

App Share

Compiled by Drs. Julie Dodd & Judy Robinson, 2013

Recommended by:
Casey Kochey

App: Turboscan

Cost: \$1.99





TurboScan



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SureScan

Please take 3 pictures
of the document.

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or tap and hold on display to focus
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Midwinter Conference 2013 at Poyner Institute
Scholastic Journalism Division of AEJMC
St. Petersburg, Fla.

Friday, January 4, 2013

- 1-1:10 p.m.: Welcome, Calvin L. Hall, Appalachian State University, division vice head.
- 1:10-2:30 p.m.: Kenneth Ivey, Poyner Institute, "Diversity."
- 3-4:30 p.m.: Panel: "Where Do We Go from Here? Tailoring the Curriculum to the Realities of the 21st Century?" The time is ripe for both college and high school faculty to consider reforming the curriculum with all the technological and social changes that have occurred in the last decade. What do we need to change? What do we need to keep? How do we make both happen? Panelists: Bonnie Layton, Indiana University; Diana Hadley, Franklin College; Karen Flowers, University of South Carolina; and Julie E. Dodd, University of Florida.
- 5-7 p.m.: Scholastic Journalism Division business meeting and states' gifts game. Presiding: David W. Bulla, Zayed University.
- Dinner on your own afterwards.

Saturday, January 5, 2013

- 9-9:15 a.m.: Welcome, Calvin L. Hall, Appalachian State University, vice head.
- 9:15-10:45 a.m.: Invited speaker: Jeff Klinkenberg, the Florida culture writer for the Tampa Bay Times. Jeff will speak on feature writing, specifically historical and cultural pieces.
- 11-12:30 p.m.: Panel: "The Spread of Hardwood into the College Domain." Moderator: Calvin L. Hall, Appalachian State University. Panelists: Teresa White, Indiana University; Diana Hadley, Franklin College; Rob Marino, College of Central Florida; and Dan Riensold, University of Tampa.
- 12:30-1:30 p.m.: Lunch.
- 1:30-2:30. Research paper session: "Technology and Social Media Issues in the Journalism Classroom." Moderator/discussant: David W. Bulla, Zayed University.
- 2:30-4 p.m.: Julie E. Dodd, University of Florida, and Judy Robinson, University of Florida. Apps for You: Sharing of favorite apps for education, media and personal use.
- 7 p.m. Dinner at Columbia Restaurant, at The Pier, in downtown St. Petersburg, Fla.

Cancel



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Scholastic Journalism Division of AEJMC
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Preview

Doc - 12/29/12

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Midwinter Conference 2012 for Premier Institute
Scholarship Journalists Division of AEMC
in Washington, DC

Email to myself

Email as PDF

Email as JPEG image(s)

Open PDF in...

Print...

Save to Camera Roll

Cancel

0.5 MB

Recommended by:
Calvin Hall

App: Notability


Cost: \$1.99



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1 Search Result



Notability
Ginger Labs

Productivity
★★★★★ (266)



Notability - Take Notes & Annotate PDFs with Dropbox & Google Drive...

Ginger Labs

Productivity
★★★★★ (266)

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Ratings and Reviews

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Description

Apple lists Notability as the best selling note taker of 2012! *** ON SALE 60% OFF ***



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Genius



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Updates

Notability allows for typing
Int the margins of PDF texts.

The Shooter

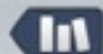
Eli Sanders

I wrote this piece nine years ago. It's about a violent crime that occurred at my high school seventeen years ago. Which is to say that I carried memories of this crime around with me for eight years before I finally was able to create an opportunity to turn those memories into useful words.

By "useful" I mean useful mainly to myself. I don't know if these words were useful to anyone else, though I hope so. But they were useful to me, in that they reacquainted me with the sense of violation I felt even as someone several steps removed from the crime below, and moved me toward a new perspective on the perpetrator. They also left me feeling that perhaps I'd created a small worthwhile something out of a larger senseless mess.

Perhaps. It may be that what I actually created with this piece was merely an opportunity for a curious person—me—to explore some questions that had been hanging around unanswered for too long. If that's the case, then at least this story can serve as a reminder of something basic, something even us journalists occasionally forget: if you've been wondering, you can pick up the phone and ask.

The guy who shot two people inside my high school is on the phone.



come of him since he got out of juvie. The day was January 12, 1995. He was fifteen, a freshman at Seattle's Garfield High School: short, smooth-checked, black, and on that particular morning selling weed in the school gym as students gathered there for the Martin Luther King Day assembly. I was seventeen, a Garfield senior, an overachiever, white, editor of the student newspaper, wearer of outsized round glasses. Like the rest of the kids, I filed orderly into the gym, listened dutifully, applauded on cue.

While I was doing this, the freshman was getting "jacked." Another black student, a junior named Hassan Coaxum, was teasing him and, according to police reports, stealing his weed. To the five-foot-four freshman, Hassan and the other tough guys surrounding him seemed too much to take on alone.

So the freshman gave up—for the moment. He left the assembly feeling humiliated and angry, and as the speakers talked of Dr. King's legacy of nonviolence and black liberation, he headed home, grabbed a nine-millimeter semiautomatic handgun he had stolen from his grandfather, and headed back to Garfield to shoot a black man.

The shooter's recollections of that day are occasionally interrupted by shouts from a female voice outside his door. The woman wants to know what he's doing. He tells her not to worry, which is a relief. I have already had to tangle with another female voice, that of the shooter's mother, whom I called first when trying to find him. His mother wanted money for access. "It's an unbelievable story," she told me, trying to pitch her son's tale of redemption for cash. I told her it would be unethical for a journalist to pay for information. She told me that's what all the other journalists said. I got the message: I was about to be refused an interview, just like them.

Searching for a personal connection that might trump money, I reminded her that I went to school with her son. She seemed unmoved, remained vague about whether she would actually tell him I called.

But now here he is on the phone, a few days after I spoke to his mother, willing to tell his story on the condition that I not reveal his name. (Because he was convicted as a juvenile, the shooter's name was never released, and he wants to keep it that way.) It's about 10:30 p.m.

on a Wednesday. He too asks if there's any money in this. I tell him no. He starts talking anyway.



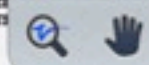
In 1995, the guy who's now on the phone with me seemed a frightening aberration, a kid who had crossed one of society's invisible lines and violated the safe haven of public education with gunshots. It was the first time there had ever been a shooting inside a Seattle public school. It was also one of the first school shootings in the nation to get lots of media attention, though the media attention it got was almost exclusively local.

Neither of the two students shot at Garfield that day were killed, but in Seattle there followed weeks of handwringing about America's gun culture, talk of metal detectors at school entrances, and regret over missed warning signs. In many ways, it was a prelude to the emotions and debates that would surround the series of suburban school shootings soon to come—in Moses Lake, Washington, in 1996; in West Paducah, Kentucky, in 1997; in Jonesboro, Arkansas, in 1998; at Columbine High School in Littleton, Colorado, in 1999; in Lake Worth, Florida, in 2000; in Santee, California, in 2001—shootings that, unlike the one at Garfield, captured the attention of the national press in a big way.

I've always assumed the shooting at Garfield failed to cause any great gnashing of the national teeth because it happened at an inner-city (read: black) school. It stemmed from an argument between two black students, and was therefore seen by many as not surprising—just a typical example of urban black-on-black violence.

But strip away the racial and urban components of what happened that day at Garfield and what you find is a script identical to those of the later, better-known school shootings: A young, troubled boy, small in stature, victim of humiliation at the hands of bigger boys, gets hold of a family gun and comes to school to teach everyone a lesson. And when you ask the Garfield shooter what he was thinking that day, it turns out that his motivation was the same as the motivation ascribed

You can also
Highlight



to many of the suburban school shooters: he wanted to send a message, a warning against picking on him.

"This was my plan," he says, describing his intentions as he headed back to Garfield with the gun in his hand. "My plan was to get him to come with me, like to a bathroom. Do some TV shit like put [the gun] in his mouth and make him strip down. Get my stuff back, take any money he had on him, then leave him buck naked inside the boys' bathroom as an example to everybody else: 'Don't fuck with me.' And then it would be cool."

Listen to what Jefferson County Sheriff John P. Stone described as the Columbine shooters' motivation, quoting from the diary of one of the boys: "We want to be different, we want to be strange and we don't want jocks or other people putting (us) down. . . . We're going to punish you."

The distance between suburban Columbine and inner-city Garfield suddenly seems a lot shorter. And in the end, were they really very far apart? Is there much difference between the basic social dynamic of an urban high-school gang and a suburban high-school clique? Between a street thug and a school bully? Between the traditional high-school imperative "Be popular or be picked on," and the urban imperative "Be tough or be a victim"?

But it was only when school shootings suddenly began happening in places where they weren't "supposed to happen" that the national press began paying close attention.

In February 1996—a year after the Garfield shooting—a trench-coat-wearing fourteen-year-old in the Eastern Washington town of Moses Lake brought a hunting rifle to his junior-high school and killed two students and a teacher. In February 1997, a sixteen-year-old boy in Bethel, Alaska, brought a shotgun to school and killed the principal and a student. Eight months later, a sixteen-year-old in Pearl, Mississippi, shot two students to death and wounded seven others after stab-

to the media attention that followed school shootings thereafter, you are probably familiar with many of the next big incidents: West Paducah, Kentucky (December 1997, fourteen-year-old kills three and wounds five); Jonesboro, Arkansas (March 1998, two boys, eleven and thirteen, kill four girl students and a teacher); Fayetteville, Tennessee (May 1998, eighteen-year-old honor student kills one); Springfield, Oregon (May 1998, fifteen-year-old kills two students and wounds twenty).

Then, in April 1999, Columbine. Twelve students and a teacher dead, twenty-three wounded.

After that, the federal government finally took notice. The Secret Service was asked to conduct an exhaustive study of school shootings and then create a profile of the typical shooter using the same profiling techniques the agency uses to thwart attacks on the president.

The report, released in May 2002 with little fanfare and almost no media attention, studied thirty-seven incidents of "targeted school violence" dating back to 1974. It defined "targeted school violence" as "any incident where (1) a current student or recent former student attacked someone at his or her school with lethal means (e.g., a gun or knife); and (2) where the student attacker purposefully chose his or her school as the location of the attack."

Though the Garfield shooting clearly meets the criteria, it didn't make the Secret Service list. Perhaps this was because of another study guideline—a guideline that is basically code for leaving "urban" school shootings out of the study: "Incidents that were solely related to gang or drug trade activity or to a violent interaction between individuals that just happened to occur at the school were not included."

Apparently the Secret Service, like most of the rest of the country, saw the shooting at Garfield as being primarily about drugs and gangs and random black-on-black crime, and therefore not worth including

241
Wade
notes



Recommended by:
Calvin Hall

App: Dropbox



Cost: Free



Recommended by:
Rokeshia Ashley

App: inClass



Cost: Free

$$\frac{f(x+h) - f(x)}{h} = \frac{[(x+h)^3] - [(x-1)^3 + 1]}{h}$$

$$\lim_{h \rightarrow 0} \frac{3(x-1)^2 h + 3(x-1)h^2 + h^3}{h}$$

$$\lim_{h \rightarrow 0} [3(x-1)^2 + 3(x-1)h + h^2]$$

$$\frac{3(x-1)^2 = D^1 f(x)}{1}$$

$$+ 3(x-1)^2 h + 3(x-1)h^2 - (x-1)^3$$

$$\frac{f(x+h) - f(x)}{h} = \frac{[(x+h)^3] - [(x-1)^3 + 1]}{h}$$

$$\lim_{h \rightarrow 0} \frac{3(x-1)^2 h + 3(x-1)h^2 + h^3}{h}$$

$$\lim_{h \rightarrow 0} [3(x-1)^2 + 3(x-1)h + h^2]$$

$$\frac{3(x-1)^2 = D^1 f(x)}{1}$$

$$+ 3(x-1)^2 h + 3(x-1)h^2 - (x-1)^3$$



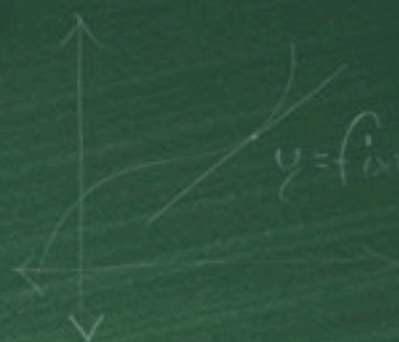
$$x = 0.9$$

$$10x = 9.9$$

$$9x = 9$$

$$x = 1$$

$$0.9 = 1$$



$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h} = \lim_{h \rightarrow 0} \frac{3(x-1)^2 h + 3(x-1)h^2 + h^3}{h}$$

$$\lim_{h \rightarrow 0} \frac{[(x+h)^3] - [(x-1)^3 + 1]}{h} = \lim_{h \rightarrow 0} [3(x-1)^2 + 3(x-1)h + h^2]$$

$$\lim_{h \rightarrow 0} \frac{[(x-1+h)^3] - (x-1)^3}{h} = \frac{3(x-1)^2 = D^1 f(x)}{1}$$

inClass

$$\lim_{h \rightarrow 0} \frac{3(x-1)^2 h + 3(x-1)h^2 + h^3}{h}$$

$$\lim_{h \rightarrow 0} [3(x-1)^2 + 3(x-1)h + h^2]$$

$$\frac{3(x-1)^2 = D^1 f(x)}{1}$$

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$$

$$\lim_{h \rightarrow 0} \frac{[(x+h)^3] - [(x-1)^3 + 1]}{h}$$

$$\lim_{h \rightarrow 0} \frac{[(x-1+h)^3] - (x-1)^3}{h}$$

$$\lim_{h \rightarrow 0} \frac{3(x-1)^2 h + 3(x-1)h^2 + h^3}{h}$$



Spring 2013

From 1/1/13 to 4/23/13

1 courses



1

January 2013
Tuesday

◀	January 2013						▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
30	31	1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31	1	2	

Today

Nothing on this day! =)



You don't have any notes

You can now see all the notes
and tasks from the term
'Spring 2013 '

Course

Date

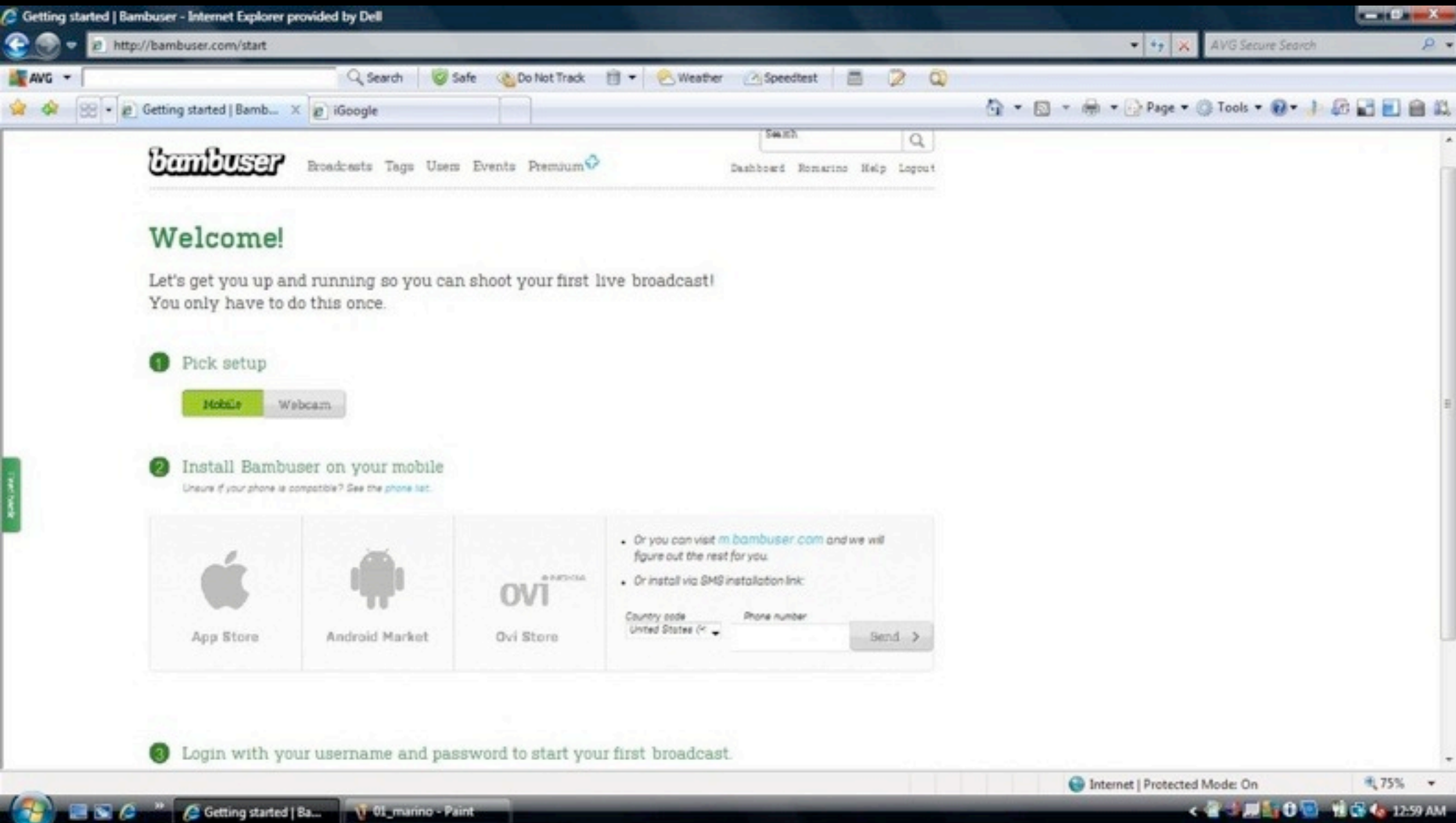


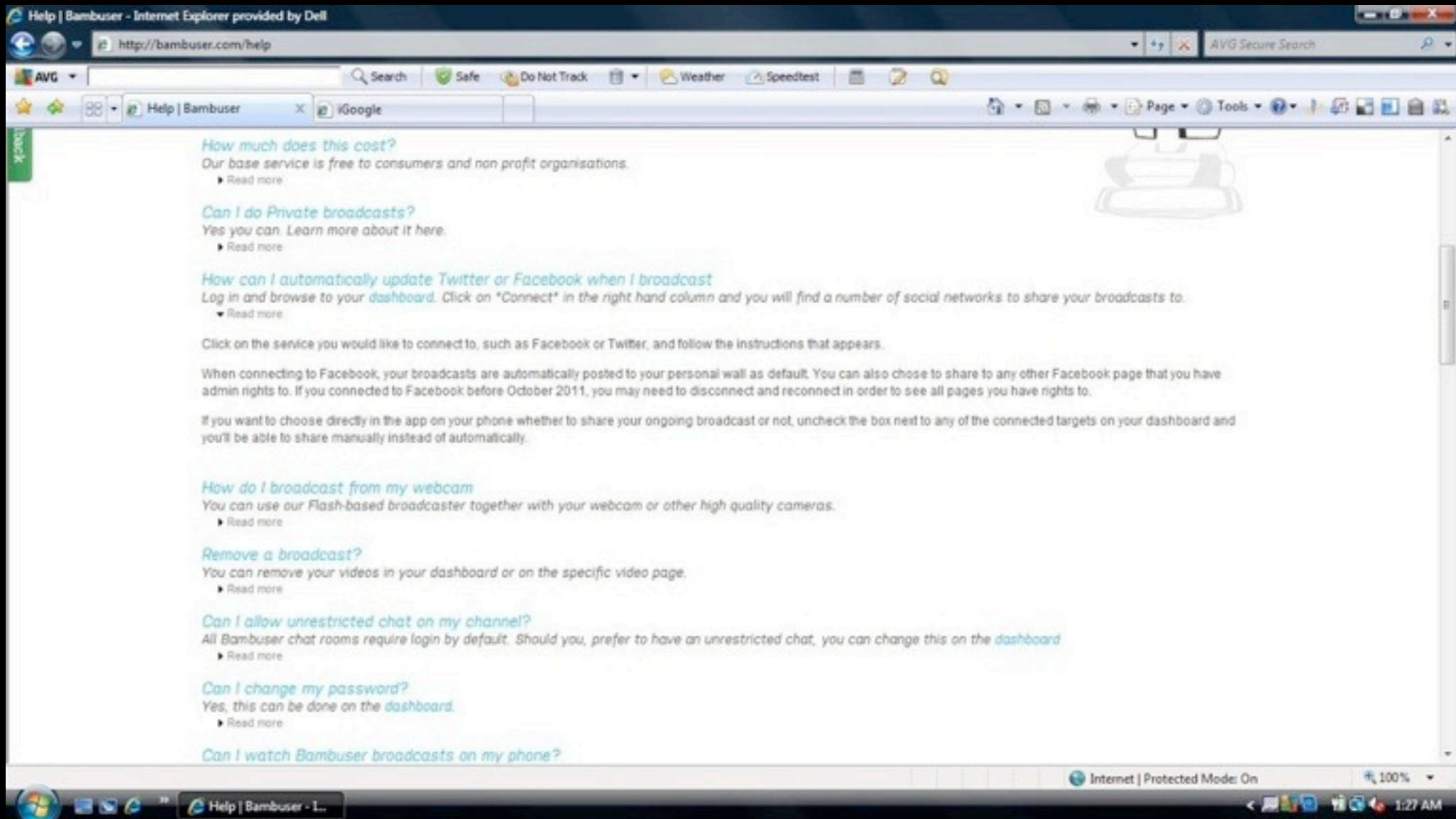
Recommended by:
Rob Marino

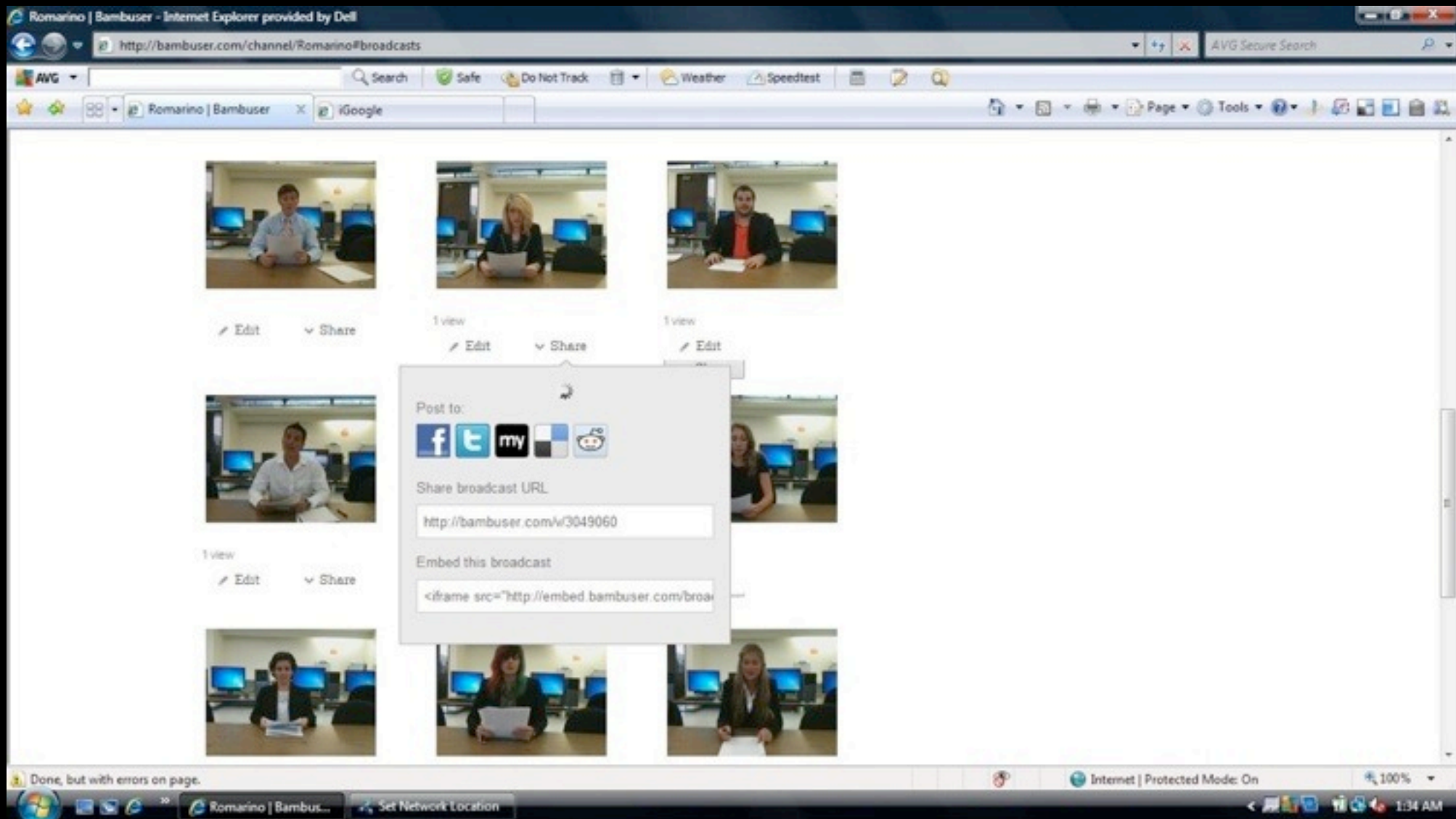
App: Bambuser

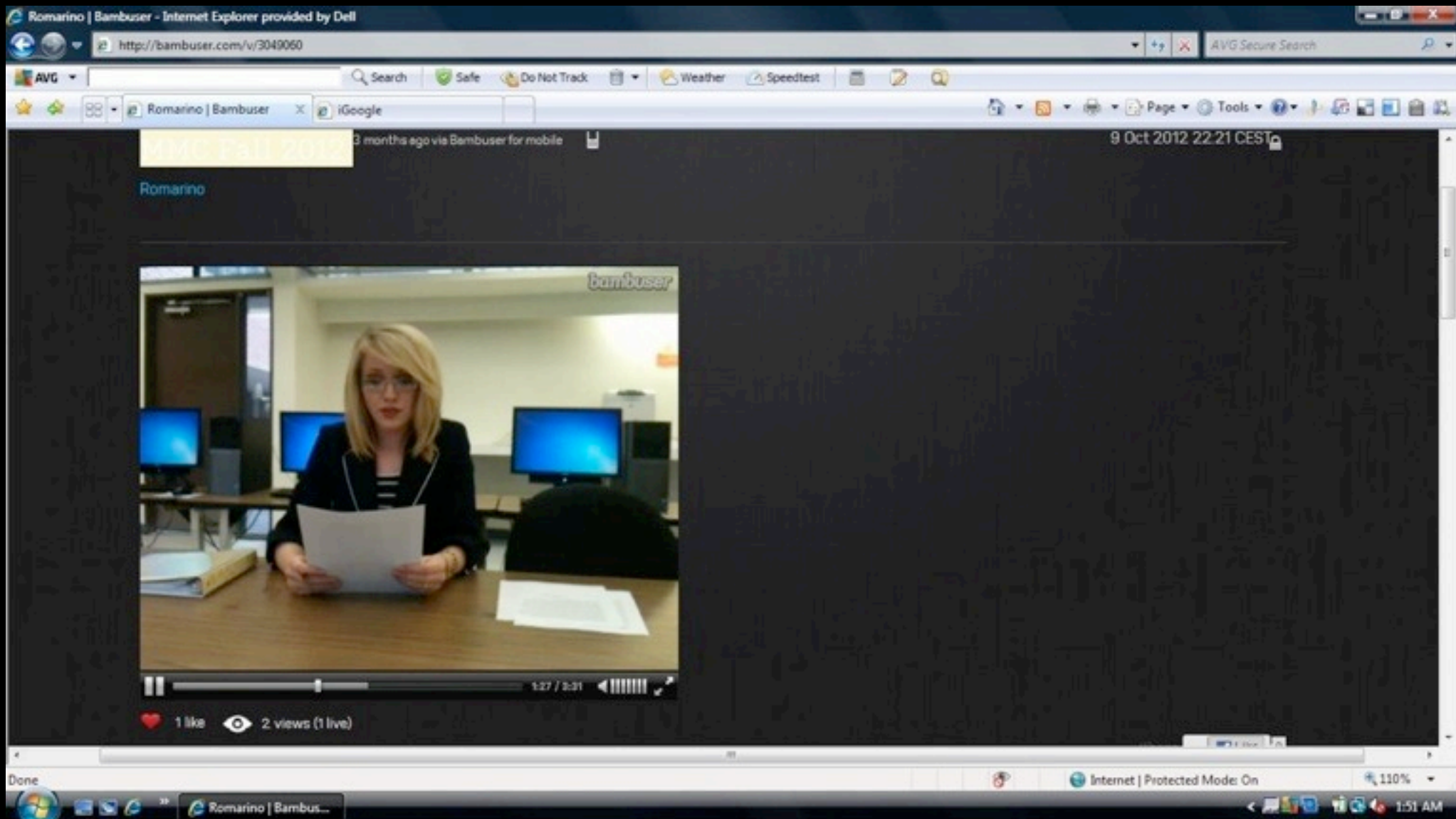


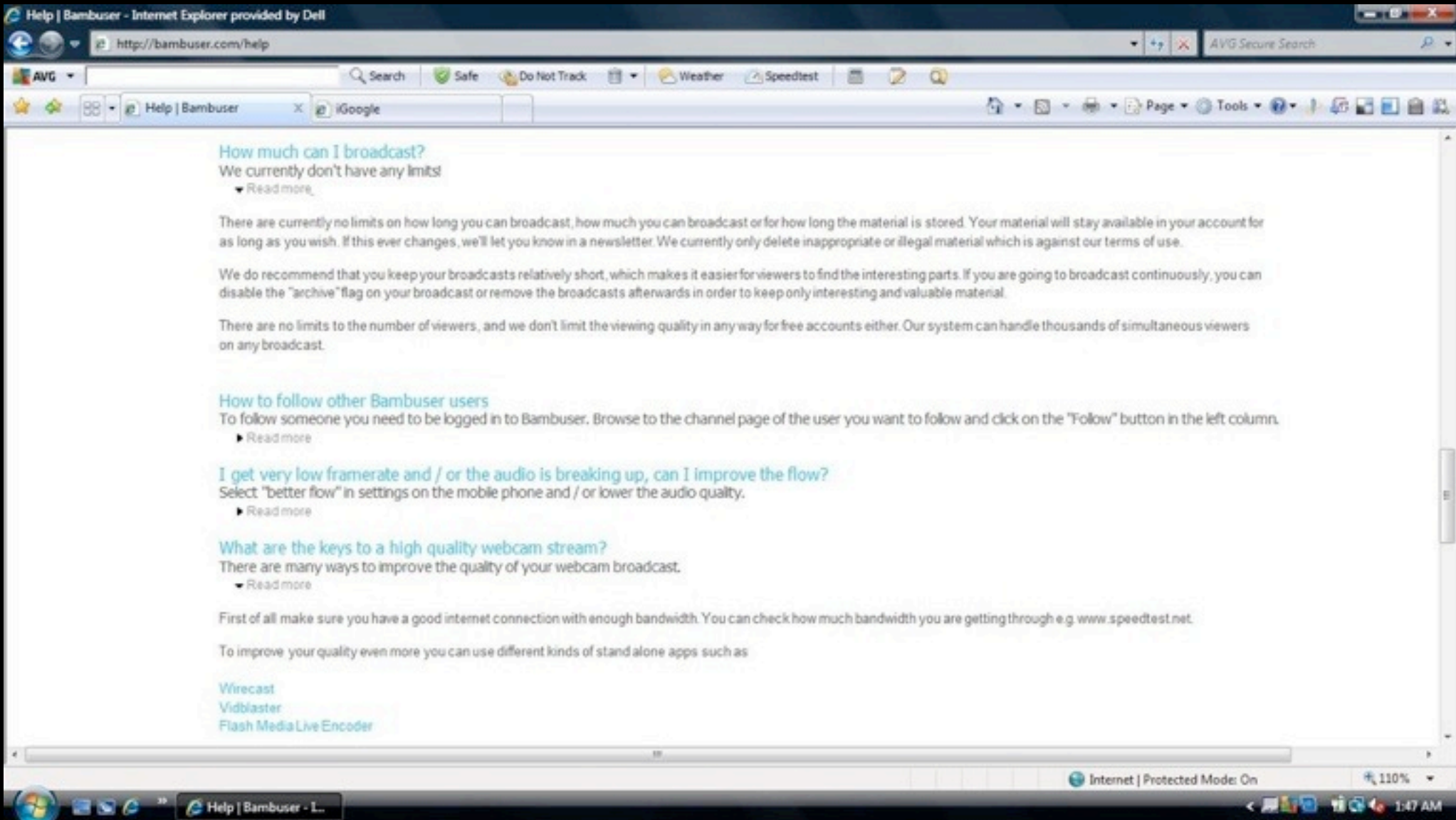
Cost: Free











Recommended by:
Julie Dodd

App: Text Expander



Cost: \$4.99

Search

TextExpander

textexpander

X



INSTALLED

Category: Productivity
Updated: Sep 21, 2012
Version: 1.2.7
Size: 2.5 MB
Language: English
Seller: SmileOnMyMac, LLC
© 2010-2012 SmileOnMyMac
LLC dba Smile

Rated 4+

Requirements:
Compatible with iPhone, iPod
touch, and iPad.
Requires iOS 4.3 or later.

Developer Web Site

App Support

SmileOnMyMac, LLC

TextExpander

[Developer Page >](#)[Tell a Friend >](#)[Gift This App >](#)

Description

2010 Macworld Utility of the Year. Type faster on your iPhone, iPad, or iPod touch using short abbreviations that expand into long snippets.

With TextExpander touch, you create a library of abbreviation shortcuts for snippets of text that you use frequently, such as addresses, URLs, and standard replies. Tap that abbreviation, and it automatically expands to the full snipp... [More ▾](#)

What's New in Version 1.2.7 Updated Sep 21, 2012

- Ready for iPhone 5, with support for full screen height
- Fixes for deleting notes on iPad
- Other minor fixes and improvements



Featured



Genius



Top Charts



Categories



Purchased



Updates

Edit

>

>

>



- ;sigcol** >
Julie E. Dodd College of Journalism and...
- ;sigjea** >
Julie E. Dodd, MJE JEA Mentoring Commi...
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te

Abbreviation:

;sigcol

Content:

Julie E. Dodd
College of Journalism and Communications
University of Florida
<http://multimediacomwriting.wordpress.com>
<http://successfulteaching.wordpress.com>
<http://plaza.ufl.edu/jdodd>

Snippet Groups

Snippets

Edit

;change

I understand about the challenge of having...

;missclass

I realize that students may need to miss cl...

Abbreviation:

;change

Content:

I understand about the challenge of having a lab time that works with your other classes and activities. Because of computer scheduling, I can't change your lab assignment. I'd suggest that you continue to check the online scheduling to see if someone drops the lab section and you can add it. But be aware that when you drop your lab someone else may already have signed up for the open lab spot, and you'll not be enrolled in the course.

Good luck in arranging your schedule.



Recommended by:
Jeff Brown

App:
AP Stylebook, 2012

Cost: \$24.99





Favorites

A



addresses



ages
Modified

C



comma (,)



complement, compliment

E



essential clauses, nones...

S



state names



AP Stylebook



My Entries



Recents



Favorites



Options



Main



numerals

A numeral is a figure, letter, word or group of words expressing a number.

Roman numerals use the letters *I*, *V*, *X*, *L*, *C*, *D* and *M*. Use Roman numerals for wars and to show personal sequence for animals and people: *World War II*, *Native Dancer II*, *King George VI*, *Pope John XXIII*. See **Roman numerals**.

Arabic numerals use the figures *1*, *2*, *3*, *4*, *5*, *6*, *7*, *8*, *9* and *0*. Use Arabic forms





Favorites

titles



Main



titles

In general, confine capitalization to formal titles used directly before an individual's name.

The basic guidelines:

LOWERCASE: Lowercase and spell out titles when they are not used with an individual's name: *The president issued a statement. The pope gave his blessing.*

Lowercase and spell out titles in



AP Stylebook



My Entries



Recents



Favorites



Options

Recents

complement,...



ombers. The tie complements the suit.

Compliment is a noun or a verb that denotes praise or the expression of courtesy: *The captain complimented the sailors. She was flattered by the compliments on her project.*

My Notes

ComplEment complEtes

Compliments are nlce



AP Stylebook



My Entries



Recents



Favorites



Options

Recommended by:
Logan Aimone

App: Evernote



Cost: Free



Logan Aimone



Go Premium

Places

Tags

Notebooks



All Notes

JANUARY 2013

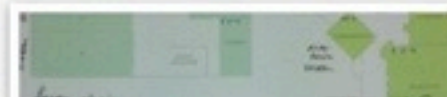
Snapshot from
University of
Minnesota Twin Cities

9:50 AM



Snapshot

9:46 AM



Notebooks

ACPMW13



JANUARY 2013

Critiques for MW13 SF

9:40 AM I set up a spreadsheet in Google Drive that will allow for scheduling of the critiques in San Francisco. Vince, you should be able to plug in the name of the critic each session and then the school/pub when it signs up. Unfortunately, I t...

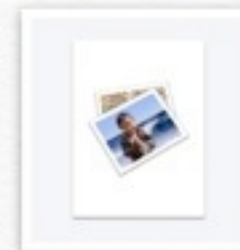
Keynote Burt Herman

9:39 AM 9/24/12 Thank you for the invitation and I would be honored to speak at the event, which is just down the street from our office. Please let me know what other infor...



Keynote Richard Koci Hernandez

9:37 AM attached is a pic and you can find two different bios here: http://www.mobilephotogroup.com/profile_koci.html and <http://journalism.berk...>



Keynote Michelle Quinn

9:35 AM Hello, thanks for the invite. I would very much like to do this but checking with Politico first. Michelle 510 394 4196

Keynote Mark Fiore

9:34 AM 12/17/12 Hi Logan, My apologies for not getting back to you sooner, my email has been having some issues. If



Tags

Edit

P

pending 1

photo 2

A

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San Francisco 6

Seattle 10

short course 2

speaker 8

speakers 5

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Notebooks

ACPMW12



DECEMBER 2011

Jerry Brewer

12/7/11 10/10/11: Invited for Saturday keynote ACCEPTED
jbrewer@seattletimes.com http://seattletimes.nwsourc.com/html/sports/2003695104_brewer06.html http://seattletimes.nwsourc.com/html/localnews/2003897807_gl...

Services | Newsroom staff | Seattle Times N...

12/7/11 <http://seattletimes.nwsourc.com/flatpages/services/newsroomstaff.html>

OCTOBER 2011

Ken Kobre for photo session

10/11/11 I would like to have Ken Kobre come to Seattle to teach a daylong experience with photographers on Thursday and then a couple of follow-up sessions on Friday-Saturday. Invited 10/4/11 Spoke by phone 10/5/11 Probably can do it....

Mark Trahant

10/5/11 mntrahant@me.com http://www.marktrahant.com/www.marktrahant.com/Mark_Trahant.html Oct. 5: Invited. Unavailable.

Jennifer Sizemore bio

10/5/11 jennifer.sizemore@msnbc.com



Recommended by:
Judy Robinson

App: GarageBand

Cost: \$4.99



My Songs

Instruments



2

3

4

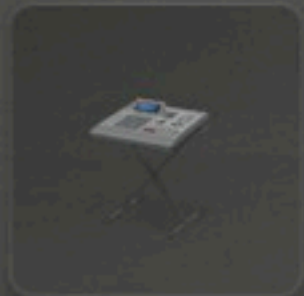
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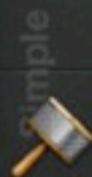
Classic Drum Machine



Reset



Loud



Complex

Quiet



Kick



Snare



Claps



Hi Hats



Low Tom



High Tom



Cymbals



Shakers



Clave



Cowbell

Back

Instruments



Smart Keyboard

Tap chords to create keyboard grooves.

My Songs

Instruments

Undo

1

2

3

4

5

6

7

8

+

Solar Sailer

AUTOPLAY

CUTOFF

DETUNE

Em	Am	Dm	G	C	F	B \flat	Bdim

My SongsInstrumentsUndo

Classic Drum Machine

Smart Drums

Liverpool

Liverpool

Solar Sailer

Solar Sailer

Helix

Helix

Heavy Metal Organ

1234

Back

Echo

Default

Ambient Delay

Dance Echo A

Dark Eight Note Echo

Dark Quarter Note Echo

Endless Loop

Half Note Echo

Quarter Note Echo

Rock n Roll

Sixties Echo Effect

Triplet Echo



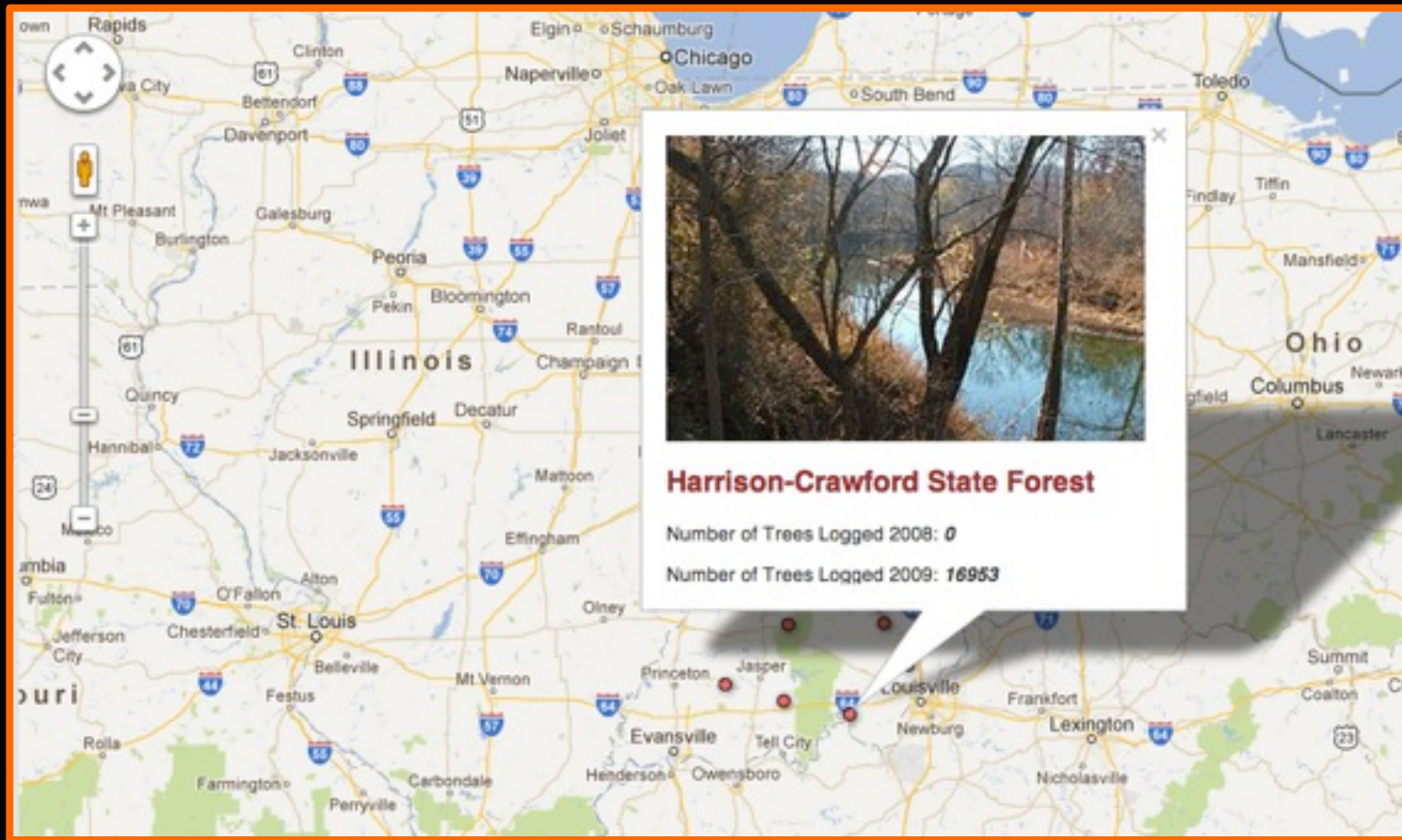
Recommended by:
Bonnie Layton

App: Google Fusion Maps

Cost: Free

GOOGLE FUSION MAPS

These maps can be used to show a variety of data and aren't limited to creating maps.

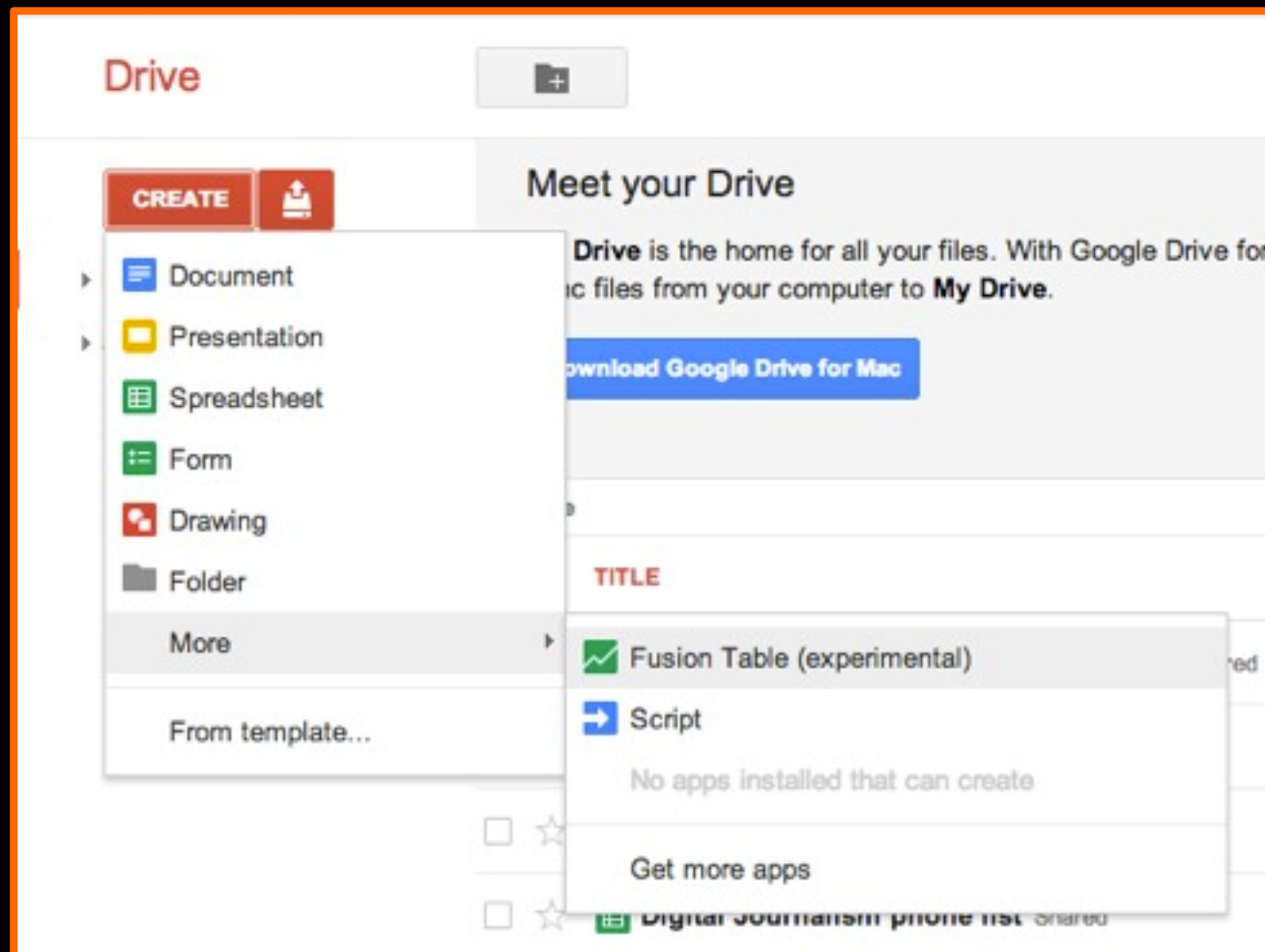


<http://support.google.com/fusiontables/answer/2527132/?hl=en&topic=2573107&ctx=topic#importsample>

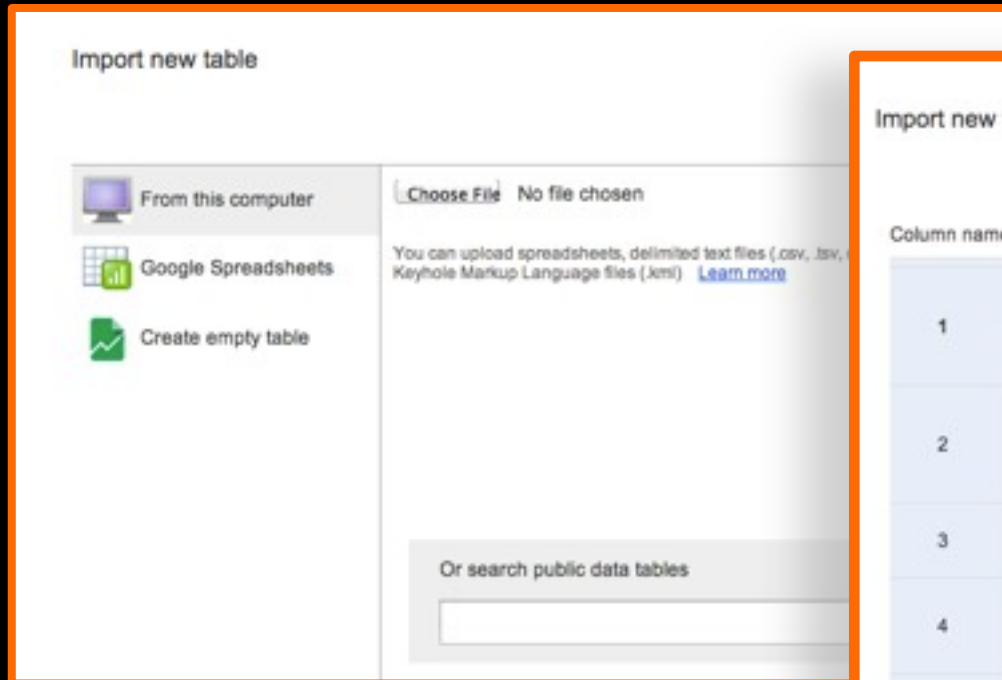
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1) Log in at www.google.com, click on **Drive**.

2) **Create->More->Google Fusion Table**



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Import new table

Column names are in row

1	Forest	Number of Trees Logged 2008	Number of Trees Logged 2009	Number of Trees Logged 2010	Number of trees Logged 2011	Latitude	Longitude	Picture of Forest
2	Starve-Hollow State Rec. Area	0	0	0	0	38.816572	-86.074558	http://farm9
3	Selmier State Forest	2249	0	0	0	39.032444	-85.599795	http://farm9
4	Salamonie River State Forest	0	643	0	0	40.814719	-85.699037	http://farm9
	Pike							

You can use an Excel file or call up files you've downloaded from government websites.

You need to include latitude and longitude numbers. You also can include Flickr photos.

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After you bring in the data file, you have to click the menu **Map of Latitude**. It will create your Google map.

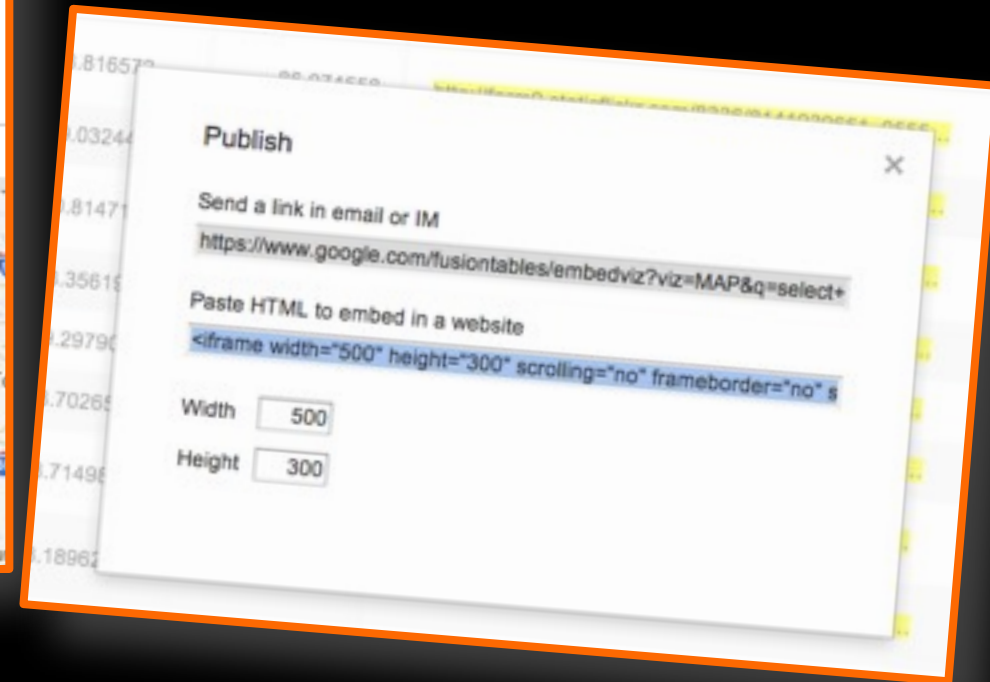
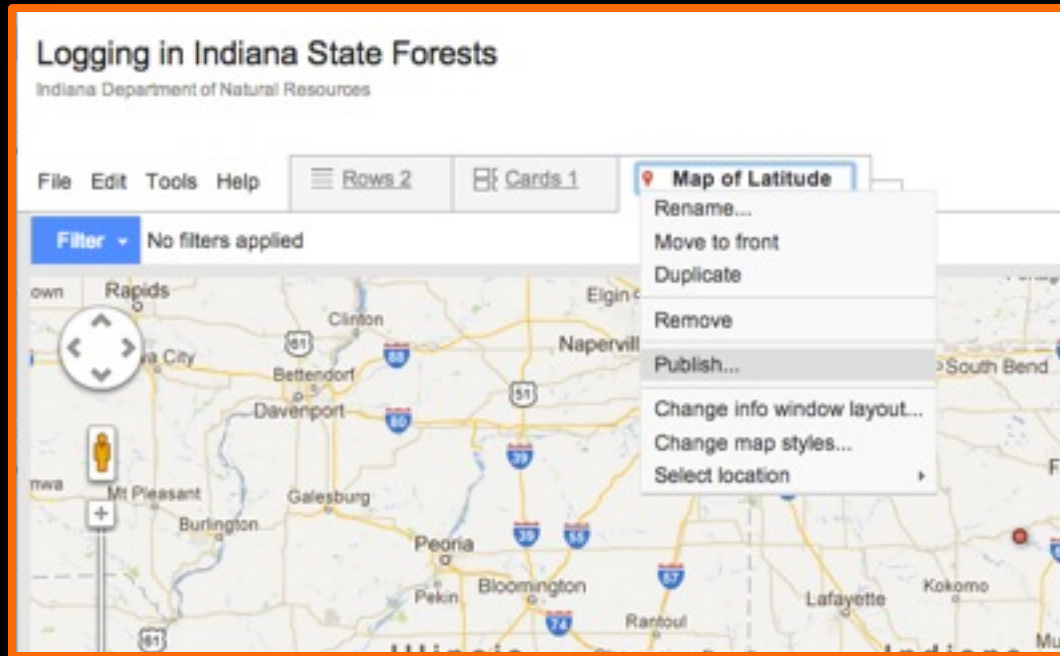
The image shows the 'Change info window layout' dialog box. It has two tabs: 'Automatic' and 'Custom'. The 'Custom' tab is selected. Below the tabs is a text area with the following HTML code:

```
Write the HTML for your info window with column placeholders like {column name}. Learn more
```

Forest	HTML Code
Number of Trees Logged 2008	<code><div class="google-info-window" style="font-family: sans-serif; width: 330px; height: 300px; overflow: auto;"></code>
Number of Trees Logged 2009	<code></code>
Number of Trees Logged 2010	<code><h2 style="color: brown">{Forest}</h2></code>
Number of trees Logged 2011	<code><p>Number of Trees Logged 2008: {Number of Trees Logged 2008}</p></code>
Latitude	<code><p>Number of Trees Logged 2009: {Number of Trees Logged 2009}</p></code>
Longitude	<code><p>Number of Trees Logged 2010: {Number of Trees Logged 2010}</p></code>
Picture of Forest	<code><p>Number of Trees Logged 2011: {Number of trees Logged 2011}</p></code>
Number of Trees Logged 2005	<code></div></code>

If you want to improve its appearance, you can click on the **Change info window layout** tab and type in HTML code.

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When you're happy with how it looks, click on the **Map** menu and go to **Publish**.

You can type the map size below and then copy the HTML code to paste in a website.

Thanks to all who
shared an App