

# Campus vs. Community Quirk Stories

## Some things to remember:

- SJSU is its own community within San Jose
  - Roles generally understood by students, faculty, etc.
- San Jose is a separate entity, with lots of subgroups
  - Neighborhoods, districts, cultural communities, etc.
  - All have their own characteristics, fiefdoms, hierarchies and such
- Once you leave campus – population changes
  - Academic studies look at different groupings
  - Journalists need to understand interplay of groups within population
  - How do interviewees fit into both their groups and larger community?
- When population changes, audiences also change
  - Examples from recent Spartan Daily issues
  - Approach to story should change when audience changes

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## Some questions to consider:

- How does group or topic fit into larger community?
  - Why does this event/person/organization stand out?
  - Is this entity part of a neighborhood or cultural group?
  - Are there cultural elements involved that you should know about?
  - Are there conflicts within these groups that you should know about?
- How do your interviewees fit within this structure?
  - Interviewing them because of role in event, job title, expertise, or what?
  - Do you understand where they fit into larger community?
- Is there data that helps explain the community context?
  - Is the story subject part of larger community trends?
  - Is the subject addressing problems within that community?
  - Is there opposition to what the group does?

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## Connecting it back to student media audience

- Why should SJSU students care about this story?
  - Ties to SJSU, its personnel and/or students
  - Proximity to SJSU campus
  - Potential effects on students' lives
- Why should SJSU faculty/staff/employees care about the story?
  - All of the above, plus longer-term issues involving SJSU
  - Potential impact of story on teaching, research, etc.
  - Anything with possible ripple effects on campus, on lives
- How should student reporters/editors approach all this?
  - Know as much as possible about populations, interviewees
  - Develop strong sense of what matters to new and returning students
  - Develop working knowledge of audiences beyond students