the Money section. I have them put their newspapers away and just talk off the top of their heads about what they have read. I then randomly draw student names from a box and have that student tell us about an

article he/she found interesting. Other students typically add a comment or two. I'll usually draw about 8 names out of the box during that time period. Sometimes I'll throw it open at the end of the session for anyone to tell us about an article they found especially interesting that was not discussed.

I make sure that I've read each article in the Money section and any other article in the rest of the paper that may be business-related. I'll try to plan ahead for my comments about the articles. While we are discussing an article, I'll try to ask a question or two to that student or to the rest of the class about something the student perhaps didn't mention about the article. I'll look for ways to tie in the article to something we've discussed in class or try to think of some additional insight or a good illustration from my own experiences based on that article. In other words, I try to have a dialogue or get other students involved in our discussion about each article.

**USA TODAY - Syllabus:** You are required to subscribe to and read USA TODAY, especially the Money section, every day. Since this is the most-read newspaper in American today, my purpose in doing this is to encourage you to keep up with current business developments, and to help establish a pattern that you should maintain when you enter the business world.

Each class period, you are to be prepared to discuss in class articles from that day's or the previous 3 days' issues of USA TODAY. I will randomly call on some of you to explain one article to the class. (Since I will be calling on several students for oral reports, you should be ready to discuss, say, three articles, since the students called on before you may discuss the main article(s) you were ready to discuss - thus you'll have a couple of back-ups).

**Marketing Simulation and Newspaper Article:** One of the other things I do throughout the semester in the class is have the students do a marketing computer simulation called BRANDS. We play for a simulated two-year period and a large part of their grade depends on how well their "company" did in the computer simulation. At the end of the semester, I have each 4-person team write an article about their company, patterned after an USA Today Money section cover-story article. They are to have at least two graphics (usually graphs/charts of their sales, stock price or market share) and interviews with their "corporate officers." I get some excellent USA Today look-alike articles from this exercise, as well as some great analysis of what they did right and/or wrong in their business decision-making.

**Weekly Memo:** I have also had good success in requiring students to turn in a weekly one-page summarizing 5 articles they found most relevant to the job in which they see themselves working after they graduate. I have a very specific format for them to follow - 1" margins, the first article must be the summary of a Money section "cover story" article, etc. I then grade those very carefully - correcting misspelled words, grammar errors, punctuation errors, etc. It's a great business memo writing exercise.

## How Professors Use USA TODAY

**University:** IUP - Indiana University of Pennsylvania

**College and Department:** Eberly College of Business, Tax & Accounting

**Professor's Name:** Faye Bradwick, Ph.D., CPA, JD, LL.M.-Taxation

**Professor's Background (brief):** Dr. Bradwick has been in and around the accounting, law, and tax fields for 30+ years and a full-time accounting professor 15+ years. She was the 2003-2004 President - American Accounting Association Mid-Atlantic Region

**Courses Taught:** Accounting Principles #1, Federal Tax #1 and Federal Tax #2

**Benefits to Students:** I think it extremely important to integrate ethics and current events in all my courses. Fall 2002 was my test-run, and I found the scavenger hunts useful. Thus, I plan to continue crafting and giving "ethics and current event scavenger hunts" over the next few semesters.

**Explain how USA TODAY or the College Readership Program is used in the courses they teach:** Having been a full-time accounting professor 15+ years now, I am always challenged to find ways to successfully incorporate ethics and professional responsibility education into my accounting and tax classes. Having been "assaulted" in this post-Enron environment with near-daily business scandals reported throughout the media, successful incorporation of ethics and professional responsibility reached a critical juncture in accounting education. All of that, combined with the increasing "cultural illiteracy" of students over the years, created a critical need for a different approach and response in my classes. Thus, I designed "ethics and current event scavenger hunts" as "learning by doing" exercises for use in both my accounting principles and federal taxation classes. My students seem to enjoy the exercises, and retain enough knowledge to apply it throughout the semester to more recent current events and to other classroom activities.

My own professional "lifelong learning" of current events comes primarily from: daily reading of USA TODAY; daily viewing of NBC Today Show, ABC Evening News, and CNN; and regular listening to NPR. By choosing USA TODAY for this class exercise, I have exposed my students to a high-quality, low-cost, easily-accessible method to add to their "professional toolboxes" for many years of lifelong-learning beyond my classes.

**Developing, Applying and Integrating "Ethics and Current Event Scavenger Hunts":** As I read USA TODAY, I scribble topical notes in the margins. In particular, I look for articles in the following areas:

- Ethics (as it relates generally or specifically to the business world &/or to life)
- Accounting news (including but not limited to SEC, FASB, AICPA, small business)
- Business (including economy, corporate scandals, industry segments)
- Business planning information (pertinent to accounting and tax professionals)
- Computer technology information (pertinent to accounting and tax professionals)

- Career information (general and business specific)
- Personal financial planning (PFP) information (with emphasis on accounting and tax)
- Tax laws recently changed or decided (statutory, administrative, &/or case law)
- Tax policy and tax legislation (currently proposed or recently passed)

I then bundle a collection of articles for each day and set them aside for about 3-4 weeks. Providing them the same “reading list,” I instruct students to do the same. During the first 1-2 weeks of the course, I circulate my daily bundles so they have an idea what I think is appropriate and important. As I near unit exams in each course, I prepare a scavenger hunt from about 3-4 weeks of material. In particular, I attempt to focus on and integrate ethics issues wherever possible. The “good news”? In this post-Enron world, ethics examples are plentiful. The “bad news”?

I pass out each scavenger hunt about 4-7 days before they must be returned to me. And I explain the rules – which are really guidance and suggestions from me:

1. This is a “closed universe” assignment using USA TODAY. Even though other news sources will eventually get you to the same information, I do reference particular USA TODAY articles in some of my questions.
2. The end of each question contains the dates for one week. Students should search the 5 daily papers for that particular week to conduct their scavenger hunt more efficiently.
3. You may use the hardcopy papers, the online version, or a combination of the two. That said, most past students have expressed stronger enjoyment from using the hardcopy papers than the online version.
4. I strongly encourage student collaboration on scavenger hunts. From my perspective, the “worst” that can happen is you might teach each other something. This is an excellent way to nurture and foster a “learning community” within the class. This is an excellent way to develop “team-building”, “communications” and “networking” skills. You will need all those skills in the business world.

I generally have students return scavenger hunts on the day of a unit exam. The points for the scavenger hunt are part of the total points for that unit exam, usually about 20%. I prefer going over the scavenger hunt answers in class. This allows me to integrate ethics and current events into my classes by directing student attention to specific issues that we have, are, or will see in the course or the business world.

## How Professors Use USA TODAY

**University:** The University of Massachusetts

**College and Department:** Isenberg School of Management, Marketing Department

**Professor's Name:** Doron Goldman

**Professor's Background (brief):** B.S., New York University; J.D., Stanford University; M.Phil. (Marketing), New York University

1985-1987 - Associate, Rosenman and Colin, New York

1991-1992 - Marketing Instructor, New York University

1992-1995 - Marketing Instructor, St. John's University

1995-1997 - Freelance Marketing Consultant

1997-1999 - Marketing Lecturer, Isenberg SOM

1999 - Faculty Advisor, UMass Marketing Club

1999 - Marketing Dept. Internship Advisor

**Courses Taught:** Principles of Marketing, Promotional Strategies, Product Strategy, Retailing  
Consumer Behavior, Sales

**Benefits to Students:**

**Explain how USA TODAY or the College Readership Program is used in the courses they teach:** The University of Massachusetts' Isenberg School of Management recently collaborated with USA TODAY to develop a marketing plan for The Collegiate Readership Program. The goal: to challenge students in Professor Goldman's Sales and Distribution Strategy Course to develop a marketing plan and to ultimately present their plan to their Student Government Association. Greg Guyette, USA TODAY Education Consultant recently recounted the experience with Professor Goldman.

**USA TODAY: Describe the events that brought you together with USA TODAY.**

As an avid reader of USA TODAY, I will often clip articles to share with my class, to stimulate discussion on a particular item or event. In August, 2002 I found a USA TODAY feature that I wanted to share with my incoming class. I felt that the message would be best conveyed in its original format, so I contacted USA TODAY to ask for assistance in locating fifty copies of the newspaper. USA TODAY located the newspapers and had them delivered to me at no charge, with the caveat that I agree to meet with them to discuss an 'innovative' idea.

**USA TODAY: Tell me about your mindset as you prepared for that original meeting?** In a word, 'Skeptical'. I am generally very punctual, however, on that particular day I was running late. I was not entirely sure why I was going to this meeting

or what we were going to discuss. My expectations were initially low. I suspected that I was going to be asked to sell subscriptions to my students, and this is not something that I am interested in doing.

**USA TODAY: Was there a specific moment when you decided to undertake this project?** There was not a specific moment. It evolved over time, where I became more and more convinced that this was something that I wanted to do. There was a dramatic change during that initial meeting. I discovered that the concept of this program was more creative and learning oriented than I had anticipated.

**USA TODAY: Would you tell me about the student's initial reaction to the USA TODAY venture?** Again, 'skeptical'. Their immediate reaction was -why would we want to sell this to UMASS-... in particular... 'why now,' given the budgetary challenges facing UMASS at this time.

**USA TODAY: Would you consider that to be a typical student reaction to a project of this type?** Yes, but students rarely get an opportunity for a project of this type, where they will actually prepare, consult and sell to a real customer. There was clearly potential for a real, positive experience. The real challenge lay in the integrity of the product the program and the consistent support of USA TODAY. This project could have gone either way.

**USA TODAY: Could you talk about the level of interest, the enthusiasm that your students showed toward this project?** By the end of the project, the response was tremendous. In my eleven years of collegiate teaching, I have never experienced such a unanimous, positive response from any group of students. They all expressed a high regard for USA TODAY as a product and they all felt that they had learned a lot.

**USA TODAY: The research that your students conducted, was it relevant and impartial?** Yes, the way the project was laid out, research was conducted early in the semester when the students were still a bit skeptical. The research results fostered a change in their individual mindsets.

**USA TODAY: How about the presentations? Was the fifteen-week time frame sufficient and were you satisfied with the final product?** The presentations were good, but they could have been better. Fifteen weeks might have been enough if we had not been derailed by the beginning of the war, inclement weather and other personal issues. But this made it even more real, just as in life, things get in the way, therefore, there was still room to improve even though our ultimate goal had been achieved. Despite these obstacles, the class successfully sold this program to The Student Government Association.

**USA TODAY: Tell me about the evening that the presentation was delivered to the SGA?**

Mind-blowing! The students did not know what to expect. They found out how political a decision making process can be... what it is like to present to a part friendly, part hostile audience... that the results can be beyond your expectations, don't give up just because the road is uphill.

***USA TODAY: Based on the project as a whole, from planning to implementation to delivery, how would you rate it, in terms of a quality learning experience? As a professor, I would give it a grade of A++.***

## **How Professors Use USA TODAY**

**University:** The George Washington University

**College and Department:** School of Business and Public Management (SBPM),  
Director of Entrepreneurship/Small Business Program

**Professor's Name:** Charles Toftoy, Ph.D.

**Professor's Background (brief):** Dr. Toftoy is the Director of the Entrepreneurship/Small Business Program and Faculty Coordinator for the Cooperative Education Program at The George Washington University. Dr. Toftoy was a 1999 National Entrepreneur of the Year award recipient. He was judged by Ernst & Young as one of the top three Entrepreneurs (supporter category) in the Nation. He is also a highly decorated (wounded twice) U.S. Army Vietnam Veteran. Dr. Toftoy received his DBA from Nova University in Strategic Planning, MBA from Tulane University and BS from the United States Military Academy, West Point. His research interests include business policy, planning, small business management, organizational behavior, strategic management and executive leadership. - Previously, he was general manager of a firm supporting the US windmill program and was director of marketing for two other firms. He has conducted global marketing activities in Russia, Turkey, Korea, Egypt, France and Peoples Republic of China. He consults to retail, manufacturing and service firms and has assisted over 800 local small businesses.

**Courses Taught:** Small Business Management, Entrepreneurship

**Benefits to Students:** One way newspapers help students understand issues that impact their lives is by reading reports from people accomplishing great things in these areas. I have a student, this term, who told us about her months in Africa helping with AIDS-not a dry eye in the classroom. So, first hand reports are best from people really doing it. Students like current, real antidotes, short stories-that are real, factual. USA TODAY does a great job in including this type of format in its coverage. In fact, USA TODAY offered an inside look into the SARD epidemic with a series of articles that were compiled into a case study for online access. This case study took an important health issue and put into a format that college students could quickly identify the major problems and proposed solutions that were evolving with this epidemic.

Some of the most frequently followed topics are those covering global, financial, economics, and real human issues (homeless, AIDS, breast cancer, prostate cancer). Newspapers are the best source on these topics because students are getting the most current up to date news. However, it is important that students can weed out any bias

**Explain how USA TODAY or the College Readership Program is used in the courses they teach:** My students apply what they read from USA TODAY and other newspapers to their course work. For example, I encourage them to reference things they spot in the newspapers during class discussions. They can also apply what they read in the newspapers to case studies that are presented in class. Many of these case

studies have traces of civic areas of concern. USA TODAY also provides case studies my students can access online to increase their knowledge about issues related to the courses I teach. For example, USA TODAY recently put out a case study about Entrepreneurs. This case study relates well to my course curriculum and provides an additional way to apply what students are learning in class to topics covered in the newspapers.

## **How Professors Use USA TODAY**

**University:** The Pennsylvania State University

**College and Department:** College of Communications

**Professor's Name:** Steve Manuel, Senior Lecturer of Communications

**Professor's Background (brief):** Former public affairs officer for the Officer of the Secretary of Defense and Marine Corps spokesman. Primary duty, when not responding to media queries, was writing public affairs guidance for field commands of all the military services for response to any questions from the press on exercises, operations and specific events. Served in many locations throughout the world, including Hawaii, Vietnam, Pennsylvania, Virginia and New York. As a photojournalist, has won numerous photographic and writing awards.

**Courses Taught:** Photojournalism and public relations methods and problems.

**Benefits to Students:** Students utilize critical thinking as they review articles and how issue are currently or will impact them.

**Explain how USA TODAY or the College Readership Program is used in the courses they teach:** For a course that meets two times per week, I quiz my students on articles from each day of USA TODAY. This provides an opportunity for students to be informed about issues and effectively communicate the information to their peers.

## **How Professors Use USA TODAY**

**University:** Tennessee State University

**College and Department:** School of Agriculture and Consumer Sciences; Department of Hospitality and Tourism Administration

**Professor's Name:** John T. "Chip" Harris

**Professor's Background (brief):**

**Courses Taught:** Hotel Management

**Benefits to Students:** USA TODAY is an extremely valuable tool for university students. In the case of Hospitality and Tourism, the Life Section is particularly valuable since it highlights such things as travel, destination attractions, restaurants, fine wines, entertainment and much more. All of these focus the students on issues pertinent to the industry they plan to enter and bring daily operational issues to their university classes. The students can identify and study hospitality segments from both a content and marketing perspective, and relate real situations to their studies.

**Explain how USA TODAY or the College Readership Program is used in the courses they teach:** The students utilize USA TODAY and the Collegiate Academic Web site for research and course discussions. We also utilize the newspaper as students prepare for the Skills USA state and national competitions for the Quiz Bowl which is based on knowledge of current information and issues.

## How Professors Use USA TODAY

**University:** Colorado State University

**College and Department:** Counseling and Career Development, School of Education

**Professor's Name:** Rich Feller, Ph.D.

### **Professor's Background (brief):**

Ph.D. Colorado State University, Education and Human Resource Studies ('78),  
National Certified Counselor  
National Certified Career Counselor  
M.Ed. Westfield State College, ('73), Administration of Occupational Education  
B.S. Westfield State College, ('72), Elementary Education, Psychology

Professor, Colorado State University (CO), 1980-present

Director, Colorado Career Net Career Development Training Projects 2000-Present  
Director, Clearinghouse on Career, Equity and Labor Market Information, 1995-1999  
Co-Director, Learning Characteristics of Colorado Inmates, 1995  
Director, Labor Market Information - Career Development Project, 1995  
Research Team - Planning and Integrating Basic Skills into Vocational Teacher and

Counselor

Education Curriculum (United States Department of Education - \$640,000), 1991-1993  
Director, Colorado Career Development Guidelines Project, 1989-1991  
Director, Student Affairs in Higher Education Graduate Program, CSU, 1983-1990  
Director, Colorado Career Development and Guidance Professional Develop. Project,  
1980-1991

Director, National Clearinghouse for Video Usage in Career Development Project-National  
Occupational Information Coordinating Committee - 1990-1993  
Director, Career Development Institutes, CSU, 1980-present

**Courses Taught:** Career Development Counseling, Career and Employment Concepts

**Benefits to Students:** The students are graduate students training to be career counselors. The goal is for them to know how to conduct environmental scans and to know how to find and use resources rather than try to memorize the forecasts.

**Explain how USA TODAY or the College Readership Program is used in the courses they teach:** USA TODAY's Snapshots are a must read and can create excellent dialogue to which I ask, 'What are the implications for lifestyle or public policy?' I have students bring a copy of the Money section from an assigned day, and in groups of five identify 10 trends related to the labor marketing using evidence from the news. They read book reviews from the Money Bookshelf from which they are to select a book and prepare a report.

## How Professors Use USA TODAY

**University:** West Virginia University

**College and Department:** School of Physical Education

**Professor's Name:** Dan Ziatz, Ph.D.

**Professor's Background (brief):** Dr. Ziatz received his Bachelor of Arts degree from William Jewell College, his Master's degree from Western Illinois University, and his Ph.D. from the University of Utah. He taught and coached football, wrestling, and track and field at the high school and college level for nine years before joining the faculty at the WVU School of Physical Education in 1973. He has been Coordinator of the Athletic Coaching Education Program in the WVU School of Physical Education since 1996. He is the author of nine publications, has received five grants, and is a member of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

**Courses Taught:** Exercise Science, Sports Management, Athletic Coaching

**Benefits to Students:** The students are informed about issues that impact sports in both a positive and negative way. Based on this knowledge, they are able to simulate problem solving with current issues and be prepared to replicate the process in the future.

**Explain how USA TODAY or the College Readership Program is used in the courses they teach:** The Sports page is a favorite of my physical education classes. The articles USA TODAY publishes are interesting and well written. I use many of them in the classroom to discuss role models and successful athletes – to find out what they are doing right. I also use articles from the Sports and other sections to stimulate discussion about the challenges students face today, such as steroids and other performance-enhancing drugs. It's very useful for discussing contemporary issues.

## **How Professors Use USA TODAY**

**University:** Tulane University

**College and Department:** A.B. Freeman School of Business

**Professor's Name:** Peter Ricchiuti

**Professor's Background (brief):** MBA, University of New Orleans; Clinical Professor of Finance; Assistant Dean, A.B. Freeman School of Business

**Courses Taught:** Finance

**Benefits to Students:** Students are better prepared to understand the factors that affect the stock market and the timeframes that these changes occur. They utilize the information as they evaluate the pros and cons of investment strategies.

**Explain how USA TODAY or the College Readership Program is used in the courses they teach:** I use the USA TODAY News section to teach my students the connection between Wall Street and Main Street. We often review major and minor news stories to see what the impact will be on the stocks of certain industries and companies. This leads to lively class discussions and the students are usually surprised at the speed at which investors can interpret information and factor this into stock prices. We have also used these stories to show that each news event usually produces both stock market losers and winners.

## How Professors Use USA TODAY

**University:** The Ohio State University

**College and Department:** Housing and Residence Education

**Professor's Name:** Ron Kochendoerfer, Assistant Director of Residence Life

**Professor's Background (brief):**

**Courses Taught:** Leadership Training

**Benefits to Students:**

**Explain how USA TODAY or the College Readership Program is used in the courses they teach:** Provide each of your students with a copy of today's newspaper. On their own, ask students to take five minutes or so to review the paper they have been offered. Ask them to locate the following:

- The article that would be most important to them as a college student.
- The article that would be the most important to a first year student.
- The article that would be the most important to a graduating senior.

As they search for their articles, you may want to direct the students to jot down "defining characteristics" of each person or group. Defining characteristics may be challenges and successes these groups encounter, as well as trends and issues that describe this group. This should facilitate their focus and selection of significant articles. Once students have completed their search, process the following with the group...

- Post four sheets of butcher-block paper on the wall. Label them first year students, sophomores, juniors, and seniors.
- Ask the students to share characteristics that "define" first year students and graduating seniors. Record student responses.
- Based upon what has been recorded, ask students to consider features that may be characteristics of sophomores and juniors.
- Direct students to share articles they identified, as well as share the rationale behind their selection.

At the end, summarize some of the major highlights and themes presented by the students.

## How Professors Use USA TODAY

**University:** Meredith College; Raleigh, North Carolina

**College and Department:** Student Affairs

**Professors' Names:** Ann Gleason, Dean of Students and Carolyn Koning, Co-director for the First Year Experience Program

**Professor's Background (brief):**

Ann Gleason attended Quincy University in Illinois for her bachelor's degree and received her masters in education from Auburn University. She has worked in student affairs for over fifteen years in several areas: academic advising, career counseling, orientation programs, residence life, and as dean of students. She has worked at the University of Texas in Austin and the University of Florida before coming to Meredith College in 1997 where she is currently serving as dean of students.

Carolyn Koning earned a bachelor's degree from the University of North Carolina at Chapel Hill and a Masters of education from North Carolina State University. She has taught on the middle school, high school, and college levels, including two years at an international school in Kenya. Carolyn worked as a disability specialist, academic adviser, and counselor at Wake Technical Community College in Raleigh, North Carolina, prior to joining the Meredith College community as co-director for First Year Experience in 1999.

**Courses Taught:** First Year Experience; Context of Culture

**Benefits to Students:** Students improve their research and presentations skills through the use of the USA TODAY and the Readership program.

**Explain how USA TODAY or the College Readership Program is used in the courses they teach:** Instructors for the First Year Experience were invited and encouraged to utilize the newspapers and the on-line case studies (found at [www.usatodaycollege.com](http://www.usatodaycollege.com)) in their classes. All Meredith faculty were informed of the availability of the newspapers and the on-line resource. Examples of on-line and newspaper resources inclusion at Meredith

Example in CORE 100 (*The Context of Culture*, a freshman course in Meredith College's new general education program): **Newspaper file**—part of a focus group project in (5-6 students in each group). Each group becomes the “class authority” for a minority group. Students in each focus group identified relevant newspaper articles, placed the articles in a news file binder, and analyzed the articles looking for patterns or themes and whether the article supported or contradicted other ideas that had been presented in the course. The focus groups then presented oral presentations to the class.

Examples in the First Year Experience course: “**Cyber News**” —1-2 students presented each week on an article found on [www.usatodaycollege.com](http://www.usatodaycollege.com) or in the papers provided in the residence halls. In addition to article presentations, students wrote one-page summary reflection papers.

Case Studies and Discussions— Students formed small discussion groups and read assigned articles found on [www.usatodaycollege.com](http://www.usatodaycollege.com). Small groups discussed articles and then discussed with the entire class. (Each Meredith College student has a laptop computer, so she is invited to bring this to class to access on-line resources, refer to notes, etc.)