The Dissertation Committee for Amy Elizabeth Zerba certifies that this is the approved version of the following dissertation:

Re-Thinking Journalism: How Young Adults Want Their News

Committee:

Paula M. Poindexter, Supervisor

Maxwell McCombs

Dominic Lasorsa

Lorraine Branham

Diane Schallert

Re-Thinking Journalism: How Young Adults Want Their News

by

Amy Elizabeth Zerba, B.S.; B.A.; M.A.

Dissertation

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Philosophy

The University of Texas at Austin

December 2009

Dedication

This dissertation is dedicated to my parents who instilled in me a love for learning.

Acknowledgements

I would first like to thank my family whose support never went unnoticed. They stopped asking when the dissertation would be finished and instead encouraged me to keep pushing through.

A special thanks to Josh Grimm and Tania Cantrell who assisted me with the focus groups by note taking and making sure the discussions ran smoothly. They were my right hand in conducting this part of the study and their support and time were invaluable in making this study happen. Acknowledgment also goes to Jaime Loke, Lucritia Edgerton, Raeanne Martinez, Angela Jamison, Seth Lewis and Kelly Kaufhold. Each assisted me during the experimental part of this study to ensure confidentiality of participants. They each gave their time to lend support, a favor I hope to return.

I would like to thank Professors Griff Singer and George Sylvie, who were both my sounding board through my graduate studies at the University of Texas at Austin. We discussed journalism for hours over the years. These talks, I believe, made me both a stronger journalist and tougher critic of the news industry.

A special thanks goes to my dissertation committee members: Professor Diane Schallert, who introduced me to research on the psychology of learning. Her teachings about motivation and interest inspired me to bridge the two fields – learning and journalism – together for this study. She also assisted with reviewing my experimental findings to ensure accuracy in the reporting of the results. And she always kept an open door for me, even though I was not a student in the College of Education; Professor Maxwell McCombs, who presented me with a generous scholarship to help pay for my focus group research. This act of kindness was his way of saying that he believed in what I was studying, and that support meant more than he knew. Also, his teachings on the

topic of young adults and their news habits and non-habits inspired me to go out and find answers, then test ideas. And so I did just that; To Professor Dominic Lasorsa, who introduced me to research on readability, which also is at the core of this study. This topic brought about enjoyable chats about news coverage in his office, which inspired the storytelling devices tested in the present study. To Dean Lorraine Branham, whom I admire so much for her 25 years of newspaper experience and academic leadership. We would often talk about journalism and my experience of being a young working journalist with very little voice in the newsroom. I remember her quote perfectly, "Amy, you just need to be a manager, then people will listen to you." She was right.

Last but not least, I would like to give a heartfelt gratitude to my chair, Dr. Paula Poindexter. She saw in me my fire to find answers about the declining print newspaper industry, especially among young adults, and encouraged me to pursue this line of research. She has been my biggest supporter in graduate school. We would spend hours talking about the news industry in her office, and I would leave each talk even more passionate about my research than when I first entered her office. She also would find ways to get me financial assistance to make this study happen. She has given me confidence to call myself an expert in this area of study. It is my goal to make her proud through future scholarly accomplishments, for it was her teachings that started me on this research path that I am so passionate about.

Re-Thinking Journalism: How Young Adults Want Their News

Publication No._____

Amy Elizabeth Zerba, Ph.D.

The University of Texas at Austin, 2009

Supervisor: Paula M. Poindexter

The term "young adults" is often used loosely without a clear definition of who this demographic is. This study defines young adults by examining generational differences, their beliefs, uses and nonuses of media, news interests, wants, values for following the news, and expectations and reading experiences of news stories. The uses and gratifications approach and expectancy-value theory provided a framework for this study. Three methodological approaches were used: a secondary data analysis of three national surveys, focus groups and an experiment. The secondary data analysis findings showed the youngest age group (18-24) is leading the *new* news routine online with news aggregator sites, major and local news sites. The two youngest age groups (18-24 and 25-29) differ from each other and older age groups in their worries, goals, perspectives, beliefs, news interests, media uses, nonuses and political knowledge, and should be studied separately. Stances on social issues and technology are not as clearly defined by age. The findings suggest one's life stage is behind some of the differences. Since no published study to date has conducted focus groups exclusively with nonreaders of print newspapers ages 18-29 to examine their news consumption and nonuses of print

newspapers, the present study broke new ground. The findings showed these young adults want searchable, effortless, shorter, more local, accessible anytime news. Both groups (18-24 and 25-29) wanted less negative news, but the younger group justified crime coverage. A few younger group participants expressed a difficult time reading the news and a bias in coverage, especially politics. The experiment used storytelling devices in an attempt to make news writing more digestible, interesting, relevant to young adults' lives, and informative. The findings showed "chunking" text improved perceived comprehension. The device of adding background information, context and a definition improved text recall. The experiment also examined expectations that young adults have prior to reading hard news. For a politics story, experimental group participants expected to understand the story less and have less of an interest than they did. Using these findings, this study suggests ways to get more of this audience (18-29) to tune into the news.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

Will print newspapers be around in 20 years? If the decline in print newspaper readership continues, the answer is no. The downward spiral of print news readership is not a recent problem. The decline in newspaper readership started in the late 1940s. With every new technology comes the scare of the print medium dying. Newspaper industry experts and scholars have pointed to television, the Internet, urban sprawl, pressures of time and money, lack of civic education in schools, apathy and young adults as reasons for the decline in newspaper readership. Age is arguably the strongest predictor of newspaper reading, for as people get older, they are more likely to pick up the newspaper reading habit. And while it is true that today's young adults are reading print newspapers less than any other age group, so are all age groups. Unfortunately, studies have shown this under-30 generation is not picking up the print news reading habit as much as their parents did at their age — meaning we are increasingly heading toward a paperless society for daily news. Young adults are giving less attention to the news on any given day. Even with the number of news sources to choose from today, one in four young adults reported getting no news the day before.

So why should society care about young adults not picking up the print newspaper reading habit or getting less news in general? Good citizenship and newspaper reading go hand-in-hand. Newspaper reading is tied to strong community ties, civic involvement and political participation. People's attention to the news brings them in contact with their own neighborhood and other communities nearby and across the world, as well as with ideas and perspectives with which they may agree or not agree, or may never have encountered on their own. The news media give people a sense of the world, and their place in it. This free flow of information is what allows individuals to fully participate in

their community and democracy, for people's attention to the news is closely tied to both. At the core of this issue is its impact on political engagement – the future of our country and world. Today's young adults lag behind other generations in measures of political engagement, such as voting, political interest and political knowledge, as well as civic engagement. If newspaper reading is linked to political and civic engagement, and today's young adults have a low interest in both, what does this mean for the future, and direction, of society?

As Chapter 3 will show, most academic newspaper readership studies focus mostly on adult readers — those individuals who already read print newspapers. Only a handful of studies look closely at nonreaders' news habits and opinions. And even fewer studies examine young adult nonreaders. No published academic study to date has deeply examined print newspaper nonuse reasons of under-30 nonreaders, especially in the age of 24-hour digital news, and more specifically as two age groups – 18 to 24-year-olds and 25- to 29-year-olds. Of the research studies that have examined young adults and their news media use, most are surveys and often treat this demographic as a single age unit, with the most popular age groups being 18-24, 18-29 and 18-34. It is not necessarily age that ties this demographic together, but shared life experiences and major news events they have lived through. How do 18- to 24-year-olds and 25- to 29-year-olds differ from each other? For example, do 25- to 29-year-olds, typically the post college years, have different needs, interests and experiences than 18- to 24-year-olds? And if so, what are these differences? Also, how different and similar are young adults compared to news consumers who are older? Using a secondary data analysis of three national studies, the present study attempts to describe this under-30 audience in regard to their news media consumption and outlook on life, social issues and politics in comparison to all age groups. Using focus groups, this study deeply examines the factors behind the often-cited

reasons for not reading print newspapers – time, relevancy and inconvenience – as well as the needs and wants of print newspapers from these two age groups (18-24 and 25-29). Using an experimental method, this study tests ways to improve comprehension, relevancy, interest and informativeness of hard news stories for this young audience.

The present research aims to bring a greater understanding to whom "young adults" are in comparison to other adult age groups; deepen and expand the present literature on nonuse reasons for young adults not tuning into print newspapers; and tests ways for the news industry to change their ways to reach this under-30 audience. Change starts with pointing at the news media as a main reason for the decline of news readership, not blaming young adults. The goal of this research is to suggest improvements to the news media industry, based on young adults' opinions, needs and interests as they relate to how news is told and presented. The ultimate goal is to get young adults intrinsically motivated to follow the news as part of their daily routine. This study is the experimentation of ideas and hopefully a start on the path to change.

Chapter 2: Background on young adults

Understanding who today's young adults are – their shared history, life experiences, attitudes and behavior — is an important precursor to examining their news media use habits, newspaper nonuse reasons, interests and motivation. How are young American adults similar and different? And why are some often described negatively – as slackers, apathetic, aimless and cynical.[1] The term "young adults" is seldom defined by journalists and researchers, and when the concept is, it is usually described as those individuals who fall within a certain age range, of which vary by study. In its report on "Young People and News," the Joan Shorenstein Center on the Press, Politics and Public Policy defined young adults as those ages 18 to 30;[2] The Pew Research Center For The People & The Press,[3] State of the News Media reports,[4] and the U.S. Gallup Poll Organization[5] typically categorize young people as those ages 18 to 29. The U.S. Census Bureau often defines them as an 18-24 age group; although the Census Bureau also uses a 25-29 age group in other studies. For its yearly best-of book awards for young adults, the Young Adult Library Services Association, a division of the American Library Association, refers to young adults as those ages 12 to 18.[6] Overall, about 16% of Americans, or 45 million, are ages 18 to 29, according to the U.S. Census' 2005 American Community Survey.[7] In published academic articles, researchers rarely define "young adults" in their studies; will refer to their sample of college students as "young adults" or loosely use the term in discussing findings.

While age can easily define young adults for marketing and research purposes, this demographic stands out from the rest of the adult population because of its shared life experiences and stage in life.[8] Neil Howe and William Strauss, two experts on generational differences, describe a person of a generation as having three attributes:

perceived membership; a common location in history; and common beliefs and behaviors.[9] In 2009, young adults, arguably, belong to two generations – Generation X, those born in or between 1965 and 1980 and the Millennials, those born in or after 1981[10] to 2002.[11] But even these generation birth years vary among experts.[12] When examining young adults in 2010, GenXers (those born before 1980) are no longer in the period of young adulthood (ages 18-29).

A generation's common location in history includes shared memorable news events, for news media content can shape a group's collective memories[13] and even what people value.[14] The oldest Baby Boomers can recall where they were during the assassinations of John F. Kennedy (1963) and Martin Luther King Jr. (1968), Neil Armstrong's first step on the moon (1969); President Nixon's resignation (1972) and during the years of Vietnam War (ending in 1975). When today's young adults recall these events, their recollections stem from what their parents, textbooks and what the media have told them. Instead, most of today's 25- to 29-year-olds' earliest childhood memories may be: Ronald Reagan's presidency (1981-1989); the Challenger explosion (1986); the fall of the Berlin Wall (1989); and Oliver North and the Iran-Contra affair (1989).[15] For Millennials, their recollection of major news events center mostly on violence, killings, high-profile trials and war. In 1999, a survey was conducted of 655 randomly selected eleventh-graders (the Class of 2000) at four high schools in Fairfax Country, Virginia. The respondents listed the following news events as having made the biggest impression on them: 1. Columbine High School massacre (1999); 2. War in Kosovo (1999); 3. Oklahoma City bombing (1995); 4. Princess Diana killed (1997); 5. the impeachment trial of President Clinton (1999); 6. O.J. Simpson trial (1995); 7. L.A. riots over Rodney King beating (1992); 8. Clinton-Lewinsky scandal (1998); 9. Mark McGwire and Sammy Sosa homerun derby (1998); and 10. The fall of the Berlin Wall

(1989).[16] Two memorable news events that occurred after this 1999 survey are the Sept. 11 attacks and the Iraq War.

Aside from witnessing and discussing major news events often learned from the news media, young adults are experiencing new behaviors at this stage in life. During this "emerging adulthood" period, a term coined by author Jeffrey Jensen Arnett in his book *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*,[17] most Americans experience major life transitions such as voting, going to college, doing their own laundry and grocery shopping, living on one's own and/or with roommates or a boyfriend/girlfriend, paying bills, moving to another city or state, buying a car, starting a career, getting married, taking out a loan, purchasing a home, having sex, starting a family, deciding on health care plans and 401k plans, and investing in stocks. And the college years (generally ages 18 to 22) are an important time for socialization of news media habits, for graduation represents a dramatic change in young people's lives and preparation for that change begins in college.[18] From about age 18 through the mid-20s,[19] emerging adults are: learning about who they are and what they want in life (age of identity exploration); making mistakes and learning from them as well as moving from place to place (age of instability); focusing on themselves (the self-focused age); feeling like they are not fully an adult yet, but not a child either (age of feeling in-between); and thinking that all their hopes and dreams are obtainable (age of possibilities).[20] Arnett argues that the concept "young adulthood" implies that adulthood has been reached, whereas emerging means fluid, unstable and exploratory.[21] Emerging adulthood is a time period of self-particularization, or when people are trying to answer the question, who am I?[22] Today's emerging adults are marrying later (the median age for U.S. women is 25 and 26 for men[23]) and starting families later (U.S. average age of first birth is 25[24]) so that they can spend their 20s finding themselves.[25] During this time period (ages 18-30),

young adults hold more jobs — nearly six jobs of the average 10 jobs that American adults hold by the age 40, according to longitudinal findings tracking Baby Boomers' employment.[26]

GENERATIONAL CHARACTERISTICS

While the present study centers primarily on Millennials (1981-2002), some late Generation Xers (born in 1978-1980) are included in the present study, which was conducted in 2008. Generation X —sometimes called Xers, GenXers or the MTV generation — are sandwiched between what are arguably two generational dynasties — the Boomers and Millennials.[27] They are skeptics and critics and grew up surrounded by information, and later digital technology.[28] Many late Xers were introduced to the Internet during their middle school years. For some, The Nintendo Game Boy occupied their time, while TV shows, such as *Family Ties*, *The Cosby Show*, *Beverly Hills 90210*, *Melrose Place* and/or *Seinfeld* became a part of their weekly must-see TV shows. They were raised in the shadow of their rebellious Boomer parents, who often worked long hours at their jobs.[29] They are more committed to personal relationships with others,[30] with many having grown up in empty households with two working parents, or a single parent. They often take on McJobs – a low-paying, low prestigious job, no-future, low-benefit job — until a better employment opportunity comes along.[31] They view work as a means to an end.[32] Experts have argued that older generations stereotype today's Generation X as slackers, apathetic and cynics because they think about, value and do things differently from previous generations.[33]

Like GenXers, Millennials — also called Generation Y, Net Generation, DotNet Generation and Generation Next — are self-reliant, tech-savvy and good at multitasking, but even more so.[34] They rely on themselves more and trust few people.[35] Today's young adults choose to express themselves online on *YouTube*, Facebook and MySpace—

multimedia platforms that 2008 U.S. presidential candidates debated and/or campaigned on; and are constantly connected to their music via iPods and MP3 players, and each other by email, texting, IMing, cell phones, smart phones and Twitter. They can watch their favorite TV shows — i.e. *American Idol*, *Grey's Anatomy*, *Simpsons* and *Entourage*, to name a few — whenever they want with TiVo, DVRs, via online or on DVDs.

They are closer to their parents,[36] often described as being too sheltered by them,[37] and play a larger role in family decision-making, like buying a home or a car.[38] Millennials are both optimistic and fearful about the future – worried about finding the right job, partner, or being alienated from friends.[39] When asked what the most important problem they faced in their lives today, a third said financial issues, like bills, debt and the cost of living.[40] The present study examines young adults' life worries and goals as they compare to those of other age groups by asking:

How do personal worries differ across age groups?

How do generational future life goals differ across age groups?

In her book, *Generation Me: Why Today's Young Americans are More Confident, Assertive, Entitled — and More Miserable Than Ever Before*, author Jean M. Twenge examined the findings of twelve studies on generational differences based on 1.3 million young Americans combined with written essays. What she found was Generation X and the Millennials have both grown up in a me-first culture.[41] Twenge wrote, "Boomers may have thought they invented individualism, but like any inventor, they were followed by those who truly perfected the art."[42] Twenge pointed to parents, teachers and society for instilling this attitude,[43] for today's young people (those born in the 1970s through 1990s) were constantly told, "You can be anything you want," "You have to love yourself first, before you can love others," "Don't trust anybody," and "You have to look after yourself because no one else will."[44]

Today's young adults are more time-pressured because of all their activities and pressures of school,[45] with more attending college than generations past.[46] In the United States, almost half of 18- to 19-year-olds were enrolled in college in 2005; 36% of 20- to 24-year-olds, and 12% of 25- to 29-year-olds.[47] Today's young Americans are the country's most racially mixed generation[48] and are more open to gays and immigrants than their elders.[49] They attend church less often than they did as adolescents,[50] belong to fewer organizations,[51] and are less civically and politically engaged than their parents and grandparents.[52] The present study examines young adults' stances on social issues compared to older age groups by hypothesizing:

> The youngest age group (18-24) will support immigrants in the U.S. more than older adult age groups.
>
> The youngest age group (18-24) will be the least supportive of military involvement to ensure peace than older adult age groups.
>
> The youngest age group (18-24) will support homosexuality more than older adult age groups.
>
> The youngest adult age group (18-24) will have a more positive outlook on technology's impact than older age groups.

CIVIC AND POLITICAL ENGAGEMENT

When political scientist Robert Putnam examined the factors that have contributed to a decline in social and community involvement in the U.S. over time, he attributed 50% to generational change, the slow steady replacement of a long civic generation by their less involved children and grandchildren.[53] Putnam also identified television (25%) and the joint impact of television and generational change (10-12%) as culprits in the decline of social and community involvement. Pressures of time and money – including the social pressures of two working parents (10%) and suburbanization, commuting and sprawl (10%) rounded out the other factors. Despite these findings, a number of experts

and researchers have argued that this picture of political and civic disengagement among young adults is misleading. For today's young adults are participating in their own way — a generational shift in what political participation looked like decades ago[54] and how it is traditionally measured.

Young adults have long been criticized for their low levels of civic and political engagement.[55] It is not that they do not believe that staying informed is part of one's role as citizens in a democracy, they do.[56] But they participate less, according to traditional measures, such as voting and volunteering. The terms "political engagement" and "civic engagement" are often used interchangeably, especially when talking about young adults' involvement in society, but the constructs are quite different. Political engagement is an activity aimed at influencing government policy or the selection of public officials.[57] It is participating somehow in the political process. Voting, arguably, is the highest form, and measurement, of political participation, and young adults are the least likely to vote of all age groups. For the 2008 U.S. presidential election, 59% of 18- to 24-year-olds were registered to vote, and of those 49% went to the polls – the lowest turnout of all age groups.[58] For the 25- to 34-year-old citizens, 66% were registered to vote and 57% did in 2008. For comparison, 75% U.S. citizens ages 45 to 64 were registered to vote and 69% voted. Two reasons cited for the low registration number among 20-somethings is that they move around a lot,[59] requiring them to re-register each time, and/or they missed registration deadlines.[60] The no. 1 reason young adults (18-24) gave for not registering to vote in 2004 was "not interested in the election or not involved in politics," according to the 2006 U.S. Census Bureau report on voting and registration in the 2004 U.S. presidential election.[61] However, this was the same top reason given by every age group.[62] While the youngest age group (18-24) had the lowest voter registration and voting rates in the 2004 and 2008 U.S. presidential elections, they had the highest increase in both

categories of any age group since the 2000 presidential election[63] — a fact that many contribute to the Rock-the-Vote campaign, which involves celebrities encouraging young adults to get out and vote. Experts aren't sure if this increase is a sign of growing political participation or not.

Another indicator of political disinterest is low political knowledge. In his book, *Tuned Out: Why Americans Under 40 Don't Follow the News*, researcher David Mindich informally asked 58 young adults to name the attorney general of the United States and describe what he does, only 18 could correctly do so (John Ashcroft). In comparison, when they were asked who Alicia Keys was, 54 of the 58 correctly said "singer." Other political knowledge questions asked of young Americans include: Naming at least one member of the U.S. President's Cabinet (30% of 15- to 25-year-olds could do so) and knowing that only citizens can vote in federal elections (44% of those ages 15-25 were aware of this),[64] according to findings from a 2006 Civic and Political Health of the Nation Survey. When the Pew Research Center for People & The Press asked 23 political knowledge questions of the public – such as, Who is the U.S. vice president? Who is the president of Russia? Which political party controlled the House? – 56% of those ages 18-29 answered less than 10 questions correctly. Young people knew the least of all age groups.[65] Americans who said the read, watched and listened to the news regularly scored higher on Pew's political knowledge quiz than those who reported not following the news.[66] The present study examines young adults' political knowledge by hypothesizing:

Age is positively related to political knowledge.

Just as the news media can bring one closer to the political world, they can, arguably, turn young audience members away, and even into cynics.[67] Two-thirds of young Americans (ages 15-25) believe the government should do more to solve problems, and almost half (47%) say the government is "almost always wasteful and

inefficient," but this generation is still more trusting of the government than older adults.[68] This study examines this very question by comparing the two young adult age groups — 18-24 and 25-29 — with each other and older age groups by hypothezing:

> The youngest age group (18-24) will have a more positive outlook on the efficiency of the U.S. government than older age groups.

Experts have argued that some of youth's views about politics are rooted in their Boomer parents' criticism of the government,[69] fueled by responses to the Watergate scandal and Vietnam War, or prompted by a feeling of powerlessness in the political process.[70] When author Cynthia Carter analyzed email feedback on discussion in 2003 about the War in Iraq on BBC's *Newsround* Web site, she found that young people (mostly under 18) were frustrated with being viewed as being ill informed and not being taken seriously — a feeling of disenfranchisement at an early age.[71] Research has suggested that events and conditions experienced in youth and early adulthood do play a role in a generation's worldview.[72] Generation X and Millennials grew up in different political climates. In their book, *A New Engagement? Political Participation, Civic Life and the Changing American Citizen*, Cliff Zukin, a professor on public policy and political science at Rutgers University, along with four other researchers, explained how Millennials experienced a more liberal childhood, while Generation X was socialized under a more conservative government during former U.S. President Ronald Reagan's years in office. This pendulum swing may explain why more young adults today lean Democrat (43%), and a higher percentage in this age group (26%) versus other age groups view themselves as Independents/Other.[73] Findings on whether the news media are contributing to political disengagement and /or cynicism is mixed.[74]

Like political engagement, young adults are also least likely to be civically engaged. Civic engagement refers to participation aimed at helping others; it is organized

voluntary activity focused on some sort of problem solving.[75] Community involvement is at the heart of civic engagement. Studies have shown that those who read newspapers regularly are more likely to be involved and/or have strong ties to their communities.[76] Two studies (in 1983 and 2000) by researchers Paula M. Poindexter and Maxwell E. McCombs showed how people with a high sense of civic duty to keep informed were more likely to read the newspaper daily compared to those with a low sense of civic duty;[77] this was not the case for internet news in their 2000 study, although reading certain news content online — national and presidential election news — was significantly related to having a high sense of civic duty to keep informed.[78] Age (being older) and education (college and beyond) also have been found to be significant determinants of civic engagement.[79] College students who live on campus; live near campus; spend more days on campus; have a circle of friends on campus; participate in campus activities; belong to on-campus groups; and/or feel a closeness to their community are more likely to be exposed to their campus newspaper, studies have shown.[80] A 1973 study on newspaper subscribers versus nonsubscribers, who are not the same as nonreaders, found that household subscribers were more likely to live in their house longer and own it compared to nonsubscribers.[81] But whether civic engagement characteristics of a person precede news exposure or are a result is debatable. Volunteering and memberships in organizations are two examples of civic involvement,[82] and both are low among today's young adults. A national study of volunteering in 2006, showed 22% of 16- to 24-year-olds and 23% of 25- to 23-year-olds reported volunteering in the past 12 months. In comparison, a third of 35- to 44-year-olds and the same percentage of 45- to 54-year-olds volunteered. A 2006 National Civic and Political Health Survey examined the civic and political engagement of young Americans (15-25) across 19 measures. The group divided the activities in three categories, which were:

Civic Activity (community problem solving, volunteering, membership in a group, participation in a charity run/walk/ride; fundraising for charity); Electoral Activity (voting, persuading others to vote; displaying buttons, signs, stickers, etc.; campaign contributions; volunteering for candidate/political group); and Political Voice Indicators (contacting officials, print media and broadcast media; signing email and/or written petitions; boycotting products; buying products because of causes; and canvassing). The National Civic and Political Health Survey study showed that 58% of young people could not cite two forms of civic or two forms of political engagement that they were involved in within the last year; 36% of young adults reported volunteering within the last year; 35% participated in political discussion to persuade others about the election; and a third boycotted a product and/or bought a product based on the conditions it was made or the values of the company. Zukin and colleagues originally defined these list of measures but also included a fourth type of activity called cognitive engagement, or attention to politics and public affairs.[83] Cognitive engagement included paying attention to the news media, following government and public affairs, talking with family and friends about politics and political knowledge.[84] The news media,[85] including late-night talk shows,[86] have been found to be significantly related to political knowledge.[87]

MEDIA USE HABITS OF YOUNG ADULTS

In reading, watching and listening to the news in general in 2008, under-30 adults spent an average of 46 minutes with the news on a typical day, compared to those over age 65 who spent 84 minutes with it[88]— the largest amount of time of any age group. So where are most young adults turning to for news? Television.[89] About one-third of young adults (ages 18-24) reported watching TV news yesterday; half of those ages 25-34 did, still below the 74% of adults ages 65 and older who reported doing so — the largest audience of any age group. According to 2008 Pew Research Center findings, 36% of

under-30 adults regularly watch local news; in comparison 63% of those 65 and older watch local news. In regard to cable and network news, 36% of young adults ages 18-29 tune into cable news regularly compared to 21% who watch network news; for comparison, 44% of those 65 and older watch cable news and 46% tune into network news. A comparison of 18- to 24-year-olds and 25- to 29-year-olds on television news exposure was not reported in this national study.

While Internet use is up, so is reading news online among young adults.[90] Asked if they got any news online yesterday, 30% of 18- to 24-year-olds reported that they had and 36% of 25- to 34-year-olds had, the most of any age group; in comparison 34% of 34- to 49-year-olds reported getting news online the day before, according to 2008 Pew Center findings. The present study examines news media use between all age groups by asking

How media use habits differ across age groups?

A number of young adults get no news on a typical day. According to 2008 Pew findings, about one in three 18- to 24-year-olds got no news the day before, and one in five of 25- to 34-year-olds did not get news the day before; in comparison, 13% of those 65 and older got no news yesterday.[91] And of those Americans who report not enjoying following the news, 26% are between the ages of 18-24 and 17% are between the ages of 25-34; in comparison, 10% of people over age 65 reported not enjoying keeping up with the news.[92] The present study examines young adults' enjoyment of following the news and enjoyment of reading in comparison to older age groups by hypothesizing:

Age is positively related to enjoyment of keeping up with the news.

Age is positively related to enjoyment of reading.

NEWSPAPERS AND YOUNG ADULTS

Asked if they read a newspaper yesterday in a nationwide survey in 2008, 15% of 18- to 24-year-olds had and 24% of 25- to 34-year-olds had; compared to 31% of 35- to 49-year-olds and 40% of 50 to 64-year-olds, according to a 2008 Pew Research Center study.[93] In a follow-up question in the 2008 Pew study, respondents were asked if the newspaper they read was in print form or online: 12% of under-25s reported print, 7% said online and 2% mentioned both. This finding raises the issue of how newspaper exposure is measured, for not adding the word "print" prior to the word "newspaper" can mean the online version of newspapers for some young respondents in this digital age.[94] For college newspaper exposure, findings can vary by school, the campus newspaper and the students. Studies have shown student readership of college papers ranging from 94% in 1999[95] to 24% in 2001 from another study at another school.[96] College students are often used as convenience samples in newspaper studies, which introduces possible lower readership numbers because of students' in-between living situation — a transitional stage in life. College students may not feel close community ties to the particular city in which they are studying, and therefore, not read the city newspaper. In other words, they might not refer to the city in which they currently live in as "home" and report not reading the local daily newspaper(s). Instead, they may read a different newspaper, as one study showed.[97] In that study, more than half of the students surveyed (N=400) at a Midwestern university reported reading other state newspapers, most from nearby cities, compared to the third who reported reading their local daily. The focus groups of the present research will be conducted in non-campus locations to reach young adults who may not be attending college or even have a college education but consider themselves residents of their cities.

[1] Jeffrey Jensen Arnett, *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties* (New York, N.Y.: Oxford University Press Inc., 2004), 27; Paula M. Poindexter and Dominic L. Lasorsa, "Generation X: Is Its Meaning Understood?," *Newspaper Research Journal* 20, no. 4 (Fall 1999): 28-36.
[2] Joan Shorenstein Center on the Press Politics and Public Policy at John F. Kennedy School of Government at Harvard University, "Young People and News," July 2007, http://www.ksg.harvard.edu/presspol/carnegie_knight/young_news_web.pdf (accessed August 21, 2007).
[3] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep," July 30, 2006, http://people-press.org/reports/pdf/282.pdf (accessed September 25, 2009); The Pew Research Center For the People & The Press, "News Audiences Increasingly Politicized: Online News Audience Larger, More Diverse," June 8, 2004, http://people-press.org/reports/pdf/215.pdf (accessed September 25, 2009); The Pew Research Center For the People & The Press, "What Americans Know: 1989-2007, Public Knowledge of Current Affairs Little Changed by News and Information Revolutions," April 15, 2007, http://people-press.org/reports/pdf/319.pdf (accessed September 25, 2009).
[4] Project for Excellence in Journalism, "State of the News Media 2007," 2007, http://www.stateofthemedia.org/2007/narrative_overview_intro.asp?media=1 (accessed September 25, 2009).
[5] Gallup Poll library staff, phone call, April 24, 2006.
[6] Young Adult Library Association, "Best Books for Young Adults 2006," http://www.ala.org/ala/yalsa/booklistsawards/bestbooksya/06bbya.htm (accessed October 25, 2007).
[7] U.S. Census Bureau American Fact Finder, "2005 American Community Survey Age and Sex," 2005, http://factfinder.census.gov/servlet/STSelectServlet?_ts=212353788985 (accessed September 25, 2009).
[8] Rick and Kathy Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us* (Wheaton, IL: Tyndale House Publishers, 1999); Neil Howe and William Strauss, *Millennials Rising: The Next Great Generation* (New York, N.Y.: Vintage Books, 2000); Arnett, *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*.
[9] Howe and Strauss, *Millennials Rising: The Next Great Generation*, 41.
[10] Lynne C. Lancaster and David Stillmann, *When Generations Collide* (New York: HarperCollins Publishers Inc., 2002).
[11] Howe and Strauss, *Millennials Rising: The Next Great Generation*, 41.
[12] Ibid; Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*; Jean M. Twenge, *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before* (New York, NY: Free Press, 2006).

[13] Kevin G. Barnhurst and Ellen Wartella, "Young Citizens, American TV Newscasts and the Collective Memory," *Critical Studies in Mass Communication* 15, no. 3 (1998): 279-305.
[14] Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*, 31-33.
[15] Ibid.
[16] Life Course Associates, "High School Class of 200 Survey," April-May 1999, http://www.lifecourse.com/news/ms_hssurvey.html (accessed August 21, 2007).
[17] Arnett, *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*, 3-25.
[18] Lucy L. Henke, "Perceptions and Use of News Media by College Students," *Journal of Broadcasting & Electronic Media* 29, no. 4 (Fall 1985): 431-36.
[19] Arnett, *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*, 207.
[20] Ibid., 7-17.
[21] Ibid., 18.
[22] Gene Bocknek, *The Young Adult: Development after Adolescence* (Monterey, CA: Brooks/Cole Publishing Co., 1980), 39-44.
[23] U.S. Census Bureau, "Indicators of Marriage and Fertility in the United States from the American Community Survey: 2000 to 2003," May 2005, http://www.census.gov/population/www/socdemo/fertility/mar-fert-slides.html (accessed September 25, 2009).
[24] Center for Disease Control National Vital Statistics Reports, "Births: Final Data for 2002," Dec. 17, 2003, http://www.cdc.gov/nchs/data/nvsr/nvsr52/nvsr52_10.pdf (accessed November 4, 2007).
[25] Arnett, *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*.
[26] United States Department of Labor Bureau of Labor Statistics, "Number of Jobs Held, Labor Market Activity, and Earnings Growth among the Youngest Baby Boomers: Results from Longitudinal Survey," August 25, 2006, http://www.bls.gov/news.release/pdf/nlsoy.pdf (accessed September 25, 2009).
[27] Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*.
[28] Ibid.
[29] Ibid., 258-62, 301.
[30] Ibid., 264-65.
[31] Arnett, *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*.
[32] Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*.
[33] Lancaster and Stillmann, *When Generations Collide*; Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*.

[34] Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*.
[35] Twenge, *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before*, 36.
[36] The Pew Research Center For the People & The Press, "A Portrait of 'Generation Next' How Young People View Their Lives, Futures and Politics," July 30, 2006, http://people-press.org/reports/pdf/300.pdf (accessed September 25, 2009); Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*.
[37] Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*, 284-85; Howe and Strauss, *Millennials Rising: The Next Great Generation*.
[38] Twenge, *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before*, 31.
[39] The Pew Research Center For the People & The Press, "A Portrait of 'Generation Next' How Young People View Their Lives, Futures and Politics."
[40] Ibid.
[41] Twenge, *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before*, 1-11.
[42] Ibid., 48.
[43] Ibid., 53-103.
[44] Ibid., 19-20.
[45] Howe and Strauss, *Millennials Rising: The Next Great Generation*, 43-44.
[46] National Center for Education Statistics, "Digest of Education Statistics: 2006," (2006).
[47] Ibid.
[48] U.S. Census Bureau, "Total Population by Age and Sex for the United States: 2000," http://www.census.gov/population/cen2000/phc-t08/phc-t-08.pdf (accessed September 25, 2009).
[49] The Center for Information and Research on Civic Learning and Engagement, "2006 Civic and Political Health of the Nation Survey," 2006, http://www.civicyouth.org/PopUps/2006_CPHS_Report_update.pdf (accessed October 29, 2007); The Pew Research Center For the People & The Press, "Trends in Political Values and Core Attitudes: 1987-2007: Political Landscape More Favorable to Democrats," March 22, 2007, http://people-press.org/reports/pdf/312.pdf (accessed September 25, 2009).
[50] Jeremy E. Uecker, Mark D. Regnerus, and Margaret L. Vaaler, "Losing My Religion: The Social Source of Religious Decline in Early Adulthood," *Social Forces* 85, no. 4 (June 2007): 1667-92; Julia Duin, *Quitting Church: Why the Faithful Are Fleeing and What to Do About It* (Grand Rapids, MI: Baker Books, 2008), 37; Robert D. Putnam, *Bowling Alone: The Collapse and Revival of American Community* (New York: Simon & Schuster Paperbacks, 2000), 72.
[51] Putnam, *Bowling Alone: The Collapse and Revival of American Community*.
[52] Ibid.

[53] Ibid., 283-84.
[54] Cliff Zukin et al., *A New Engagement: Political Participation, Civic Life, and the Changing American Citizen* (New York: Oxford University Press Inc. , 2006); Russell J. Dalton, *The Good Citizen: How a Younger Generation Is Reshaping American Politics* (Washington D.C.: CQ Press, 2008); Jane Eisner, *Taking Back the Vote: Getting American Youth Involved in Our Democracy* (Boston, MA: Beacon Press, 2004).
[55] Zukin et al., *A New Engagement: Political Participation, Civic Life, and the Changing American Citizen*.
[56] Wartella, "Young Citizens, American Tv Newscasts and the Collective Memory."
[57] Zukin et al., *A New Engagement: Political Participation, Civic Life, and the Changing American Citizen*.
[58] U.S. Census Bureau, "Voting and Registration in the Election of November 2004," March 2006, http://www.census.gov/prod/2006pubs/p20-556.pdf (accessed October 30, 2007); U.S. Census Bureau U.S. Department of Commerce, "Voting and Registration in the Election 2008," 2008, http://www.census.gov/population/www/socdemo/voting.html (accessed July 25, 2009).
[59] U.S. Census Bureau American Fact Finder, "2005 American Community Survey Geographic Mobility by Selected Characteristics in the United States," 2005, http://factfinder.census.gov/servlet/STSelectServlet?_ts=212353788985 (accessed November 7, 2005).
[60] U.S. Census Bureau, "Voting and Registration in the Election of November 2004."; U.S. Census Bureau U.S. Department of Commerce, "Voting and Registration in the Election 2008."
[61] U.S. Census Bureau U.S. Department of Commerce, "Voting and Registration in the Election 2008."; U.S. Census Bureau, "Voting and Registration in the Election of November 2004."
[62] U.S. Census Bureau, "Voting and Registration in the Election of November 2004."
[63] Ibid. U.S. Census Bureau, "Voting and Registration in the Election of November 2004."; U.S. Census Bureau U.S. Department of Commerce, "Voting and Registration in the Election 2008."
[64] The Center for Information and Research on Civic Learning and Engagement, "2006 Civic and Political Health of the Nation Survey."
[65] The Pew Research Center For the People & The Press, "What Americans Know: 1989-2007, Public Knowledge of Current Affairs Little Changed by News and Information Revolutions."
[66] Ibid.
[67] Wartella, "Young Citizens, American Tv Newscasts and the Collective Memory."
[68] The Center for Information and Research on Civic Learning and Engagement, "2006 Civic and Political Health of the Nation Survey."
[69] Howe and Strauss, *Millennials Rising: The Next Great Generation*, 109.
[70] David Buckingham, *The Making of Citizens: Young People, News and Politics* (London: Routledge, 2000).

[71] Cynthia Carter, "Talking About My Generation: A Critical Examination of Children's Bbc Newsround Web Site Feedback and Chat About War, Conflict and Terrorism," in *Children and Media in Times of War and Conflict*, ed. Dafna Lemish and Maya Gotz (Cresskill, N.J.: Hampton Press, 2007), 132.
[72] Zukin et al., *A New Engagement: Political Participation, Civic Life, and the Changing American Citizen*.
[73] The Center for Information and Research on Civic Learning and Engagement, "Young Voters in the 2006 Elections," http://www.civicyouth.org/PopUps/FactSheets/FS-Midterm06.pdf (accessed November 5, 2007).
[74] Tien-Tsung Lee, "Media Effects on Political Disengagement Revisited: A Multiple-Media Approach," *Journalism & Mass Communication Quarterly* 82, no. 2 (Summer 2005): 416-33; Dhavan Shah et al., "Nonrecursive Models of Internet Use and Community Engagement: Questioning Whether Time Spent Online Erodes Social Capital," *Journalism & Mass Communication Quarterly* 79, no. 4 (Winter 2002): 964-87.
[75] Zukin et al., *A New Engagement: Political Participation, Civic Life, and the Changing American Citizen*, 7.
[76] The Center for Information and Research on Civic Learning and Engagement, "2006 Civic and Political Health of the Nation Survey."; Patricia Moy et al., "Linking Dimensions of Internet Use and Civic Engagement," *Journalism & Mass Communication Quarterly* 82, no. 3 (Autumn 2005): 571-86; Arthur G. Emig, "Communitiy Ties and Dependence on Media for Public Affairs," *Journalism & Mass Communication Quarterly* 72, no. 2 (Summer 1995): 402-11; Hye-Jin Paek, So-Hyang Yoon, and Dhavan V. Shah, "Local News, Social Integration, and Community Participation: Hierarchical Linear Modeling of Contextual and Cross-Level Effects," *Journalism & Mass Communication Quarterly* 82, no. 3 (Autumn 2005): 587-606; Keith R. Stamm, Arthur G. Emig, and Michael B. Hesse, "The Contribution of Local Media to Community Involvement," *Journalism & Mass Communication Quarterly* 74, no. 1 (Spring 1997): 97-107; Lowndes F. Stephens, "The Influence of Community Attachment on Newspaper Reading Habits," *ANPA News Research Report*, no. 17 (December 20, 1978): 2-6.
[77] Paula M. Poindexter and Maxwell E. McCombs, "Revisiting the Civic Duty to Keep Informed in the New Media Environment," *Journalism & Mass Communication Quarterly* 78, no. 1 (Spring 2001): 113-26; Maxwell McCombs and Paula M. Poindexter, "The Duty to Keep Informed: News Exposure and Civic Obligation," *Journal of Communication* 33, no. 2 (Spring 1983): 88-96.
[78] Poindexter and McCombs, "Revisiting the Civic Duty to Keep Informed in the New Media Environment."
[79] Moy et al., "Linking Dimensions of Internet Use and Civic Engagement."
[80] Steve J. Collins, "Level of on-Campus Activities Predicts Student Paper Readership," *Newspaper Research Journal* 24, no. 4 (Fall 2003): 102-05; David Pearce Demers, "Does Personal Experience in a Community Increase or Decrease Newspaper Reading?," *Journalism & Mass Communication Quarterly* 73, no. 2 (Summer 1996): 304-18; Steve J. Collins and Cory L. Armstrong, "Following the Setting Sun: College Students

Readership of Free Newspapers on Campus," in *Poster session presented at the annual meeting of the Association for Education in Journalism and Mass Communication* (San Francisco, Calif. August 2006).

[81] Galen R. Rarick, "Differences between Daily Newspaper Subscribers and Nonsubscribers," *Journalism Quarterly* 50, no. 2 (Summer 1979): 265-70.

[82] Bureau of Labor Statistics, "Volunteering in the United States, 2006," (2007).

[83] Zukin et al., *A New Engagement: Political Participation, Civic Life, and the Changing American Citizen*.

[84] Ibid., 54.

William P. Eveland Jr., Jack M. McLeod, and Edward M. Horowitz, "Communication and Age in Childhood Political Socialization: An Interactive Model of Political Development," *Journalism & Mass Communication Quarterly* 75, no. 4 (Winter 1998): 699-718.[85] Dan Drew and David Weaver, "Voter Learning in the 1992 Presidential Election: Did the 'Nontraditional' Media and Debates Matter?," *Journalism & Mass Communication Quarterly* 72, no. 1 (Spring 1995): 7-17.

[86] Barry A. Hollander, "The New News and the 1992 Presidential Campaign: Perceived Vs. Actual Political Knowledge," *Journalism & Mass Communication Quarterly* 72, no. 4 (Winter 1995): 786-98.

[87] Eveland Jr., McLeod, and Horowitz, "Communication and Age in Childhood Political Socialization: An Interactive Model of Political Development."; Hampden H. Smith III, "Newspaper Readership as Determinant of Political Knowledge and Activity," *Newspaper Research Journal* 7, no. 2 (Winter 1986): 47-54.

[88] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment," August 17, 2008, http://people-press.org/report/444/news-media (accessed September 25, 2009).

[89] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."; The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."; Joan Shorenstein Center on the Press Politics and Public Policy at John F. Kennedy School of Government at Harvard University, "Young People and News."

[90] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."

[91] Ibid.

[92] Ibid; Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."

[93] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."

[94] Ibid; Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."
[95] Bonnie Bressers and Lori Bergen, "Few University Students Reading Newspapers Online," *Newspaper Research Journal* 23, no. 2,3 (Spring/Summer 2002): 32-45.
[96] Collins, "Level of on-Campus Activities Predicts Student Paper Readership."
[97] Bressers and Bergen, "Few University Students Reading Newspapers Online."

Chapter 3: Literature review

Research on uses and gratifications, motivation, interest and expectancy-value theory provide the framework on which this study is based. Before examining these approaches and the theories behind these constructs, a base understanding of whom nonreaders and readers of print newspapers are is necessary.

WHO ARE NONREADERS OF PRINT NEWSPAPERS?

When researchers Bruce H. Westley and Werner J. Severin examined the characteristics of nonreaders of newspapers in Wisconsin in 1964, what they found was nonreaders were more likely than readers to: be young and old, have low incomes and education, be of the working class, belong to fewer organizations, vote less, attend church less often, describe themselves as Protestant, visit others less often, live in rural areas and live in a place for fewer years.[1] A 1974 study by researcher Jeanne Penrose and colleagues that partially replicated the Westley and Severin study, only in North Carolina, revealed similar findings,[2] as did a 1981 study that consisted of a secondary data analysis of four General Social Surveys conducted in the 1970s with 6,165 Americans.[3] A 1979 study by researcher Paula M. Poindexter also described nonreaders of print newspapers as being both young and old, and having less income and education than newspaper readers.[4] In her study, Poindexter described two subgroups of nonreaders: typical nonreaders, as described above, and atypical nonreaders, who are between the ages of 26 and 65, do not read newspapers, have high incomes and education, and have peers who read newspapers.[5] Today, there are a growing number of nonreaders who are under 30, highly educated, but choose not to read print newspapers, much like their peers.

PREDICTORS OF NEWSPAPER READING

Numerous studies have highlighted the sizable age gap in newspaper readership, for age is arguably the strongest predictor of print newspaper exposure.[6] Education[7] and income[8] also have been shown to be strong predictors of newspaper reading. However, as more and more young Americans are going to college, education as a predictor has been shown to weaken with time, according to a 2006 State of the News Media report issued in the United States.[9] A secondary analysis of public opinion surveys administered in European Union nations from 1980 to 1998 revealed education was no longer a significant predictor of reading the daily newspaper — especially for political news — in 1998.[10]

Having access to a newspaper at home can increase newspaper reading among young adults.[11] Studies have shown a positive relationship between parents' newspaper reading habit and that of children at an older age.[12] Also, studies have shown parents' discussion about newspaper stories is positively linked to newspaper reading frequency among young adults.[13] One study found that newspaper reading times and locations of young adults are similar to that of their parents' reading times and place.[14] Some young adults perceive newspapers as an "adult" medium,[15] a habit they will eventually grow into. When researchers have asked young adults to recall newspapers in their households growing up, they could easily remember adults — their parents – reading the newspaper. In 1989, a sample of students (N=164) at a large Midwestern university wrote autobiographies of their newspaper experiences while growing up.[16] Many of the students wrote they hadn't really paid attention to the newspaper growing up; it was almost invisible to them, "a non-event —like breathing, always there but rarely acknowledged, or like time itself, marking other events, pervasive but ultimately ignored."[17] Nearly half of the students viewed reading newspapers as an adult thing to do — a medium mostly

for getting facts and information. Some students believed that "not knowing the facts" while attempting to read a print newspaper during adolescents excluded them from this elite, adult newspaper membership.[18] They described in these essays family routines (i.e. the father often read it first and fighting with siblings over the funnies)[19] and uses of the newspaper (i.e. art projects, do-it-yourself projects, entertainment pastimes, hitting the dog).[20] Nearly half the respondents reported that their parents encouraged them strongly or somewhat strongly to read the paper when they were growing up; whereas nearly all (90%) encouraged them to read books. But newspaper memories weren't always positive. A few students wrote that they became angry when their parents paid attention to the newspaper and not them and how, for a few, their parents began to pressure them to read the newspaper in their pre-teen years.[21] A survey study of students at a large southwestern U.S. university in 2006 also revealed memories of family routines for both newspapers and TV news.[22] In this study, students could remember the exact location, time and manner in which their parent(s) read the newspaper – at the dining room table, in the living room, kitchen or in bed; mostly in the morning, after work, late at night or on Sunday mornings; and sitting down, drinking coffee and/or over breakfast. Some parents would discuss articles with them, others read silently, they recalled.[23] In the 1940s, two researchers asked 86 university students (ages 18-23) to write autobiographies of family rituals during their childhoods, which ranged from the time period of World War I and World War II. Again, students could recall the time and place their parents' read the paper. Wrote one student:

> On returning home from school or work, the newspaper is broken up into three sections, the funnies taken by my youngest sister. I take possession of the sport page. Mother takes the pages on household hints and women's items. The paper is rearranged by me to its original condition and left at the arm of the easy chair which Father always occupies after supper. Thelma, my oldest sister, takes possession of the paper after Father has finished reading it.[24]

One study examined the "maturing effect" of newspaper reading between 18 to 24-year-olds and 25- to 34-year-olds to see if the older group was more likely to have acquired a newspaper reading habit versus the younger age group. They found no significant difference or maturing effect, and concluded that studying the two groups as a homogeneous unit was valid, for the newspaper habit is generally set by the time a child reaches age 18.[25] Another study, however, found a gradual increase in rated importance and use of national and international news media with each year in college — especially between freshmen and seniors; the same was true for rated importance and use of CNN.[26] In a 2007 study, young adults (18-29) at a large southwestern U.S. university were asked if they foresee themselves reading print newspapers when they get older — 40% to 50% say "yes."[27] However, cohort studies have shown today's young adults are not picking up the newspaper reading habit as their parents did at the same age.[28]

A study by researchers Steven H. Chaffee and Sun Yuel Choe in 1981 that examined why some people drop the newspaper reading habit while others take it up tested three types of inter-related constraints in people's lives for reading the newspaper: structural, those constraints for which people don't always have control over, such as lack of education and low income; transitional, or changes in residential, marital and occupational status, as well as a person's stage in life (younger adults vs. older adults); and self-constraints, which are more individual reasons, such as political involvement and interest in types of articles.[29] Their findings showed structural constraints – income and education — supported the lack of newspaper reading behavior of stable nonreaders; transitional constraints — changes in life due to youth and mobility — predicted the adding or dropping of a newspaper habit; and the direction of that change in newspaper reading is associated with self-constraints, or lack of interest and involvement in political

affairs. These constraints – with the exception of education — could apply to today's young adults.

WHY DO PEOPLE READ NEWSPAPERS?

The uses and gratifications perspective is an audience-centered approach that examines people's motivation for media use and what influences these motives and the consequences. At the core of the uses and gratifications approach is audience activity, or the deliberate choice by users of media content to satisfy their needs.[30] One of the earliest uses and gratifications approach studies, although not called that at the time, involved a newspaper strike in New York City that left New Yorkers without their regular newspaper(s) for 17 days in June-July of 1945.[31] During this time, residents could access an afternoon paper and a few specialized ones, or they could go to the newspapers' central offices to buy a copy. But for the most part, their favorite papers were inaccessible. Researchers, under the direction of Bernard Berelson, at the Bureau of Applied Social Research at Columbia University wanted to examine the underlying meaning behind "missing" the paper. So they conducted 60 interviews of a stratified sample of rental areas in Manhattan to answer this question. Based on these interviewees' responses, the researchers developed a typology of uses of the print newspaper on which future uses and gratifications approach researchers would eventually build and expand. Their findings showed that people use the newspaper for: information about and interpretation of public affairs (i.e. getting the background and detail about a news story); a tool for daily living (i.e. a guide to stocks, movies, weather, etc.); for respite (i.e. escape, relief from boredom); social prestige (i.e. appear informed; use information learned in discussions); social contact (i.e. indirect "personal" contact with distinguished people, a check on one's moral judgments and behavior); security (to avoid feeling lost or isolated from the world); and ritual (habits and time-markers in the day).

This influential study, which supported the notion that the audience is active, led scholar Elihu Katz in 1959 to question why communication scholars had for so long spent considerable time studying what the media do to people, instead of asking the question, what do people do with the media?[32] Later, Katz and his colleagues, Jay G. Blumler and Michael Gurevitch, would explain the fundamental workings behind this approach: users were active, especially in linking need gratifications with media choice, and can self report their interests and motives for using certain media, which compete with other sources to satisfy needs.[33] Denis McQuail and colleagues would develop a typology of uses, which included: diversion, or escape or emotional release; personal relationship, such as companionship and social utility; personal identity, which consisted of self reference, reality exploration and value reinforcement; and surveillance.[34] Blumler and colleagues' examined uses and gratification studies in its early days to summarize a list of functions served by either specific content or the medium itself that early studies had uncovered.[35] These functions were: To match one's wits against others; to get information or advice to use in daily life; to provide a framework for one's day; to prepare one culturally for the demands of upward mobility; and to reassure one's dignity and usefulness.[36] The researchers criticized how early studies mostly categorized media functions instead of linking them to the uses and gratification approach process. This process begins with social and psychological origins (1), of needs (2), which generate expectations (4), of the mass media and other sources that then leads to media exposure (5), resulting in need gratifications (6) and other intended or unintended consequences (7).[37]

Uses and Gratifications researchers have since taken heed to this early criticism and have examined and expanded upon on the underpinnings of the approach; its effects; its role across disciplines; its use with other theories; its application to different media;

and its origins, to name a few. The following summary of uses and gratifications research focuses on the latter two – satisfying needs across media platforms and its cognitive origins.

Studies show print newspapers do serve similar and different functions in comparison to other media, but their major reported use is surveillance.[38] Thirteen years after the classic New York strike study in 1945, another labor strike occurred in New York City, this time seven major newspapers suspended publication for 19 days. Researcher Penn Kimball and graduate students from Columbia University interviewed 164 residents midway into the stoppage to get their reactions.[39] A common response given was a feeling of being lost, comments such as, "I might as well be in Alaska, I feel so cut off" and "Being without papers is like being without shoes."[40] The classic New York strike study was replicated more than 30 years later in the Netherlands when union disputes stopped the publication of 18 daily Dutch newspapers for up to two weeks in 1977; earlier that year Dutch citizens found themselves without TV news for one night.[41] According to the study's findings, three-fourths of the deprived newspaper readers felt "very much" or "somewhat" annoyed because of lack of information about what was happening, interference with their daily newspaper habit, or disagreement with union actions. Ritual was the most frequently mentioned frustrated gratification for both newspaper and TV, followed by the need for information for both media, respite, social prestige and occupation followed. Security was named the least often for both TV and newspaper. Another study found the surveillance need was a strong predictor of newspaper readership; whereas the need for stimulation was a top predictor for TV news use.[42] Surveillance as a gratification sought was found to be significantly correlated to substitute media used during a 1985 Philadelphia newspaper strike, according to a study by researchers William R. Elliott and William L. Rosenberg.[43]

A study in 2001 also tried to replicate the classic New York strike study by asking rural Oregon newspaper subscribers (from the ages of early 30s to late 80s) who had called the newspaper to report not receiving the newspaper what emotions they had experienced when they noticed their newspaper had not arrived.[44] Many callers also mentioned a disruption in their daily ritual, frustration, or this feeling of not being informed of what was happening locally. Said one respondent in the study, "We look forward to the paper coming. It's kind of like a friend or neighbor coming in."[45] Acting as a neighbor, or comforting companion, is how some news consumers think of the news media, according to two studies by researchers Paula Poindexter, Maxwell McCombs and Don Heider.[46] In each of these media use studies, readers could have turned elsewhere for their news fix, but instead described an attachment of some kind to the print medium — a "something special" that two other researchers describe as social integration.[47] When researchers in Kimball's 1959 study asked New Yorkers during the newspaper strike if there was any particular thing going on that they wish they knew more about, few could name a specific event and the answers tended to be general. Kimball suggested that people are drawn to the news in newspapers without fully understanding what they get from it or being able to analyze what it means to them.

In examining the many functions proposed by uses and gratifications research, a team of researchers compiled a list of social and psychological needs that are functions of the mass media, an example "To keep up with the way the government performs its functions."[48] The trio of researchers categorized these needs into five groupings: To strengthen information, knowledge and comprehension (cognitive needs); to strengthen emotional experiences (affective needs); strengthen credibility, confidence, stability and status (integrative needs); to strengthen contact with family, friends and the world; and to weaken contact with oneself and others (escape needs). The scholars then explored how

media – based on interviews with 1,500 people in Israel[1] — satisfied those needs. What they found was that different media satisfy different needs. According to that study, a book strengthened one's knowledge and understanding of self the most, whereas newspapers did so for understanding society, the state and world; film allowed one to enjoy oneself the most, followed by TV and a book. The printed newspaper strengthened one's need for self-confidence, stability and self-esteem the most, followed by radio, TV, books and films. The authors described these newspaper strengths as providing order to one's day (stability), ensuring people that others think as they do, and helping people feel influential. The content of newspapers best satisfied the need to participate in discussions with family and friends — the sharing of information being key here. The researchers found newspapers best substitutes for its uses were radio and books.[49] Newspapers were the least likely to satisfy escapist needs, according the study's findings.

Escape needs was a main motive for the two media not examined in that study — print magazines and the Internet, according to findings from later studies. A 1988 study comparing audience uses of consumer magazines and trade magazines found that even when controlling for demographic factors (such as education, age, income and gender) readers of general circulation magazines reported reading them for escape needs more than trade magazine readers, who reported higher environmental surveillance uses, or getting new information about one's environment or confirming, reinforcing or modifying views about one's environment.[50] A 2000 study categorized computer-user motives into five distinct factors: interpersonal utility; passing time; information-seeking; convenience; and entertainment.[51] Among college students, information seeking and entertainment scored the highest, followed by convenience, the study found. Another study that same year found that like television, the Web is viewed as a source of

[1] Ages were not reported in published article.

diversion, or entertainment, among college students at two universities.[52] The study also found that relaxation was not a salient motive for Web surfing, like it is for television. A 1995 study examined the functions of newspapers for single paper- and multiple paper-adult readers and found the only significant difference was the use of advertising information by multiple newspaper readers.[53]

The use of self reports by audience members and inconsistent terminology used in describing news media uses are two criticisms of the uses and gratifications approach.[54] A major criticism of the approach is that it is not a theory. Theories demonstrate predictive power and must be falsifiable, meaning they can hold up to alternative explanations. The media alone do not satisfy people's social and psychological needs. Other functional alternatives – family, friends, lectures, activities, work — do as well, especially for personal needs,[55] yet it is common for researchers to overlook these sources. In the mid-1980s, researchers Karl Erik Rosengren, Lawrence A. Wenner and Philip Palmgreen attempted to develop a theoretical model of uses and gratifications that expanded beyond gratification needs sought and gratification needs obtained.[56] The complex model begins with society and culture, and then goes into the media and technology that exists, people's media habits, their beliefs and expectations of the media, and people's values, attitudes and individual characteristics. The present study specifically explores young adults' news media habits, expectations, values and beliefs about the media.

NEGATIVE AVOIDANCES

What has received little attention in comparison to uses and gratifications of news media are the nonuses of media, or the reasons why people choose not to read print newspapers, also called negative avoidances.[57] Early research on negative avoidances centered on political content and not newspapers in general. But what these studies added to the literature on nonuse reasons was that nonuses of newspapers are not the mirror

image of positive gratification dimensions.[58] When two researchers asked a random sample of potential voters in the U.S. presidential campaign of 1972 why they avoid television programs that feature political candidates, three dimensions emerged – partisanship, relaxation not-related to TV watching, and alienation. Participants were asked if the following avoidance statements applied to them: For partisanship, the statements were because "I am not much interested in politics" and "my mind is already made up"; For relaxation, because "I prefer to relax when watching television"; and for alienation, because "you can't always trust what politicians tell you on television," "some candidates talk down to the audience," "some candidates talk over one's head," and "they hardly ever have anything to say."[59] These statements were originally used in a 1964 study, which also included the statements because "I dislike being 'got at' by politicians" and "politics should not intrude into the home and family affairs."[60] A 1979 study of avoidances added the statement, because "it's hard to figure out what the programs (stories) are all about."[61] In examining these early media use avoidance studies that used the above statements, two researchers found the majority involved negative evaluative attributes that a certain medium possessed. For example, the statement, "because it's hard to figure out what the programs (stories) are all about" is a negative evaluation that political content on TV possesses this attribute – difficulty understanding.[62] A smaller percentage of the avoidance items involved positively valued attributes that the media were believed not to possess, the researchers found.[63] For example, the statement 'because I prefer to relax when watching TV,' could translate to mean political TV content is not relaxing. While these avoidance statements were applied to politics and TV news, these studies serve as a model for examining nonuse reasons for news in general in printed newspapers. In measuring these nonuse reasons, one study showed that asking nonreaders open-ended nonuse questions or presenting them with a checklist of nonuse

responses produced the same reasons for avoiding news.[64] The present study incorporates both methods.

A deeper understanding behind these nonuse reasons is needed. For example, if news is considered irrelevant – a negative attribute — to some young adults, what would make news relevant and what are the perceived outcomes of relevancy? Understanding the hidden, often unsaid meanings behind "lack of motivation" is imperative — a goal of the present study. For what appears as lack of motivation may really mean something else. Avoidance as a motive can be considered a disposition to avoid failure or experiencing shame and humiliation as a consequence of failing.[65] Self-worth theorist Martin V. Covington argues that some non-behavior is an attempt by individuals to maintain a positive sense of ability, to preserve their self-worth, so as not to fail,[66] or possibly admit they don't understand a specific news topic. Cultural differences (i.e. language barriers, long-range goals, learning a new culture, psychological and social pressures, to name a few) also may be behind what appears as lack of motivation to learn.[67]

NONUSE REASONS

Researchers have compiled and expanded on lists of people's reasons for not reading the printed newspaper. In Poindexter's 1979 study, lack of time, use of another medium (i.e. television, radio, magazines), cost and lack of interest in content accounted for two-thirds of the reasons that nonreaders gave for not reading newspapers.[68] Other reasons reported in this study included: health problems; circulation problems; difficulty with English language; newspapers being seen as biased; newspapers having too much advertising; a dislike of reading; no desire to read the newspaper; poor eyesight; disinterest in current events; not wanting bad news; disagreement with editorials; unavailability of home delivery; and newspapers being seen as untruthful. Five avoidance

factors surfaced in that study: lack of time; use of other media; interest in newspaper content; poor eyesight; and bias. In a 1987 study, researcher Jeremy Harris Lipschultz surveyed 408 regular readers (who reported usually reading newspapers and read one that day), casual readers (who said they usually read a newspaper but did not read one that day) and nonreaders (who reported they usually do not read a newspaper and did not read one that day) in Illinois to find out how each group agreed or differed on a list of avoidance item statements, such as "It takes too much time to read a newspaper regularly."[69] The study's findings show nonreaders (ages 18 and older) significantly rated use of radio-TV, cost, usefulness, interest, trust and amount of detail in the newspaper higher than the other two groups as nonuse reasons for "not reading newspapers or for not reading very often." Interestingly, casual readers rated time significantly higher than nonreaders and regular readers as a prominent reason for not reading the newspaper more. In a 2007 study, the physical nature of a printed newspaper — that being the handling, holding and flipping of pages — was cited as a nonuse reason.[70] A 2006 study conducted at a large southwestern university asked students (18-34) who reported "never or seldom" reading a daily newspaper why they don't read the print medium, and their top reasons were: lack of time, accessibility, use of another medium, format, cost and relevance-interest.[71] This study specifically examines nonuse reasons for not reading newspapers among nonreaders of all age groups by asking:

> How do reasons for not reading print newspapers compare among adult nonreaders of all ages?
>
> What do three of the most prominent nonuse reasons mean to 18- to 24-year-olds and 25- to 29-year-olds nonreaders of print newspapers?

The following section focuses on six prominent nonuse reasons for not reading the print newspaper. These nonuse reasons include — lack of time, use of another medium, inconvenience-accessibility, cost, format, and interest-relevance.

Lack of time

Time consistently tops the list for reasons given for not reading printed newspapers.[72] "Lack of time" as a nonuse reason is a trend that has been building since the 1960s, according to a 2007 State of the News Media report.[73] Almost half of young adults (18-29), both readers and nonreaders, in the U.S. agree with the statement that they are "often too busy to keep up with the news," more than any other age group, according to a 2006 Pew Research Center study.[74] But the underlying meaning of "lack of time" could point to many things — the length of stories, the notion that newspapers are to be read in the morning, or the ease of using other news media.[75] Researchers Judee K. Burgoon and Michael Burgoon followed up the "lack of time" response that nonreaders (of all ages) gave in a telephone survey by examining participants' responses to time devoted to work and leisure activities.[76] What they found was nonreaders' lifestyles were no busier than readers, and that nonreaders were generally less active than readers, with a larger percentage spending more free time watching TV. Lack of time, the researchers deduced, was nothing more than a convenient excuse. Students at a large southwestern university were asked in May 2007, "Hypothetically, if you had 15 minutes to spare each day, how likely is it that you would spend that time reading a printed daily newspaper (this does not include your college newspaper)?" Three-fifths of the 703 young adults (readers and nonreaders ages 18-29) surveyed answered "Not at all likely" or "Not likely."[77] The prime reason, the author explained, may be that young adults have other priorities, and reading a print newspaper is not among them.[78]

"Lack of time" as a nonuse reason also could translate to mean that newspapers are perceived to be a "time-consuming" medium. The Pew Research Center found that people who do not regularly read the newspaper mostly see the print medium as time-consuming in comparison with TV, radio and the Internet.[79] Findings from a 1990 study

that surveyed teens (ages 16-19) on their images of print newspapers showed that the perception of time and effort needed to read the newspaper was the most significant predictor of reading behavior, for they felt they didn't have time to devote to newspaper reading and had better things to do with their time.[80] So what better things are young adults doing in their spare time? According to the most recent Pew Research Center biennial survey, two-fifths of Americans under age 30 said they watched a movie at home yesterday and/ or read a book; and 28% played a computer or video game.[81] This study attempted to speed up time spent reading by experimenting with an alternative story form called chunking, in which a story is broken up into parts. The outline-like article will be used in an attempt to increase perceived informativeness of the article, meaning is the article informative when it is divided into parts. This study hypothesizing:

> The alternative story form article will be rated more positively than the non-alternative story form article on informativeness.

Other media use

Use of another news medium or media also is a top nonuse reason often given for not reading the printed newspaper.[82] But studies, of which few focus on young nonreaders, continue to show print newspaper readers use other media for news more so than nonreaders.[83] One study weighed four news sources – TV, newspaper, radio and the Internet – equally to examine mixed news media exposure by age.[84] This method yielded significant higher media use among older adults (30 and over) than younger adults' media use — meaning more older adults are using additional media sources to get their news compared to younger adults. Of those young adults who reported following one news medium closely, they weren't likely to do so with a second medium, according to the study. Another study yielded multiple media use findings for young adults who pick up a newspaper at least once a week. In that 2006 study, the young adults who reported

reading the newspaper one or more days were significantly more likely to turn to other news media, too, especially cable and the Internet, compared to those who never or seldom read newspapers at the large southwestern university.[85] Studies also have reported newspaper exposure findings from the perspective of other media use and the same result occurs — newspaper reading is tied to other media use. In one study, young CNN viewers (ages 18-22) read a daily newspaper, watched late night news programs and read a weekly news magazine significantly more than non-CNN viewers.[86] In another study, online news readers read a newspaper, watched CNN and listened to radio news more than non-Internet users.[87] The Pew Research Center found that those who use the Web for news spend more time getting news from other sources, than from getting news online.[88]

Inconvenience / accessibility

Print newspapers have been described as "inconvenient," and "not easy to access" by nonreaders,[89] but what do these descriptions really mean, and how are these constructs different? A study at a large southwestern university found that these constructs are distinctly different, for both loaded separately in a factor analysis.[90] Comments, such as "I don't subscribe to any paper," "I don't get one" and "It's not easily accessible," point to accessibility.[91] Unavailability of newspaper at one's house was a nonuse reason cited in Poindexter's 1979 study.[92]

Inconvenience may refer to using print newspapers, in comparison with other news media, which may be at one's fingertips. "Convenience," "speed" and "ease" of finding information are descriptions that Web users have used to describe the Internet for news, according to studies.[93] Interestingly, "convenience" is a word readers of print newspapers have used to describe the print medium – the ability to read it any where at any time, and a preference for reading a hard copy of news.[94] More exploration of these two constructs, sometimes used interchangeably, is needed.

Cost

While "It costs money" is a nonuse reason often mentioned,[95] the true meaning behind the construct, however, is rarely explored in academic research. Few academic survey studies have asked young adults — specifically nonreaders — questions related to newspaper cost. A 1977 study commissioned by the American Newspaper Publishers Association, asked 167 young readers and nonreaders of newspapers (ages 21-34) in the Oklahoma City area whether they agreed with the statement, "I would be willing to pay more for newspapers if they had more items that interested me."[96] The group disagreed with the statement, but they also disagreed with the statement, "I don't think I get my money's worth from the newspaper I read." Thirty years later, a researcher asked 730 readers and nonreaders of newspapers (18-29) at a large southwestern university in the U.S. the hypothetical question, "If a printed daily newspaper (not including your college newspaper) were free, what is the likelihood that you would read it more often?" More readers (67%) than nonreaders (50%) reported very likely. News companies have responded to "cost" as a nonuse reason of young adults by printing free tabloid-size print newspapers aimed at youth. Examples include: the Tribune Company's *RedEye* in Chicago and *amNewYork*; Hearst Corporations's *210SA* in San Antonio; Belo's *Quick* by the *Dallas Morning News*, Knight Ridder's *Blue* in State College, PA; and a host of entertainment-oriented newspapers by Gannett, which include newspapers such as *CiN Weekly* by *The Cincinnati Enquirer*; *Intake* by the *Indianapolis Star*, *Insider* by Rochester Democrat and Chronicle, *Link* by *The Greenville News*, *Noise* by *Lansing State Journal*, *Spark* by *The News Journal* in Wilmington and *Velocity* by *The Courrier-Journal* in Louisville. The pace of launching these niche free youth dailies slowed in 2006,[97] and the revenue figures from these niche efforts are often included in overall reports to investors,[98] not separately. Publishers have said these quick reads attract a new

audience and they are finding that young readers are picking up the Sunday paper as well as other days, occasionally.[99] The Gainesville Sun, a 48,000-circulation daily newspaper[100] in Gainesville, Florida, offered a free campus-focused edition of their newspaper while University of Florida classes were in session. This 2,500-circulated edition consisted of a university-focused front cover and about two inside pages, with content written by primarily interns, contributors and the news staff. What the two researchers found was that college students preferred their campus newspaper, even though the city campus-focused edition of their local city paper was free.[101] More research is needed on "cost" as a nonuse reason to get at its true meaning, and to fill this hole in the literature.

Format

Another less studied nonuse reason for why young adults, or any age nonreader, may not read newspapers is the physical format of the medium — the idea that it takes physical effort to use.[102] When a national sample of adults was asked in 1982 if they liked the size of their newspaper (bulk-wise), three out of four readers reported that they would prefer the print newspaper to be thicker, not thinner.[103] The footnote here is these were readers. Would young nonreaders say the same thing? Based on 2003-04 survey results from more than 10,800 adults in the United States, the Readership Institute, a media management center at Northwestern University, awkwardness of handling a newspaper was one of 12 inhibitors in reading the print medium for young adults.[104] Other reasons that hint at the physical format include newspapers piling up and causing clutter.[105] One of the earliest frustrations of the print newspaper for children, according to some college students' autobiographies in a 1989 newspaper study, was how the ink rubbed off on their hands and the pages were too large and wouldn't stay together.[106] Some of today's young adults still agree with these statements.[107] More research is needed on the cost and format

of print newspapers as nonuse reasons. Are these free youth tabloid papers the answer to a declining newspaper readership among young adults? The focus group portion of the present study asks participants:

> What would the "ideal print newspaper" be like for 18- to 24-year-olds and 25- to 29-year-olds nonreaders of print newspapers?
>
> What are the opinions of 18- to 24-year-olds and 25- to 29-year-old nonreaders of print newspapers regarding a printed newspaper geared toward young adults?

MOTIVATION

A person can be highly motivated to purchase a print newspaper and read it — out of interest, enjoyment, curiosity, etc. Alternatively, that person may choose to get the print newspaper for social prestige reasons or out of boredom. The amount of motivation may not necessarily differ in these scenarios, but the core and focus of the motivation does. Motivation is what moves a person to do something.[108] Humans are innately curious, constantly seeking to learn and adapt, according to cognitive theorists.[109] The two most distinct types of motivation are extrinsic, which is doing something for external reasons, and intrinsic, which means doing something because it is inherently interesting or enjoyable.[110] Reading newspapers because one is intrinsically motivated to do so could be considered the ultimate goal of the newspaper industry, especially for this demographic. Extrinsic motivation is motivation that comes from outside a person, such as rewards or the fear of failure. For example, young adults may be extrinsically motivated to keep up with the news to impress peers with their news knowledge. The admiration of friends is the extrinsic reward, also called reading recognition. In talking with focus groups of 17- and 18-year-olds, one researcher found that some in this age group see newspaper reading as a way to gain respect in peer groups because of acquired knowledge of current events.[111] Reading, for this age group, is seen as an adult thing to

do, according to the study's findings, for the act of reading carries a prestige component in the United States.[112] Other extrinsic motivators for reading newspapers may be: to be able to participate in conversations about the latest news with others, pass a current events quiz, or research a topic. Intrinsic motivation, or doing something for the sake of doing it, exists within humans, who are naturally curious, active, inquisitive and playful.[113] Studies have shown intrinsic motivation is linked with amount of reading and reading enjoyment among children[114] as well as reading achievement.[115] Because intrinsic motivation exists in the "nexus between a person and a task," some researchers define it as the task being interesting to the person, while others describe it as the gratifications one gets from doing the task.[116] Intrinsic motivation is difficult to examine because there are no visible rewards. The construct has been operationally defined in many ways, but the two most common are "free choice" and self reports. For the free choice measure, participants are given a task that may or may not be followed by a reward, and then afterward left alone with the task to see if they freely choose to continue the task (intrinsic) or don't return to the activity (extrinsic). For self reports, participants are asked to rate their interest and enjoyment of the activity.[117] This latter method will be used in the present study.

Reading motivation, or a person's goals and beliefs in reading, is multifaceted. Allan Wigfield and John T. Guthrie, two leading scholars on reading motivation, described five motivational processes for reading, which include: task-mastery goals (a person's intentions for reading), self-efficacy, personal interest, transactional beliefs (the belief that one's knowledge and values are relevant to text comprehension), and intrinsic motivation.[118] Other factors tied to intrinsic motivation include reading curiosity and perceived importance of reading.[119] Interest is a major determinant of intrinsic

motivation, and news reading. Because the literature on motivation is so voluminous, the present study focuses specifically on two areas: interest and expectancy-value theory.

Interest

Interest is created when a person reacts to a situation or information of special significance.[120] Interest can be knowledge-triggered (when new information connects with prior knowledge) or value-triggered (when new information relates to a person's values, desires and preferences).[121] Researchers studying interest in experimental settings often use text as a way to examine the construct. Knowledge-triggered interest is more easily manipulated in producing text-based interest than value-triggered.[122] For example, journalists cannot possibly connect with all readers' values, but through reporting and giving stories context they could possibly tap into readers' prior knowledge. In one study, a group of researchers measured interest as "the degree to which stories are predictable, generate anticipation, and elicit desire to learn more about the text."[123] With a higher interest in the text, there is greater automated attention allocation, or shorter reading times, versus low-interest text, and people have been shown to recall this information better.[124]

In examining the relationship between interest and learning, researchers have focused on three types of interest: individual, topic and situational.[125] Individual interest is a predisposition to "attend to certain objects and events and to engage in certain activities."[126] Personal interest refers to people valuing a topic associated with text or finding personal relevance with text. Researcher Ulrich Schiefele described two distinct components of individual interest: feeling-related and value-related valances.[127] Feeling-related valences refer to feelings such as involvement, stimulation and flow with an object or task; whereas value-related valences are the personal significance of an object/task. Researchers have found that personal characteristics (gender, individual

domain interests, interest in learning and prior knowledge) were significantly related to response variables (topic interest, affect, persistence and recall).[128] People demonstrate their individual interests by the stories they choose to read. Individual interests can be defined with specific domains, such as topic areas, like science or politics, or by general topic interest, such as an interest in education, which can lead to semi-related interest topics, such as politics. One study found that topic interest is a potent motivator as students advance through grades in elementary school.[129] According to interest researcher Mary Ainley and colleagues, topic interest can come from reading a word or paragraph.[130] Topic interest is often measured by giving participants a list of topics and having them measure their interest on a Likert scale. When individuals are presented with text on a topic connected to a domain, their interests are likely to be triggered, researchers have concluded.[131]

Young adults' stated news interests vary, according to studies. In a 2006 study examining the news topic interests of students at a large southwestern university, participants rated national and world news as top preferences, followed by health, U.S. politics and campus news; local and state politics showed low ratings.[132] But the researcher suggested that since the survey study was conducted online, the sample of students may likely be reading more national and international news online. In a 1998 study, researcher Carol Shalagheck approached the news topic question a little differently by asking college students (ages 17 to 56) at a Midwestern university specifically what the last story/photo/other item they had read/looked at in the most recent newspaper they read.[133] Sports was the leading topic, followed by comics, the classified ads, front-page news and local news. The study, however, did not mention the type of newspaper that these students read last (i.e. campus newspaper), a weakness. In another study, two researchers examined the difference in news topic interest between 18- to 24-year-olds

and 25- to 34-year-olds and found more diversity of reading interests for the older respondents, but the difference was quite small; the only substantial difference in content preferences was weather for the younger readers and business for the older.[134] Another study showed how content preferences did not change drastically over time among a sample of young adults at one university from 1985 to 1994.[135] In that study, researchers Gerald C. Stone and Timothy Boudreau examined content preference of 18- to 34-year-old college students at Southern Illinois University in Carbondale from 1985 and again in 1994.[136] One of the findings was that local news had inched to the top of their list in 1994 from third in 1985. It had tied with campus news, followed by national news — top preferences in 1985, The pair of researchers also found that young adults' news interests – in particular in hard news — were not that different from older adults, and while they rated entertainment (movie and record reviews, sports) higher than their older counterparts, they did not rank these topics higher than traditional news topics.[137] In other words, Stone and Boudreau concluded, young adults are not entertainment-oriented when it comes to news preferences, a common misconception.[138]

In a study that examined the opinions of 18- to 35-year-old readers and nonreaders' opinions of *USA Today,* findings showed half of the young adults who read the paper (N=120), did so more for information, not entertainment.[139] Yet research has shown that young adults ages 18 to 24 are considerably more likely than others to be disengaged from hard news topics – such as coverage of international affairs, politics and events in Washington, local government, business and financial news.[140] However, interest in news about political figures and events in Washington D.C. has faded among Americans of all age groups, with only 17% of Americans following these stories in 2006, versus 24% in 2004, according to Pew Research Center findings.[141]

Studies have reported the gap between what readers are interested in news topic-wise and what newspaper editors think they are interested in, but most of these studies, again, examined adult readers of all ages, not young nonreaders. In a 1979 study comparing newspaper editors' beliefs about young adults' news interests and young adults' stated interests, editors badly misjudged young adults' interests, predicting a higher ratio of sports and features, when young adult readers and nonreaders (18-34) wanted a higher ratio of news to features. In a 1983 study, print reporters and editors from 10 U.S. newspapers (N=489) missed the mark on what adult audiences wanted from newspapers topic-wise — they tended to overestimate that adult readers were more interested in sports, nongovernmental local news, human interest stories and stories about celebrities and personalities, fashion, food society and home.[142] They underestimated audience's interest in news about the U.S. government, environment and energy, social problems and protest, the world, economy, education and science.[143] Only three in 10 of those surveyed believed that readers preferred hard news stories over soft news.[144] The authors concluded that journalists are downplaying readers' interest in hard news and exaggerating their appetite for infotainment material. A similar study was conducted in 1999, and this time editors of small-size Ohio newspapers correctly anticipated the public's interest in local news, education, health and "young people" in their community; overestimated their interest in crime, the stock market, business and high school sports; and once again, underestimated their interest in state politics.[145] Again, these studies surveyed readers of all ages, not young adult nonreaders. How are news topic interests different between age groups today, or are they? The present study examines young adults' news topic interests in comparison to other age groups by asking:

How do news topic interests differ across age groups?

Connecting to readers' individual interests is a near impossible task for newspapers, but creating situational interest is not. Situational interest is prompted by specific environmental stimuli. This interest derives from seeing or hearing something in the environment or reading text. This type of interest can promote topic interest and impact personal reactions because of its spontaneity and unexpectedness,[146] whereas individual interests slowly develop over time.[147] Interesting text is an example of situational interest. People who are interested in a story are more likely to engage further with a text than a text of low interest.[148] Situational interest can fall into two groups. The first group involves novelty, intensity and ambiguity.[149] For example, a person may have no interest in politics, but may be drawn to the novelty of a political story, such as a candidate living with a rare birth disorder. The second type of situational interest involves human activity, intensity factors and life themes.[150] One study examined whether the positive effects of choice are due to choice itself or interest in a topic.[151] The researchers divided college students into two interest groups. In the situational interest group, students were given a choice to read Packet A or Packet B without knowing what each was. The topic interest group, the control group, was assigned one of the two packets. Their findings showed that situational interest (the group that chose their packet) positively affected attitude toward a learning task and moderately affected engagement. However, their findings showed that choice, topic interest and situational interest had no effect on students' recall of facts and main ideas when tested. A text-based interest experiment also found text-based interest did not affect free recall.[152] The combination of prior knowledge and interest have been shown to be positively associated with recall.[153] In other words, a greater knowledge of a particular subject leads to a higher interest in that subject area which could lead to higher recall. Previous findings that demonstrate if a person learns better from interesting text with less or more attention is still mixed.[154]

Could descriptive news writing increase readers' situational interest of a story in which they start with low interest? Studies have shown concreteness and emotion in writing can aid comprehension.[155] Concreteness, a characteristic at the core of narrative journalism,[156] is a writing style that describes a person, place, thing or action. This writing style uses show "show" sentences, versus telling readers. The following is an example of each used in a 1996 study:

> The local playground is in disrepair. [tell sentence]
>
> At the local playground, weeds poke through cracked concrete and climb over collapsed, rusted swing sets. [show sentence][157]

The two researchers, James Tankard and Laura Hendrickson, found the "show" sentence above was significantly more interesting, clear and informative to participants.[158] In fact, the majority of their nine show sentences were found to be significantly more interesting and informative to readers, but no significant relationships were found between "show" and "tell" sentences and believability and clarity. In a study that examined students' recall of magazine stories 16 days after participants read them, imagery and affect were frequently mentioned in the recalls.[159] In that study, participants mentioned the presence or absence of feelings and interests as the reason for why they did or did not remember information.[160] But some text-recall studies have found that descriptive writing can cloud what is deemed important information in a text.[161] In one study, a researcher found participants allocated different mental processing to literary text than that of newspaper stories.[162] Studies also have examined the role of emotion in storytelling, and have found positive links with comprehension.[163] One study showed that students who watched a father who was a surgeon operate on an accident victim were more likely to remember details of the scene than the group of students who watched a father who was a mechanic work on a car.[164] The researchers concluded that the emotions

attached to what we learn influence our ability to retrieve the information. In 1994, a team of researchers examined reader response to international news stories from *The New York Times* and found imagery and emotional response were closely linked to perceived story comprehension and interest, but not importance or familiarity.[165] The authors suggested that the relationship of qualities may differ depending on story genre. The present study examines situational interest by experimenting with descriptive writing. This study hypothesizes:

> The show writing article will be rated more positively than the non-show writing article on interest.

Relevance

Young adults – both nonreaders and readers of print newspapers — have repeatedly said they want news that is interesting and relevant to their lives, according to studies across decades.[166] In Ruth Clark's newspaper industry-changing study in 1979, she found readers didn't want to just be told about the world but how to understand it. In that study, adult readers reported feeling alienated from news coverage, from local news too.[167] Local news, as researcher Leo Bogart defined it, are stories that deal with personalities, people and situations to which most readers can relate directly to or they fit into common everyday experiences.[168] Adult readers have reported a preference for local ties in international stories (i.e. foreign stories that involved Americans), according to one study.[169] A survey conducted in 1999, showed young adult readers and nonreaders were least interested in economic and political news, but focus groups conducted by the researcher revealed that this lack of interest is not an indicator of political apathy; they argued that the newspaper content and their daily lives shared nothing in common, unlike local news, which they explained had stronger ties.[170] In a 2002 news interest study, adult readers ranked stories about ordinary people higher than stories about

politics/government, economics and accidents/disasters.[171] They also rated good news as more interesting than bad news in this study. Readers respond to stories based on their relevance, importance or human interest, regardless of where they come from.[172] In a 2005 experimental study on news awareness, researcher Laura Donnelly found college students significantly understood a story better and had knowledge of it when it was a local story – regardless of the story form, news article versus opinion piece — versus non-local stories.[173] Does localness equate to relevancy? What does the construct "relevancy" really mean, according to young nonreaders? Again, these studies did not specifically ask young adult nonreaders of print newspapers this very question. The present study does, as well as hypothesize that relatedness writing can increase the feeling of relevancy.

> The relatedness article will be rated more positively than the non-relatedness article on relevance.

How to make stories more useful (and ultimately relevant) also needs more experimentation. Findings from a 1983 study by researcher John K. Hartman showed that young adults (ages 21-34 in 1979) surveyed in Marion, Ohio wanted a steady diet of how-to-do-it articles, entertainment ads, movie reviews and schedules, restaurant guides; stories on the local community, education and events; they wanted to better understand the world and wanted more detailed background information on complicated issues, national events, consumer information.[174] In a 1998 study on college students' use of newspapers, readers and nonreaders of newspapers (N=267) were asked the open-ended question, "Can you think of any ways a newspaper could help you live your life, make decisions, teach you how to do things, etc?" The top three answers: Help with advice/information on decisions, tell them what is going on and report on money issues.[175] Participants (ages 17-56) were also asked what information (on any topic)

would help them make choices and decisions in their life, and their top three answers were health information, money information (interest rates, jobs); and political views on candidates. When 400 college students (both readers and nonreaders) at a large midwestern university in 1999 were asked what medium they'd turn to, to find out what movies were playing, check the weather, learn the results of a statewide elections, and find out if class was canceled due to weather, the printed newspaper was not what they turned to. Half the respondents chose the phone for movie listings and television for checking the weather and learning about election results; a third, the majority, would tune into the radio to see if class was canceled.[176] The researchers of this study hypothesized that the news content in print and on online newspapers may not appeal to this young audience — for they are not reading the print medium nor its online counterpart, but they are heavily using the internet for other functions, such as those associated with the postal service (email), the library (searching for information) and the telephone (instant messaging).[177]

EXPECTANCY-VALUE THEORY

While interest is considered a key determinant of motivation, so are people's perceived ability to do a task and how much they value the task. Jacquelynne S. Eccles, Alan Wigfield and their colleagues have deeply studied expectancy-value theory, as it relates to achievement in education. The theory is composed of two parts: expectancies, or people's beliefs and judgments about their own capabilities to successfully perform a task,[178] and values, people's beliefs on why they engage in a task. Expectancies answer the question, "Can I do this task?" The construct is typically measured by asking people how well they will do in the future on some task or domain. Expectancy is focused more on future-oriented expectations, not perceptions of competence, or people's judgments about their abilities to do a task right now. Expectancy beliefs are similar to Albert

Bandura's personal efficacy expectations.[179] Ability beliefs, however, refer to people's perception of their current competence at a given task.[180] Ability beliefs and expectancies for success – while theoretically distinct concepts – do not appear empirically distinguishable.[181]

The task value component answers the question, "Why should I do this task?"[182] Task values can be influenced by affective memories, or prior affective experiences with a task that may or may not have been positive,[183] which could lead to continuation of the activity or task or avoidance. The two constructs work in tandem. For example, some young adults may feel very capable of understanding news stories, but if they do not value following the news, then they will be less likely to so. Or vice-versa. Of the two constructs, the literature on values and actions is much more sparse. Values are determinants of attitudes and behaviors that arise from different social institutions and form into a hierarchy of importance.[184] Values are the incentives or reasons for doing an activity.[185] Values, which can be thought of as motives, influence the initiation of new activities, the degree of effort and persistence at a task, choices made among alternative tasks, and the feeling one gets after a task is successfully or unsuccessfully completed.[186] Eccles and Wigfield define achievement task value as having four components: attainment value, or the importance of doing well on a task; intrinsic value, or the enjoyment of doing a task or interest in the content/subject; utility value, or the usefulness of the task as it pertains to future goals; and cost belief, or the negative aspect of the task (i.e. doing the task doesn't allow one to engage in something else).[187] An intrinsic value for reading print newspapers may be pure enjoyment. Utility value reasons may be: "Reading newspapers allows me to hold intelligent conversations with others," or "My job requires that I stay informed of certain news stories." About four in five young adults say they enjoy following the news "a lot" or "some," according the Pew's

2006 survey. So why do they value following the news? The present study examines this value by asking:

> What are the values behind following the news by young adult nonreaders of print newspapers?

Motivational theorist Norman T. Feather cautioned that when measuring expectations and values, researchers should consider a wider set of real-life variables that also influence actions, such as group pressures, social norms, task requirements and difficulty, and other imposed conditions.[188] Cultural differences in options available, choice and values are also a factor.[189] The expectancy-value model of achievement motivation by Eccles, Wigfield and colleagues details the interplay of such influential variables and the origins of expectations and task values. The motivational components behind the current expectancy-value model include: affective memories (previous affective experiences on a task); goals (cognitive representations of what people are trying to achieve); and social and cultural environments (family, peers, colleagues, teachers, books, to name a few). The outcomes positively related to expectancy beliefs and people's perception of their ability are the achievement and performance itself, and cognitive engagement in the task. In examining "expectancies for success" alone, other variables such as people's self-schemas, self-concepts, short- and long-term goals and perceptions of task demands have an influential role.[190]

Like the uses and gratifications approach, expectancy-value theory originally was not as expansive as it is today. The theory is rooted in two early perspectives: Kurt Lewin's level of aspiration and John Atkinson's theory of achievement motivation. Lewin described level of aspiration as the goals people set for themselves on a given task based on experience or familiarity; it is at this level that success and failure occur.[191] Atkinson described two motives associated with achievement — to achieve success or

avoid failure.[192] Motivation, according to Atkinson, also is based on two situational determinants — probability for success (expectancies) and incentive value (the feeling of accomplishment).[193] These components worked inversely with each other — as opposed to being positively related in current expectancy-value theory. For example, an easy task may come with a high probability for success, but low incentive value, for people do not value success at an easy task; or a difficult task may come with low probability for success but high incentive value. Motivation, according to Atkinson, is highest at levels of intermediate task difficulty.[194] The present study specifically explores young adult nonreaders' expectancies for success at comprehension of hard news stories as a possible nonuse reason not often cited.

COMPREHENSION

Studies have examined reader comprehension of news stories using text recall, as well as readability measurements of newspaper stories. But little attention has been given to comprehension as a nonuse reason. When researcher Lipshultz factor analyzed newspaper avoidance statements of nonreaders in his 1987 study, one of the three factors that surfaced was comprehension, which consisted of the statements, "Most stories in newspapers are difficult to read," and "There is too much detail in most newspaper stories."[195] According to the last National Adult Literacy Survey (1993), about 48% of U.S. adults (90 million people) experience difficulty integrating and synthesizing information from complex or lengthy tests.[196] Yet more than 80% of this group described themselves as being able to read and write English "well" or "very well." Newspaper reading has been shown to require more cognitive involvement than television news viewing.[197] When under-30s in the United States read the newspaper in 2007, they did so for shorter periods of time – two-thirds reported just skimming the news sections – versus older adults.[198] They did the same with TV news, for more young adults (18-30) reported

watching TV news for a short while and then switching the channel, versus older Americans.[199] If today's young adults are skimmers and scanners of news, are they fully understanding what they read?

From the late 1960s to early 1980s, a trend of readability studies on newspapers emerged. These studies used readability formulas (i.e. Flesch Reading Scale Ease, Fry, Dale-Chall and/or Gunning, to name a few) to measure the reading ease of text. Critics argue these tests do not measure difficulty precisely, for studies have shown readability tests differ in their results when compared.[200] Despite this criticism, researchers still use them as evaluative measures of text difficulty. A sample of these readability studies found: soft news was easier to read than hard news;[201] editorials were more readable than news stories;[202] shorter leads were more readable than longer ones;[203] paragraphs two through four of stories were more readable than leads;[204] stories centering on named people were more readable versus impersonal stories;[205] staff-written stories were more readable than wire stories;[206] sports stories were easier to read compared with political ones;[207] local and national stories were more reader-friendly than international stories;[208] front-page stories in metropolitan newspapers were less difficult to read than front-page stories in non-metropolitan newspapers;[209] the last 100 words of news articles were easier to read than the first 100 words;[210] novels were more readable than newspaper stories,[211] and so were magazines.[212]

Even Associated Press style, the universal style guidelines to newspaper writing, has been shown to hurt comprehension. One study found that readers ages 18 to 34 had more difficulty recalling the hometowns and party affiliations of senators when they were written in Associated Press style (i.e. Sen. Kay Hutchison, R-Texas), than when they were spelled out in a story. The same was true with numbers. Participants could remember $10,500,000 more easily than $10.5 million, the latter of which is Associated

Press style. Readers also had a better understanding of where a news story happened if the dateline (location where the story was written and usually occurs) was spelled out in the text versus written as a dateline, such as "TAMPA, Fla. -- …"[213]

Newspaper studies also have examined ways to increase comprehension of news stories. One study found descriptions of locations in foreign news text or maps accompanying stories significantly increased geographical knowledge of those stories, while including both elements increased text recall scores even more.[214] One experimental study used nut grafs, or paragraphs that contained greater emphasis on the significance of the story, instead of summarizing the story.[215] Findings from that study showed young nonsubscribers (ages 18-27 who purchase the newspaper less than three times a week) expressed the most interest in the nut grafs and saw them as an asset in helping readers assimilate information, more so than nonsubscribers of any other age group. The present study experiments with ways to increase comprehension of stories by providing story context, or background information, and examples. This study hypothesizes that:

> Age is inversely related to a need for background information.
>
> The story context article will be rated more positively than the non-story context article on perceived comprehension.
>
> Text recall scores will be significantly higher for the context article than for the non-context article.

Today, the definition of "expectancies" varies among researchers and across disciplines. In communication studies, researchers have used it interchangeably with gratifications sought, not necessarily as expectancies for success.[216] Audience expectations have been defined as the characteristics of media and the potential gratifications obtained from them, factors essential to the uses and gratification approach.[217] In other words, to be able to choose between media, audience members must

be able to discern the differences between media sources and their potential outcomes. Behaviors, behavior intentions and/or attitudes are influenced by (1) expectancies or beliefs, or the probability that an object has a certain characteristic(s) or a behavior will have a certain consequence(s); (2) evaluation, or the positive or negative affect toward an attribute or behavior outcome.[218] Theorists have built and expanded numerous models regarding how these two components – expectances/beliefs and evaluations — positively work together to shape people's attitudes,[219] gratification-sought behavior[220] and news media consumption.[221] For example, one beliefs-evaluation model showed how the belief that a specific medium has a negative attribute leads to "true avoidance" of a medium versus a medium having the absence of a positive attribute, which leads to seeking alternatives.[222] Beliefs can be formed through direct observation, inferences (i.e. through past observations), and from sources (i.e. news media).[223] Philip Palmgreen, J.D. Rayburn II and colleagues developed an expectancy-value model that demonstrated how (1) beliefs and evaluations influence (2) gratifications sought, which leads to (3) media consumption, the outcome of which are (4) gratifications obtained, which go back to supporting or changing, (5) beliefs.[224] For example, some people may value following news about politics, believe that print newspapers possess such information (beliefs or expectancies), seek out this gratification from print newspapers, and obtain gratifications that will either reinforce or alter their original belief(s) about newspapers for political news. Studies have shown that gratifications sought and those obtained can be different,[225] and beliefs and gratifications obtained are distinctly different.[226] This study examines the expected reading experiences of certain hard news stories and actual reading experiences of these news stories by hypothesizing and asking the following research questions:

Actual reading experiences will be rated more positively for the experimental group than the control group.

The difference in evaluation between expected reading experiences and actual reading experiences will be greater for the experimental group than the control group.

Actual reading experiences for the experimental group will be evaluated positively stronger than expected reading experiences for that group.

How will expected reading experiences and actual reading experiences differ for the control group?

What is the relationship between stories that use storytelling devices and likelihood of reading more of the story online?

IN NEED OF ANSWERS

The academic literature on the uses and gratifications of print newspapers is voluminous. In comparison, few studies have examined nonuse reasons, and the majority of those studies surveyed adults, not young adult nonreaders. This study attempts to fill this gap in the literature using both qualitative and quantitative research methods. With the exception of comprehension, the nonuse reasons — lack of time, use of another medium, inconvenience-accessibility, cost, format and interest-relevance — have been repeatedly cited in the academic literature by nonreaders of newspapers — again mostly by adults of all ages. Often these answers are taken literally using survey research methods, without more probing. For example, what does "lack of time," "inconvenience" and "relevancy" really mean to young adults today? The use of focus groups with young adults could reach at the underlying meanings behind these reasons.

Little attention has been given to comparison of media use and opinions both within the young adult population (18-24 versus 25-29) and compared to other age groups. Are the gratifications sought from print newspapers by young adults the same as those of all adults based on previous uses and gratifications studies? Do they differ

between the two young age groups? The next two chapters explain in detail how these gaps in the research will be measured and tested. The third methodology chapter describes ways to measure expectations of interest, relevance, perceived comprehension and informativeness of hard news stories in an attempt to bring about positive reading experiences.

---

[1] Bruce H. Westley and Werner J. Severin, "A Profile of the Daily Newspaper Non-Reader," *Journalism Quarterly* 41, no. 1 (Winter 1964): 45-50, 156.
[2] Jeanne Penrose et al., "The Newspaper Nonreader 10 Years Later: A Partial Replication of Westley-Severin," *Journalism Quarterly* 51, no. 4 (Winter 1974): 631-38.
[3] Jeff Sobal and Marilyn Jackson-Beeck, "Newspaper Nonreaders: A National Profile," *Journalism Quarterly* 58, no. 1 (Spring 1981): 9-13, 28.
[4] Paula M. Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read," *Journalism Quarterly* 56, no. 4 (Winter 1979): 764-70.
[5] Ibid.
[6] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."; The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."; Joan Shorenstein Center on the Press Politics and Public Policy at John F. Kennedy School of Government at Harvard University, "Young People and News."; Wilbur Schramm and David M. White, "Age, Education, Economic Status: Factors in Newspaper Reading," *Journalism Quarterly* 26, no. 2 (June 1949): 149-59; Judee K. Burgoon and Michael Burgoon, "Predictors of Newspaper Readership," *Journalism Quarterly* 57, no. 4 (1980): 589-96; Edmund Lauf, "Research Note: The Vanishing Young Reader, Sociodemographic Determinants of Newspaper Use as a Source of Political Information in Europe, 1980-1998," *European Journal of Communication* 16, no. 2 (2001): 233-43; Laurence B. Lain, "Steps toward a Comprehensive Model of Newspaper Readership," *Journalism Quarterly* 63, no. 1 (Spring 1986): 69-74, 121; Thomas Hargrove and Guido H. Stempel III, "Exploring Reader Interest in International News," *Newspaper Research Journal* 23, no. 4 (Fall 2002): 46-51; John R. Finnegan Jr. and Kasisomayajula Viswanath, "Community Ties and Use of Cable Tv and Newspapers in a Midwest Suburb," *Journalism Quarterly* 65, no. 2 (1988): 456-63, 73.
[7] Elihu Katz, Hadassah Hass, and Michael Gurevitch, "On the Use of the Mass Media for Important Things," *American Sociological Review* 38, no. 2 (1973): 164-81; William O. Bearden, Jesse E. Teel Jr., and Richard M. Durand, "Descriptive Audience Profiles of Different Daily Newspaper Sections," *Journal of Applied Communications* 6, no. 1 (April 1978): 31-36; Collins and Armstrong, "Following the Setting Sun: College Students Readership of Free Newspapers on Campus."; Hargrove and Guido H. Stempel III, "Exploring Reader Interest in International News."; Joan Shorenstein Center on the Press

Politics and Public Policy at John F. Kennedy School of Government at Harvard University, "Young People and News."; Newspaper Association of America, "Daily Newspaper Readership Trends - Education (1998-2006)," 2007, http://www.naa.org/docs/Research/Education_Daily_National_Top50_98-06.pdf (accessed October 28, 2007).

[8] Burgoon and Burgoon, "Predictors of Newspaper Readership."; William O. Bearden, Jesse E. Teel Jr., and Richard M. Durand, "Descriptive Audience Profiles of Different Daily Newspaper Sections," *Journal of Applied Communications* 6, no. 1 (April 1978): 31-36; Edmund Leaf, "Research Note: The Vanishing Young Reader, Sociodemographic Determinants of Newspaper Use as a Source of Political Information in Europe, 1980-1998," *European Journal of Communication* 16, no. 2 (2001): 233-43; Sobal and Jackson-Beeck, "Newspaper Nonreaders: A National Profile."; Bearden, Jr., and Durand, "Descriptive Audience Profiles of Different Daily Newspaper Sections."

[9] Project for Excellence in Journalism, "The State of the News Media 2006," 2006, http://www.stateofthenewsmedia.org/2006/ (accessed October 28, 2007).

[10] Lauf, "Research Note: The Vanishing Young Reader, Sociodemographic Determinants of Newspaper Use as a Source of Political Information in Europe, 1980-1998."

[11] Karin Raeymaeckers, "Research Note: Young People and Patterns of Time Consumption in Relation to Print Media," *European Journal of Communication* 17, no. 3 (2002): 369-83; Collins and Armstrong, "Following the Setting Sun: College Students Readership of Free Newspapers on Campus," 12; Cathy J. Cobb-Walgreen, "Why Teenagers Do Not 'Read All About It'," *Journalism Quaterly* 67, no. 2 (Summer 1990): 340-47.

[12] Gerald C. Stone and Roger V. Wetherington Jr., "Confirming the Newspaper Reading Habit," *Journalism Quarterly* 56, no. 3 (Autumn 1979): 554-61, 66; Amy Zerba, "Growing up with Parents Who Read and Watch the News: What Is the Effect on College Students?" (poster presented at the Association for Education in Journalism and Mass Communication, Toronto, August 2004); Raeymaeckers, "Research Note: Young People and Patterns of Time Consumption in Relation to Print Media."

[13] Raeymaeckers, "Research Note: Young People and Patterns of Time Consumption in Relation to Print Media."

[14] James Herbert Siward Bossard and Eleanor S. Boll, *Ritual in Family Living: A Contemporary Study* (Philadelphia: University of Pennsylvania Press, 1950); Stone and Roger V. Wetherington Jr., "Confirming the Newspaper Reading Habit."; Zerba, "Growing up with Parents Who Read and Watch the News: What Is the Effect on College Students?".

[15] Kevin G. Barnhurst and Ellen Wartella, "Newspapers and Citizenship: Young Adults' Subjective Experience of Newspapers," *Critical Studies in Mass Communication* 8, no. 2 (1991): 195-209; David T. Z. Mindich, *Tuned Out: Why Americans under 40 Don't Follow the News* (New York, N.Y.: Oxford University Press, 2005).

[16] Wartella, "Newspapers and Citizenship: Young Adults' Subjective Experience of Newspapers."

[17] Ibid.
[18] Ibid.
[19] Ibid.
[20] Ibid.
[21] Ibid.
[22] Amy Zerba, "Newspapers and Routine Images Young Adults Attach to Them," in *Unpublished manuscript* (Austin: University of Texas at Austin, 2006).
[23] Ibid.
[24] Bossard and Boll, *Ritual in Family Living: A Contemporary Study*, 73.
[25] Stone and Roger V. Wetherington Jr., "Confirming the Newspaper Reading Habit."
[26] Henke, "Perceptions and Use of News Media by College Students."
[27] Seth C. Lewis, "Where Young Adults Intend to Get News in Five Years," *Newspaper Research Journal* 29, no. 4 (2008): 36-52; Steve J. Collins and Cory L. Armstrong, "U of Florida Students Prefer Campus Paper to Free Daily," *Newspaper Research Journal* 29, no. 1 (Winter 2008): 77-89.
[28] Wolfram Peiser, "Cohort Trends in Media Use in the United States," *Mass Communication & Society* 3, no. 2&3 (2000): 185-205; Robert L. Stevenson, "The Disappearing Reader," *Newspaper Research Journal* 15, no. 3 (Summer 1994): 22-30; Putnam, *Bowling Alone: The Collapse and Revival of American Community*.
[29] Steven H. Chaffee and Sun Yuel Choe, "Newspaper Reading in Longitudinal Perspective: Beyond Structural Constraints," *Journalism Quarterly* 58, no. 2 (1981): 201-11.
[30] Werner J. Severin and James W. Tankard Jr., *Communication Theories: Origins, Methods, and Uses in the Mass Media*, 5th ed. (New York: Addison Wesley Longman, Inc., 2001).
[31] Bernard Berelson, "What 'Missing the Newspaper' Means," in *Communications Research 1948-1949*, ed. Paul F. Lazarsfeld and Frank N. Stanton. First ed (New York: Harper & Brothers, 1949).
[32] Elihu Katz, "Mass Communication Research and the Study of Popular Culture: An Editorial Note on a Possible Future for This Journal," *Studies in Public Communication* 2 (Summer 1959): 1-6.
[33] Elihu Katz, Jay G. Blumler, and Michael Gurevitch, "Utilization of Mass Communication by the Individual," in *The Uses of Mass Communication: Current Perspectives on Gratifications Research*, ed. Jay G. Blumler and Elihu Katz (Beverly Hills: Sage Publications, 1974), 22.
[34] Dennis McQuail, Jay G. Blumler, and J. R. Brown, "The Television Audience: A Revised Perspective," in *Sociology of Mass Communication*, ed. Dennis McQuail (Harmondsworth, England: Penguin, 1972).
[35] Katz, Blumler, and Gurevitch, "Utilization of Mass Communication by the Individual."
[36] Ibid., 20.
[37] Ibid.

[38] Harold de Bock, "Gratification Frustration During a Newspaper Strike and a Tv Blackout," *Journalism Quarterly* 57, no. 1 (Spring 1980): 61-66, 78; Lain, "Steps toward a Comprehensive Model of Newspaper Readership."
[39] Penn Kimball, "People without Papers," *Public Opinion Quarterly* 23, no. 3 (Fall 1959): 389-98.
[40] Ibid.
[41] de Bock, "Gratification Frustration During a Newspaper Strike and a Tv Blackout."
[42] Lain, "Steps toward a Comprehensive Model of Newspaper Readership."
[43] William R. Elliott and William L. Rosenberg, "The 1985 Philadelphia Newspaper Strike: A Uses and Gratifications Study," *Journalism Quarterly* 64, no. 4 (Winter 1987): 679-87.
[44] Clyde Bentley, "No Newspaper Is No Fun — Even Five Decades Later," *Newspaper Research Journal* 22, no. 4 (Fall 2001): 2-15.
[45] Ibid.
[46] Paula M. Poindexter, Don Heider, and Maxwell McCombs, "Watchdog or Good Neighbor?: The Public's Expectations of Local News," *The Harvard International Journal of Press/Politics* 11, no. 1 (2006): 77-88; Don Heider, Maxwell McCombs, and Paula M. Poindexter, "What the Public Expects of Local News: Views on Public and Traditional Journalism," *Journalism & Mass Communication Quarterly* 82, no. 4 (Winter 2005): 952-67.
[47] Bentley, "No Newspaper Is No Fun — Even Five Decades Later."
[48] Katz, Hass, and Gurevitch, "On the Use of the Mass Media for Important Things."
[49] Ibid.
[50] Gregg A. Payne, Jessica J.H. Severn, and David M. Dozier, "Uses and Gratifications Motives as Indicators of Magazine Readership," *Journalism Quarterly* 65, no. 4 (1988): 909-13, 59.
[51] Zizi Papacharissi and Alan M. Rubin, "Predictors of Internet Use," *Journal of Broadcasting & Electronic Media* 44, no. 2 (Spring 2000): 175-96.
[52] Douglas A. Ferguson and Elizabeth M. Perse, "The World Wide Web as a Functional Alternative to Television," *Journal of Broadcasting & Electronic Media* 44, no. 2 (Spring 2000): 155-74.
[53] Wayne Wanta, Yu-Wei Hu, and Yi-Chen Wu, "Getting More People to Read More Newspapers: Factors Affecting Newspaper Reading," *Newspaper Research Journal* 16, no. 1 (Winter 1995): 103-15.
[54] Alan M. Rubin, "Media Effects: Advances in Theory and Research," in *Media Effects: Advances in Theory and Research*, ed. Jennings Bryant. 2nd ed (Mahwah, NJ: Lawrence Erlbaum Associates, Inc., 2002).
[55] Katz, Hass, and Gurevitch, "On the Use of the Mass Media for Important Things."
[56] Philip Palmgreen, Lawrence A. Wenner, and Karl Erik Rosengren, "Uses and Gratifications Research: The Past Ten Years," in *Media Gratifications Research: Current Perspectives*, ed. Karl Erik Rosengren, Lawrence A. Wenner, and Philip Palmgreen (Beverly Hills, CA: SAGE Publications, Inc., 1985).

[57] Jack M. McLeod and Lee B. Becker, "Testing the Validity of Gratification Measures through Political Effects Analysis," in *The Uses of Mass Communications: Current Perspectives on Gratifications Research*, ed. Jay G. Blumler and Elihu Katz (Beverly Hills, CA: Sage Publications, Inc., 1974).
[58] Ibid; Lee B. Becker, "Measurement of Gratifications," *Communication Research* 6, no. 1 (1979): 54-73.
[59] McLeod and Becker, "Testing the Validity of Gratification Measures through Political Effects Analysis," 144.
[60] Jay G. Blumler and Denis McQuail, *Television in Politics: Its Uses and Influence* (Chicago: University of Chicago Press, 1969).
[61] Becker, "Measurement of Gratifications."
[62] Philip Palmgreen and J.D. Rayburn II, "An Expectancy-Value Approach to Media Gratifications," in *Media Gratifications Research: Current Perspectives*, ed. Karl Erik Rosengren, Lawrence A. Wenner, and Philip Palmgreen (Beverly Hills, CA: Sage Publications, Inc., 1985), 67.
[63] Ibid.
[64] Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."
[65] John W. Atkinson, "Motivational Deteriminants of Risk-Taking Behavior," *Psychological Review* 54, no. 6 (1957): 359-72.
[66] Martin V. Covington, *Making the Grade: A Self-Worth Perspective on Motivation and School Reform* (New York: Cambridge University Press, 1992).
[67] John U. Ogbu, "Understanding Cultural Diversity and Learning," *Educational Researcher* 21, no. 8 (November 1992): 5-14, 24.
[68] Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."
[69] Jeremy Harris Lipschultz, "The Nonreader Problem: A Closer Look at Avoiding the Newspaper," *Newspaper Research Journal* 8, no. 4 (Summer 1987): 59-69.
[70] Amy Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers" (poster presented at the Association for Education in Journalism and Mass Communication, San Francisco, August 2006).
[71] Ibid.
[72] Collins and Armstrong, "U of Florida Students Prefer Campus Paper to Free Daily."; Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."; Mindich, *Tuned Out: Why Americans under 40 Don't Follow the News*, 65; Raeymaeckers, "Research Note: Young People and Patterns of Time Consumption in Relation to Print Media."; Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers".
[73] Project for Excellence in Journalism, "State of the News Media 2007."
[74] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."
[75] Project for Excellence in Journalism, "State of the News Media 2007."
[76] Burgoon and Burgoon, "Predictors of Newspaper Readership."
[77] Amy Zerba, "Are Reasons for Not Reading News Medium Specific?," (University of Texas at Austin, May 2007).

[78] Mindich, *Tuned Out: Why Americans under 40 Don't Follow the News*, 65.
[79] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."
[80] Cobb-Walgreen, "Why Teenagers Do Not 'Read All About It'."
[81] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."
[82] Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."
[83] Joan Shorenstein Center on the Press Politics and Public Policy at John F. Kennedy School of Government at Harvard University, "Young People and News."; Henke, "Perceptions and Use of News Media by College Students."; Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers"; Zerba, "Growing up with Parents Who Read and Watch the News: What Is the Effect on College Students?".
[84] Joan Shorenstein Center on the Press Politics and Public Policy at John F. Kennedy School of Government at Harvard University, "Young People and News," 12.
[85] Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers".
[86] Henke, "Perceptions and Use of News Media by College Students."
[87] David Tewksbury, "What Do Americans Really Want to Know? Tracking the Behavior of News Readers on the Internet," *Journal of Communication* 53, no. 4 (2003): 694-710.
[88] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."
[89] Ibid; Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers"; Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."
[90] Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers".
[91] Ibid., 14.
[92] Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."
[93] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."; Project for Excellence in Journalism, "State of the News Media 2007."
[94] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."
[95] Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."; Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers"; Zerba, "Are Reasons for Not Reading News Medium Specific?."; Lipschultz, "The Nonreader Problem: A Closer Look at Avoiding the Newspaper."; Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."
[96] Ernest F. Larkin, Gerald L. Grotta, and Phillip Strout, "The 21-34 Year Old Market and the Daily Newspaper," *ANPA News Research Report*, no. 1 (April 8, 1977): 1-7.
[97] Project for Excellence in Journalism, "State of the News Media 2007."
[98] Project for Excellence in Journalism, "The State of the News Media 2007," http://www.stateofthenewsmedia.org/2007/ (accessed November 7, 2009).

[99] Project for Excellence in Journalism, "State of the News Media 2005," 2005, http://www.stateofthemedia.org/2005/ (accessed September 25, 2009).
[100] Audit Bureau of Circulations, March 31, 2007, http://www.accessabc.com (accessed September 3, 2007).
[101] Collins and Armstrong, "U of Florida Students Prefer Campus Paper to Free Daily."
[102] Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers"; Zerba, "Are Reasons for Not Reading News Medium Specific?."
[103] Leo Bogart, "The Public's Use and Perception of Newspapers," *Public Opinion Quarterly* 48, no. 4 (Winter 1984): 709-19.
[104] Readership Institute, "Reinventing the Newspaper for Young Adults," April 2005, www.readership.org/experience/startrib_overview.pdf (accessed November 4, 2009), 2-3,9.
[105] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."; Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers".
[106] Wartella, "Newspapers and Citizenship: Young Adults' Subjective Experience of Newspapers."
[107] Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers"; Zerba, "Are Reasons for Not Reading News Medium Specific?."
[108] Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions," *Contemporary Educational Psychology* 25 (2000): 54-67.
[109] Dale H. Schunk, Paul R. Pintrich, and Judith L. Meece, *Motivation in Education: Theory, Research and Applications*, 3rd ed. (Upper Saddle River, NJ: Pearson/Merrill Prentice Hall, 2008).
[110] Ryan and Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions."
[111] Karin Raeymaeckers, "Newspaper Editors in Search of Young Readers: Content and Layout Strategies to Win New Readers," *Journalism Studies* 5, no. 2 (2004): 221-32.
[112] Berelson, "What 'Missing the Newspaper' Means."
[113] Ryan and Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions."
[114] Kathleen E. Cox and John T. Guthrie, "Motivational and Cognitive Contributions to Students' Amount of Reading," *Contemporary Educational Psychology* 26, no. 1 (2001): 116-31; Allan Wigfield and John T. Guthrie, "Relations of Children's Motivation for Reading to the Amount and Breadth of Their Reading," *Journal of Educational Psychology* 89, no. 3 (1997): 420-32.
[115] Anne P. Sweet, John T. Guthrie, and Mary M. Ng, "Teacher Perceptions and Student Reading Motivation," *Journal of Educational Psychology* 90, no. 2 (1998): 210-23.
[116] Ryan and Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions."
[117] Ibid.

[118] John T. Guthrie and Allan Wigfield, "How Motivation Fits into a Science of Reading," *Scientific Studies of Reading* 3, no. 3 (1999): 199-205.
[119] Allan Wigfield, "Reading Motivation: A Domain-Specific Approach to Motivation," *Educational Psychologist* 32, no. 2 (1997): 59-68; Wigfield and Guthrie, "Relations of Children's Motivation for Reading to the Amount and Breadth of Their Reading."
[120] Suzanne Hidi and William Baird, "Strategies for Increasing Text-Based Interest and Students' Recall of Expository Texts," *Reading Research Quarterly* 23, no. 4 (1988): 465-77.
[121] Ibid.
[122] Ibid.
[123] Mark A. McDaniel et al., "The Effects of Text-Based Interest on Attention and Recall," *Journal of Educational Psychology* 92, no. 3 (2000): 492-502.
[124] Ibid; Larry L. Shirey and Ralph E. Reynolds, "Effect of Interest on Attention and Learning," *Journal of Educational Psychology* 80, no. 2 (1988): 159-66; Suzanne Hidi, "Interest and Its Contributions as a Mental Resource for Learning," *Review of Educational Research* 60, no. 4 (1990): 549-71.
[125] Mary Ainley, Suzanne Hidi, and Dagmar Berndorff, "Interest, Learning and the Psychological Processes That Mediate Their Relationship," *Journal of Educational Psychology* 94, no. 3 (2002): 545-61.
[126] Ibid.
[127] Ulrich Schiefele, "Interest and Learning from Text," *Scientific Studies of Reading* 3, no. 3 (1999): 257-79.
[128] Ainley, Hidi, and Berndorff, "Interest, Learning and the Psychological Processes That Mediate Their Relationship."
[129] Sweet, Guthrie, and Ng, "Teacher Perceptions and Student Reading Motivation."
[130] Ainley, Hidi, and Berndorff, "Interest, Learning and the Psychological Processes That Mediate Their Relationship."
[131] Ibid.
[132] Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers".
[133] Carol Shalagheck, "Newspaper Reading Choices by College Students," *Newspaper Research Journal* 19, no. 2 (1998): 74-87.
[134] Stone and Roger V. Wetherington Jr., "Confirming the Newspaper Reading Habit."
[135] Gerald C. Stone and Timothy Boudreau, "1985, 1994 Comparison of Reader Content Preferences," *Newspaper Research Journal* 16, no. 4 (Fall 1995): 13-28.
[136] Ibid.
[137] Ibid.
[138] Ibid.
[139] John K. Hartman, "USA Today and Young-Adult Readers: Can a New-Style Newspaper Win Them Back?," *Newspaper Research Journal* 8, no. 2 (Winter 1987): 1-14.
[140] The Pew Research Center For the People & The Press, "News Audiences Increasingly Politicized: Online News Audience Larger, More Diverse."

[141] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."
[142] Charles K. Atkin, Judee K. Burgoon, and Michael Burgoon, "How Journalists Perceive the Reading Audience," *Newspaper Research Journal* 4, no. 2 (1983): 51-63.
[143] Ibid.
[144] Ibid.
[145] Joseph P. Bernt et al., "How Well Can Editors Predict Reader Interest in News?," *Newspaper Research Journal* 21, no. 4 (Spring 2000): 2-10.
[146] Terri Flowerday, Gregory Schraw, and Joseph Stevens, "The Role of Choice and Interest in Reader Engagement," *The Journal of Experimental Education* 72, no. 2 (2004): 93-114.
[147] Hidi, "Interest and Its Contributions as a Mental Resource for Learning."
[148] Ainley, Hidi, and Berndorff, "Interest, Learning and the Psychological Processes That Mediate Their Relationship."
[149] Hidi, "Interest and Its Contributions as a Mental Resource for Learning."
[150] Ibid.
[151] Flowerday, Schraw, and Stevens, "The Role of Choice and Interest in Reader Engagement."
[152] McDaniel et al., "The Effects of Text-Based Interest on Attention and Recall."
[153] Patricia A. Alexander, Jonna M. Kulikowich, and Tamara L. Jetton, "Interrelationship of Knowledge, Interest and Recall: Assessing a Model of Domain Learning," *Journal of Educational Psychology* 87, no. 4 (1995): 559-75.
[154] Shirey and Reynolds, "Effect of Interest on Attention and Learning."
[155] Mark Sadoski, Ernest T. Gomez, and Maximo Rodriguez, "Engaging Texts: Effects of Concreteness on Comprehensibility, Interest, and Recall of Four Text Types," *Journal of Educational Psychology* 92, no. 1 (2000): 85-95; Mark Sadoski, Ernest T. Goetz, and Enrique Avila, "Concreteness Effects in Text Recall: Dual Coding or Context Availability," *Reading Research Quarterly* 30, no. 2 (1995): 278-88; Ernest T. Goetz et al., "That's News to Me: Readers' Responses to Brief Newspaper Articles," *Journal of Reading Behavior* 26, no. 2 (1994): 125-38; Friderike Heuer and Daniel Reisberg, "Vivid Memories of Emotional Events: The Accuracy of Remembered Minutiae," *Memory & Cognition* 18, no. 5 (1990): 496-506.
[156] Tom Wolfe and E.W. Johnson, *The New Journalism* (New York: Harper & Row, Publishers Inc., 1973).
[157] James Tankard and Laura Hendrickson, "Specificity, Imagery in Writing: Testing the Effects of 'Show, Don't Tell," *Newspaper Research Journal* 17, no. 1/2 (Winter/Spring 1996): 35-48.
[158] Ibid; Mark Sadoski and Zeba Quast, "Reader Response and Long-Term Recall for Journalistic Text: The Roles of Imagery, Affect and Importance," *Reading Research Quarterly* 25, no. 4 (Fall 1990): 256-72.
[159] Sadoski and Quast, "Reader Response and Long-Term Recall for Journalistic Text: The Roles of Imagery, Affect and Importance."

[160] Ibid.
[161] Ruth Garner, Mark G. Gillingham, and C. Stephen White, "Effects of 'Seductive Details' on Macroprocessing and Microprocessing in Adults and Children," *Cognition and Instruction* 6, no. 1 (1989): 41-57; Michael F. Graves et al., "Commentary: Improving Instructional Text: Some Lessons Learned," *Reading Research Quarterly* 26, no. 2 (Spring 1991): 110-22.
[162] Rolf A. Zwaan, "Effect of Genre Expectations on Text Comprehension," *Journal of Experimental Psychology* 20, no. 4 (1994): 920-33.
[163] Heuer and Reisberg, "Vivid Memories of Emotional Events: The Accuracy of Remembered Minutiae."; Goetz et al., "That's News to Me: Readers' Responses to Brief Newspaper Articles."
[164] Heuer and Reisberg, "Vivid Memories of Emotional Events: The Accuracy of Remembered Minutiae."
[165] Goetz et al., "That's News to Me: Readers' Responses to Brief Newspaper Articles."
[166] Readership Institute, "Reinventing the Newspaper for Young Adults."; John K. Hartman, "How 21-34 Year Olds Perceive Competing Newspapers in a Small-to-Medium Sized Market," *Newspaper Research Journal* 5, no. 1 (Fall 1983): 91-100.
[167] Ruth Clark, "Changing Needs of Changing Readers," (The American Society of Newspaper Editors, 1979).
[168] Bogart, "The Public's Use and Perception of Newspapers."
[169] Hargrove and Guido H. Stempel III, "Exploring Reader Interest in International News."
[170] Raeymaeckers, "Research Note: Young People and Patterns of Time Consumption in Relation to Print Media."
[171] Hargrove and Guido H. Stempel III, "Exploring Reader Interest in International News."
[172] Bogart, "The Public's Use and Perception of Newspapers."
[173] Laura Donnelly, "Proximity, Not Story Format, Improves News Awareness among Readers," *Newspaper Research Journal* 26, no. 1 (Winter 2005): 59-65.
[174] Hartman, "How 21-34 Year Olds Perceive Competing Newspapers in a Small-to-Medium Sized Market."
[175] Shalagheck, "Newspaper Reading Choices by College Students."
[176] Bressers and Bergen, "Few University Students Reading Newspapers Online."
[177] Bonnie Bressers and Lori Bergen, "Few University Students Reading Newspapers Online," *Newspaper Research Journal* 23, no. 2,3 (Spring/Summer, 2002), 43.
[178] Schunk, Pintrich, and Meece, *Motivation in Education: Theory, Research and Applications*.
[179] Albert Bandura, *Self-Efficacy: The Exercise of Control* (New York: W.H. Freeman, 1997).
[180] Allan Wigfield and Jacquelynne S. Eccles, "Expectancy-Value Theory of Achievement Motivation," *Contemporary Educational Psychology* 25, no. 1 (2000): 68-81.

[181] Ibid.
[182] Schunk, Pintrich, and Meece, *Motivation in Education: Theory, Research and Applications*, 50.
[183] Ibid.
[184] Norman T. Feather, "Values, Valences, Expectations, and Actions," *Journal of Social Issues* 48, no. 2 (1992): 109-24.
[185] Jacquelynne S. Eccles Parson and Allan Wigfield, "Motivational Beliefs, Values, and Goals," *Annual Review of Psychology* 53, no. 1 (2002): 109-32.
[186] Feather, "Values, Valences, Expectations, and Actions."
[187] Jacquelynne S. Eccles (Parson) et al., "Expectancies, Values, and Academic Behaviors," in *Achievement and Acheivement Motives: Psychological and Sociological Approaches*, ed. J. T. Spence (San Francisco, CA: W.H. Freeman and Company, 1983).
[188] Feather, "Values, Valences, Expectations, and Actions."
[189] Allan Wigfield, Stephen Tonks, and Jacquelynne S. Eccles, "Expectancy Value Theory in Cross-Cultural Perspective," in *Big Theories Revisted*, ed. Dennis M. McInerney and Shawn Van Etten (Greenwich, CT: Information Age Publishing, 2004).
[190] Wigfield and Eccles, "Expectancy-Value Theory of Achievement Motivation."
[191] Kurt Lewin, *A Dynamic Theory of Personality: Selected Papers of Kurt Lewin* (New York: McGraw-Hill Book Company, Inc., 1935), 250-54.
[192] John W. Atkinson and David Birch, *Introduction to Motivation*, 2nd ed. (New York: D. Van Nostrand Company, 1978), 92-124.
[193] Ibid.
[194] Atkinson, "Motivational Deteriminants of Risk-Taking Behavior."
[195] Lipschultz, "The Nonreader Problem: A Closer Look at Avoiding the Newspaper."
[196] National Endowment for the Arts, "The Arts and Civic Engagement: Involved in Arts, Involved in Life," June 2005, http://www.nea.gov/pub/CivicEngagement.pdf (accessed September 25, 2009).
[197] Hugh M. Culbertson et al., "Media Use, Attention to Media and Agenda Richness," *Newspaper Research Journal* 15, no. 31 (Winter 1994): 14-29.
[198] Joan Shorenstein Center on the Press Politics and Public Policy at John F. Kennedy School of Government at Harvard University, "Young People and News," 8.
[199] Ibid. 10.
[200] Ron F. Smith, "How Consistently Do Readability Tests Measure the Difficulty of Newswriting," *Newspaper Research Journal* 5, no. 4 (Summer 1984): 1-8; Ron F. Smith and Kay L. Smith, "A Comparison of Readability Formulae as Applied to Newspaper Stories," *Journal of Reading* 28, no. 1 (October 1984): 20-23.
[201] Wayne A. Danielson and Sam Dunn Bryan, "Readability of Wire Stories in Eight News Categories," *Journalism Quarterly* 41, no. 1 (1964): 105-06; Jerry L. Johns and Thomas E. Wheat, "Newspaper Readability," *Reading World* 18, no. 2 (December 1978): 141-47; Taher A. Razik, "A Study of American Newspaper Readability," *The Journal of Communication* 19, no. 4 (December 1969): 317-24.

[202] James Moznette and Galen Rarick, "Which Are More Readable: Editorials or News Stories?," *Journalism Quarterly* 45, no. 2 (Summer 1968): 319-21.
[203] Kevin Catalano, "On the Wire: How Six News Services Are Exceeding Readability Standards," *Journalism Quarterly* 67, no. 1 (Spring 2000): 97-103.
[204] Harry Stapler, "The One-Sentence/Long-Sentence Habit of Writing Leads and How It Hurts Readership," *Newspaper Research Journal* 7, no. 1 (Fall 1985): 17-27.
[205] Jerry L. Johns and Thomas E. Wheat, "Newspaper Readability: Two Crucial Factors," *Journal of Reading* 27, no. 5 (February 1984): 432-34.
[206] Johns and Wheat, "Newspaper Readability."
[207] Ibid.
[208] Guido H. Stempel III, "Readability of Six Kinds of Content in Newspapers," *Newspaper Research Journal* 3, no. 1 (1981): 33-37.
[209] Razik, "A Study of American Newspaper Readability."
[210] Moznette and Rarick, "Which Are More Readable: Editorials or News Stories?."
[211] Gilbert Len Fowler Jr., "The Comparative Readability of Newspapers and Novels," *Journalism Quarterly* 55, no. 3 (Fall 1978): 589-92.
[212] Gilbert L. Fowler Jr. and Edward J. Smith, "Readability of Newspapers and Magazines over Time," *Newspaper Research Journal* 1, no. 1 (1979): 3-8.
[213] Ron F. Smith and Peter Voelz, "Newspaper Stylistic Codes: A Hindrance to Understanding?," *Journalism Quarterly* 60, no. 4 (1983): 641-46, 62.
[214] Jeffrey L. Griffin and Robert L. Stevenson, "The Effectiveness of Locator Maps in Increasing Reader Understanding of the Geography of Foreign News," *Journalism Quarterly* 71, no. 4 (Winter 1994): 937-46.
[215] Robert D. Hilliard, "Nut Grafs: A Powerful Tool for Attracting, Holding Readers," *Newspaper Research Journal* 12, no. 3 (Summer 1991): 76-90.
[216] Katz, Blumler, and Gurevitch, "Utilization of Mass Communication by the Individual."
[217] J.D. Rayburn II and Philip Palmgreen, "Merging Uses and Gratifications and Expectancy-Value Theory," *Communication Research* 11, no. 4 (1984): 537-62.
[218] Ibid.
[219] Martin Fishbein and Icek Ajzen, *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research* (Reading, MA: Addison-Wesley Publishing Company, 1975), 30-31.
[220] Philip Palmgreen and J.D. Rayburn II, "Gratifications Sought and Media Exposure: An Expectancy Value Model," *Communication Research* 9, no. 4 (1982): 561-80.
[221] John J. Galloway and F. Louise Meek, "Audience Uses and Gratifications: An Expectancy Model," *Communication Research* 8, no. 4 (1981): 435-49; Palmgreen and II, "An Expectancy-Value Approach to Media Gratifications."
[222] Philip Palmgreen, "Uses and Gratifications: A Theoretical Perspective," in *Communication Yearbook 8*, ed. R.N. Bostrom (Beverly Hills, CA: Sage, 1984).

[223] Fishbein and Ajzen, *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research*, 131-215; Palmgreen and II, "An Expectancy-Value Approach to Media Gratifications."
[224] J.D. Rayburn II and Palmgreen, "Merging Uses and Gratifications and Expectancy-Value Theory."; Palmgreen and II, "An Expectancy-Value Approach to Media Gratifications."
[225] J.D. Rayburn II and Palmgreen, "Merging Uses and Gratifications and Expectancy-Value Theory."
[226] Palmgreen and II, "An Expectancy-Value Approach to Media Gratifications."

Chapter 4: Methodology

This multi-method study included a secondary data analysis of three national datasets, eight focus groups and an experiment, in that order. Each method's findings provided information that was used in the next stage, or method, of the study. The secondary data analysis was conducted to gain insight on how two age groups, 18-24 and 25-29, compare to each other and older age groups in U.S. on news media consumption and outlook on life, social issues and politics. Secondary data analysis is the reuse of social science data used previously by another researcher for purposes related to the original research study or for a different study.[1] Every other year, the Pew Research Center For the People & the Press publishes a report on Americans' media use habits. The center, or "fact tank," is a nonpartisan, independent opinion research group that studies attitudes toward the press, politics and public policy issues. The center's 2008 report data was used to analyze news media consumption patterns, news topic interests, enjoyment of news and political knowledge across age groups. The center's 2006 biennial report data was used to examine nonuse reasons for reading newspapers, online news media consumption patterns, enjoyment of reading and need for background information across age groups. In 2007, the center produced a special report on young adults, titled "A Portrait of 'Generation Next," which examined the lifestyles and outlook of Americans between the ages of 18 to 25. For this report, an oversample of 18- to 25-year-olds was surveyed; however, all age groups were represented in the overall sample. This report's data were used to compare opinions on social issues, technology, life goals and worries across age groups. Findings from the secondary data analysis also provided background information on the similarities and differences between 18- to 24-year-olds and 25- to 29-year-olds – on a national level. These two age groups comprised of the

focus group participants. The focus group methodology was used to examine the factors behind the often-cited reasons for the not reading print newspapers: time, relevancy and inconvenience. This methodology also was used to examine the needs and wants of print newspapers from these two age groups (18-24 and 25-29). The third method employed was an experiment in which participants were given four newspaper articles of which an independent variable — show writing, story context, relatedness and informativeness — was manipulated. The control group read traditional news writing stories as they were published. This experimental method tested storytelling devices developed from the academic literature, industry findings, the present study's secondary data analysis findings and focus group discussions.

SECONDARY DATA ANALYSIS

Three data sets, all of which were conducted by the Pew Research Center, were used in the secondary data analysis, the first method employed in the present study, to test nine hypotheses and answer five research questions.

Secondary data analysis: 2006 Generation Next Survey

The Pew Research Center for the People & The Press' 2006 Generation Next Survey was conducted using telephone interviews from Sept. 6 through Oct. 2, 2006 with a nationally representative sample of 1,501 adults, which consisted of an oversample of 579 participants ages 18 to 25, of which 250 were contacted by cell phone. The sampling error is plus or minus 3.5 percentage points with 95% confidence.

For this sample, the independent variable age was divided into six groups: 18-24; 25-29; 30-34; 35-49; 50-64; and 65+. The original data provided by the research center was used to analyze the following hypotheses and research questions:

H1: The youngest adult age group (18-24) will support immigrants in the U.S. more than older adult age groups.

H2: The youngest adult age group (18-24) will be the least supportive of military involvement to ensure peace than older adult age groups.

H3: The youngest adult age group (18-24) will support homosexuality more than older age groups.

H4: The youngest adult age group (18-24) will have a more positive outlook on the efficiency of the U.S. government than older age groups.

H5: The youngest adult age group (18-24) will have a more positive outlook on technology's impact than older age groups.

RQ1: How do personal worries differ across age groups?

RQ2: How do generational future life goals differ across age groups?

Outlook on political / social issues

To test H1-H4 on the comparison of the youngest age group to older age groups on support or outlooks on social issues, the frequency of responses to the following questions were analyzed.

Government is almost always wasteful and inefficient; Government often does a better job than people give it credit for; Neither/Both equally; or Don't Know/ Refused

Immigrants today strengthen our country because of their hard work and talents; Immigrants today are a burden on our country because they take our jobs, housing and health care; Neither / Both equally; or Don't Know / Refused

The best way to ensure peace is through military strength; Good diplomacy is the best way to ensure peace; Neither / Both equally; or Don't Know / Refused

Homosexuality is a way of life that should be accepted by society; Homosexuality is a way of life that should be discouraged by society; Neither / Both equally; Don't Know / Refused

Participants were asked to select the statement that "comes closer" to their own views, "even if neither is exactly right." "Don't Know / Refused" answers were not

included in the analyses. Response choices were cross-tabulated by age groups. Each hypothesis will be supported if the age group 18-24 agreed more positively with the statements compared to older age groups. The statistical test Chi square was used.

Technology's impact

To test whether the age group 18-24 will have a more positive outlook on technology's impact compared to older adults (H5), responses to a series of yes-no questions were analyzed. The technology question asked was: "Thinking now about technology, such as the internet, instant messaging, cell phones, text messaging, and iPods, does new technology [insert statement] or not? Make people lazier; Make people more isolated; Make people waste too much time; Make people more efficient; and Make you closer to old friends or family. The statistical test Chi square was used to examine the relationship between age groups and perception of technology's impact on society for each of the six questions. H5 will be supported if the 18-24 age group agreed more positively with the majority of these statements compared to older age groups. Responses for negative statements will be reversed for measuring purposes.

Personal worries

To answer RQ1 on personal worries, responses to the question, "What is the most important problem facing you in your life these days?" were compared across age groups. Responses were categorized into eight groups: Money/Financial Issues/Debt; Health Issues; Family and Relationships; Career/Job; National/International Conditions; College and Education Issues; Other; and None/No Problem. Frequencies of responses for each of the eight topics were tabulated for each age group. "Do not know / refused" responses were not included. The statistical test Chi square was used to compare the eight "worry" categories by age groups.

Generational future goals

To examine generational future goals and age (RQ2), participants were asked, "Here are a few goals that some people set for themselves in their lives. Which of the following do you think people in your generation or age group think is the most important?" The six response categories were: To get rich; to be famous; to help people who need help; to be leaders in their community; to become more spiritual; and none of these. Frequencies of responses for each of the stated goals were tabulated for each age group. "Do not know / refused" responses were not included. The statistical test Chi square was used to compare the six goal categories by age groups. Only those under age 40 were asked this question (n=768). The age groups were 18-24, 25-29, 30-34 and 35-39.

Secondary Data Analysis: 2008 Pew News Consumption Survey

From April 30 to June 1, 2008, the Pew Research Center for the People & The Press randomly contacted a national sample of 3,615 U.S. adults ages 18 and older by telephone to answer questions about their media habits and opinions about issues, trends and lifestyles in its Biennial Media Consumption Survey. Of the respondents, 2,802 were interviewed on a landline telephone and 813 were interviewed on a cell phone (including 269 who had no landline telephone). Landline and cell phone numbers were provided by Survey Sampling International. As the cell phone-only population continues to increase in the United States,[2] researchers must consider how this change influences their findings, especially when studying young adults. Half of all wireless adults in the U.S. are under age 30, with one in four young adults ages 18-24 living in households without landlines and 30% of young adults ages 25-29 doing so in 2006, according to early estimate figures by the U.S. Division of Health Interview Statistics.[3] A 2007 study showed that respondents from cell phone-only households were more likely to be ages 18 to 34, single

or never married, Hispanic, a student and out of work, compared to households with both landline and cell phone access.[4]

Combined landline and cell phone data were weighted using demographic weighting from the March 2007 Census Bureau's Current Population Survey and an estimate of telephone status patterns in the United States based on the 2007 National Health Interview Survey. The last two digits of the telephone numbers selected were randomly generated to avoid listing bias and provide a representation of both listed and unlisted numbers. As many as 10 attempts were made to complete an interview at every sampled telephone number. In each contacted household, interviewers asked to speak with the "youngest male, 18 years or older, who is now at home." If there was no available male, interviewers asked to speak to the "youngest female, 18 years or age or older." This method is used to increase participation among young adults and males, according to Pew Research Center.

The sampling error of the study was plus or minus 2 percentage points with a 95% confidence level. Two question forms were used: Form 1 (N=2,013) with a sampling error of plus or minus 3 percentage points; Form 2 (N=1,818) with a sampling error of plus or minus 3 percentage points. Forms 1 and 2 also were divided into two forms: Form A (N=1,786, sampling error of plus or minus 3 points) and Form B (N=1,839, sampling error of plus or minus 3 points).

For this sample, the independent variable age also was divided into six groups: 18-24; 25-29; 30-34; 35-49; 50-64; and 65+. The original data provided by the research center was used to analyze the following hypotheses and research questions:

RQ3: How do media use habits differ across age groups?

RQ4: How do news topic interests differ across age groups?

H6: Age is positively related to enjoyment of keeping up with the news.

H7: Age is positively related to political knowledge.

Media use habits

To answer RQ3 on media use, responses to the following statement question were analyzed: "Now I'd like to know how often you watch or listen to certain TV and radio programs. For each that I read, tell me if you watch or listen to it regularly, sometimes, hardly ever, or never." The response categories were collapsed into three categories: Hardly Ever / Never, Sometimes and Regularly. Frequency of responses were compared, and "regularly" uses were reported. Frequency percentages were cross-tabbed by age groups and the statistical tests Gamma with Tau C were conducted. Use of the following media was examined: a daily newspaper; local weekly community newspaper; the local news about your viewing area, which usually comes on before the national news in the evening and again later at night; the national nightly network news on CBS, ABC or NBC; cable news channels such as CNN, MSNBC, or the Fox News Cable Channel; CNN; Fox News cable channel; MSNBC; NPR, national public radio; news magazine shows such as *60 minutes*, *20/20* or *Dateline*; news magazines such as *Time, U.S. News*, or *Newsweek;* business magazines such as *Fortune* or *Forbes*; personality magazines such as *People* or *Us Weekly*; sports news on ESPN; *The Daily Show* with Jon Stewart; *The Colbert Report* with Stephen Colbert; late night TV shows such as David Letterman and Jay Leno; and *Entertainment Tonight* or *Access Hollywood*.

Use of the following online media use[2] was examined: sites such as Google News, AOL News or Yahoo News; Network TV Web sites, such as CNN.com, ABCnews.com, or MSNBC.com; sites of major national newspapers, such as USAToday.com, New York

[2] Specific online media sites were not asked in the 2008 Biennial Media Consumption Survey by the Pew Research Center. The online media use findings are from the 2006 Biennial Media Consumption Survey by the Pew Research Center.

Times.com, or the Wall Street Journal online; sites of local newspapers in your area; and sites of local TV stations in your area.

News topic interests

To answer RQ4 on news topic interests, responses to the statement question, "Please tell me how closely you follow this type of news either in newspaper, on television, radio or the Internet?" were cross-tabbed across age groups. Response choices were collapsed into two groups: "Very Closely / Somewhat Closely" and "Not Very Closely / Not At All Closely". Frequency of responses were compared, and "regularly" uses were reported. Frequency percentages were cross-tabbed by age groups and the statistical tests Gamma and Tau C were conducted for the topics: News about political figures and events in Washington; business and finance; international affairs; local government; sports; religion; people and events in your own community; entertainment; consumer news; travel; environment, science and technology; celebrity news; crime; culture and the arts; weather; education and schools; and health news.

Enjoyment of keeping up with the news

To test whether age is positively related to enjoyment of keeping up with the news (H6), the frequency of responses to the question, "How much do you enjoy keeping up with the news — a lot, some, not much, or not at all?" were compared with age. The four response choices — Not at all, Not Much, Some and A lot —were collapsed into "Not At All / Not Much," "Some," and "A lot." The response "Don't Know / Refused" was not included in the analysis. Frequency percentages of use were cross-tabbed by age groups and the statistical tests Gamma and Tau C were conducted.

Political knowledge

To test H7 whether age is positively related to political knowledge, correct and incorrect responses to three knowledge questions were used. The three political knowledge questions used were: "Do you happen to know which political party has a majority in the U.S. House of Representatives?" (Yes, Democrat – correct; Yes, Republican – incorrect; and No, Can't Say / Don't Know / Other – incorrect); "Can you tell me the name of the current Secretary of State?" (Condoleezza Rice/Condi/Rice – correct; Yes, any other person — incorrect; and No, Can't Say / Don't Know / Other – incorrect); "Who is the current prime minister of Great Britain?" (Gordon Brown – correct; Rupert Murdoch, Robert Gates, John Howard – all incorrect; and No, Can't Say / Don't Know / Other – incorrect). Response choices were collapsed into two groups for scoring purposes. A "1" was given for No, Can't Say / Don't Know / Other) and a "2" was given for correct answers. The statistical test Chi Square was used to examine differences in political knowledge answers between the age groups. This hypothesis is supported if the older age groups political knowledge level is significantly higher than younger age groups.

Secondary Data Analysis: 2006 Pew News Consumption Survey

A few questions originally proposed in the present study were not asked in Pew's 2008 Biennial News Consumption Survey. A secondary data analysis of the 2006 Pew Biennial Media Consumption Survey by Pew Research Center for the People and the Press was conducted to answer these questions.

From April 27 to May 22, 2006, the Pew Research Center for the People & The Press contacted a national sample of 3,204 U.S. adults ages 18 and older by telephone to answer questions about their media habits and opinions about issues, trends and lifestyles in its 2006 Biennial News Consumption Survey. The number of telephone numbers

randomly sampled from within a given county was proportional to that county's share of telephone numbers in the United States. The last two digits of the telephone numbers selected were randomly generated to avoid listing bias and provide a representation of both listed and unlisted numbers. Similar to Pew's 2008 telephone survey method, as many as 10 attempts were made to complete an interview at every sampled telephone number. In each contacted household, interviewers asked to speak with the "youngest male, 18 years or older, who is now at home." If there was no available male, interviewers asked to speak to the "youngest female, 18 years or age or older."

Also, a sample of 250 adults, 18 years or older, was contacted by cell phone. The cell numbers were drawn from a cell phone number frame, and respondents were chosen for the study if they reported that their cell phone was their only phone. For this study, interviewees contacted by cell were offered an incentive of $10 for completing the survey. The sampling error of the study was plus or minus 2 percentage points with a 95% confidence level. Two question forms were used: Form 1 (N=2,013) with a sampling error of plus or minus 2.5 percentage points; Form 2 (N=1,191) with a sampling error of plus or minus 3.5 percentage points. For some questions, the report did examine age group differences on media use habits and attitudes by dividing age into 18-29; 30-49; 50-64 and 64+, for which some of these results were reported in Chapter 2. However, to examine this young adult age group more closely for comparison purposes, the age variable was divided into the following groups: 18-24; 25-29; 30-34; 35-49; 50-64; and 65+ to answer the following question and hypothesis:

> **RQ5:** How do reasons for not reading print newspapers compare among adult nonreaders of all ages?
>
> **H8:** Age is positively related to enjoyment of reading.
>
> **H9:** Age is inversely related to a need for background information.

Nonuse reasons

To answer RQ5 on nonuse reasons among nonreaders, regular readers of newspapers were filtered out with the question, "Do you happen to read any daily newspaper or newspapers regularly, or not?" Yes / No / Don't Know. Of those who answered "no" and were respondents of Form 2 (N=370), the following open-ended question was asked, "You mentioned that you don't read newspapers all that regularly. What is it that you like less about newspapers compared to TV, radio or the Internet?" The original open-ended answers were categorized into the following groups: Time; Inconvenience; Biased/Opinionated; Don't Like to Read; No Interest; Cost; Format; Other; Don't Know / Refused. The response "Don't Know / Refused" was not included in the analysis. The response frequencies for each category were calculated and cross-tabbed by age groups using the statistical test Chi square.

Reading enjoyment

To test whether age is positively related to enjoyment of reading (H8), responses to the question, "How much do you enjoy reading — A lot, Some, Not Much, or Not At All?" were compared across age groups. The four response choices — Not at all, Not Much, Some and A lot —were collapsed into "Not At All / Not Much," "Some," and "A lot." The response "Don't Know / Refused" was not included in the analysis. Frequency percentages of use were cross-tabbed by age groups and the statistical tests Gamma and Tau C were conducted. The hypothesis is supported if a significant positive relationship is found, meaning if older age groups significantly rate enjoyment of reading higher than younger age groups.

News background knowledge

To test whether age is negatively related to a need for background knowledge, responses to the statement question, "I often don't have enough background information to follow news stories," were compared with age. Participants were asked if they "Completely Agree With It," "Mostly Agree With It," "Mostly Disagree With It," or "Completely Disagree With It." The response "Don't Know / Refused" was not included in the analysis. Response choices were dichotomized into "Completely Disagree With It / Mostly Disagree With It" and "Mostly Agree With It / Completely Agree With It. The statistical test Chi square with Gamma was used to compare age groups with a need for background information responses. The hypothesis is supported if a significant negative relationship is found between the two variables, meaning younger age groups have a greater need for background information than older age groups.

FOCUS GROUPS

The second method used was focus groups. One of this method's advantages over quantitative research is that it allows researchers to examine ideas and opinions more deeply. This qualitative method explored the underlying influences of young adults' opinions, attitudes, values and motivations behind their current media uses and non-media uses, as well as possible future news use habits. Also, this methodology allowed ideas — especially those that participants may have never thought about until the group discussion— to emerge. Finally, this methodological approach provided valuable insights and ideas that were applied and tested in the third stage of this research, the experiment. There are some disadvantages to using this method, namely that findings cannot be generalized to the population at large. Also, group dynamics can play an influential role in who speaks in the group discussions, possibly lessoning the number of ideas generated or stronger agreement of ideas, when the agreement might not be there otherwise. The

key to this methodology was the planning, implementation and the moderated discussion. The focus group method used help answer the following questions:

> **RQ6:** What are the values behind following the news by young adult nonreaders of print newspapers?
>
> **RQ7:** What do three of the most prominent nonuse reasons mean to 18- to 24-year-olds and 25- to 29-year-olds nonreaders of print newspapers?
>
> **RQ8:** What would the "ideal print newspaper" be like for 18- to 24-year-olds and 25- to 29-year-olds nonreaders of print newspapers?
>
> **RQ9:** What are the opinions of 18- to 24-year-olds and 25- to 29-year-old nonreaders of print newspapers regarding a printed newspaper geared toward young adults?

Location

The cities chosen for this focus group research were: Chicago, Dallas and San Antonio. These cities were chosen based on the following criteria:

The major print daily local newspaper produced the free young adult newspaper.

The young adult newspaper had to contain news (local, national and world).

The young adult newspaper had to be printed on newsprint.

Publisher of young adult newspaper could only be represented once in selection.

The city ranked in the Top 10 largest cities in the U.S.

The city's income and education levels were comparable to the national average.

The city had close to 50% of non-white only residents.

Chicago is the third largest city population-wise in the United States; San Antonio is seventh; and Dallas is ninth, according to the U.S Census Bureau in 2007.[5] Chicago's *RedEye*, geared toward 18- to 34-year-olds, was launched in 2002 by the Tribune Company. San Antonio's *210SA* is a free weekly tabloid geared toward the city's 18- to 39-year-olds. The Hearst Corporation, which owns the *San Antonio Express News*,

launched *210SA* in February 2007. *Quick* is the Dallas-Forth Worth area's free weekday newspaper that Belo Corporation, which owns the *Dallas Morning News*, launched in November 2003.

The focus groups took place in a reserved quiet room that sat 12 comfortably at the downtown public library in each city. Those libraries were: the Central Library in San Antonio, the J. Erik Jonsson Central Library in Dallas and Harold Washington Library Center in Chicago. Each city consisted of two focus groups — an 18-24 age group and a 25-29 age group. The groups consisted of 8-10 participants, however more potential participants were recruited to account for no-shows. After the eighth focus group, the researcher determined that saturation had been reached, meaning information from the discussions was being repeated and little new information was being provided. The researcher received co-sponsorship of the focus group research from the *San Antonio Express News, The Dallas Morning News* and *Chicago Tribune*. This allowed for the newspaper's name to be used for advertising purposes of the study in exchange for a report of the final findings. No monetary sponsorship was given.

Recruitment

The first attempt to recruit focus group participants involved placing more than 800 fliers in San Antonio and Dallas each at area locations, such as the downtown YMCA / city recreation center, coffeehouses, bars, restaurants and the university campus recreation center. These recruiting sites were chosen based on their observed popularity among young adults who vary in race and ethnicity. These printed postcards were placed near computers, on bulletin boards, near cashiers/check outs, or/and in reception areas four weeks prior to the focus groups in San Antonio and Dallas. The postcard text asked potential participants, ages 18 to 29, to go to the Web site, www.newsmediaresearch.com, to see if they qualify to take part in a study that pays $50 an hour. (See Appendix 1)

The online questionnaire at newsmediaresearch.com asked participants: how often they read a print newspaper in a typical week; how much they enjoy following the news; age; sex, and how they heard about the study. The questionnaire also asked for contact information so that the researcher could contact the potential participant if he / she is randomly chosen for the gift certificate and for those interested in participating in the focus group. (See Appendix 2) To qualify for the study, participants had to be: be between the ages of 18 to 29; never or seldom read the print newspaper (answered "No Days" or 1 day) or the local free newspaper geared toward young adults; and must be somewhat interested in keeping up with the news (answered "Some" or "A lot"). The researcher was primarily interested in young adults (18-29) who have some interest in the news but do not turn to print newspapers regularly; not news avoiders,

The postcard informed potential participants that if they qualified, they could earn $50 in two hours for participating in a discussion group. One potential participant in each city would be randomly chosen to receive a $25 gift certificate to Amazon.com or Best Buy, their choice, for logging on to www.newsmediaresearch.com and completing the questionnaire. The postcard stated: to qualify for the gift certificate selection, participants must be between the ages of 18 to 29 and complete the survey by a specified date.

An ad also was placed under jobs et cetera on Craigslist.org, a local community online classifieds and forums site with posts listing anything from jobs, goods & services to finding a mate or getting community information. (See Appendix 3) More than 15 million people use Craigslist.org each month, with 750,000 new job listings posted each month.[6] Both the fliers and the Craigslist job posting pointed potential participants to log on to newsmediaresearch.com to see if they qualified for the study that pays $50 for a maximum of two hours of their time sharing their opinions. The job posting stated how potential participants had a chance to be randomly selected to receive a $25 gift

certificate to Amazon.com or Best Buy, their choice, by completing the short online survey. However, they must be between the ages of 18 to 29 to participate.

There were several disadvantages to recruiting participants using fliers and Craigslist. Of the more than 1,600 fliers that were placed around San Antonio and Dallas, the fliers drew only one person to the Web site: a coffee shop employee who placed the stack of fliers at her business in San Antonio. Using a paper flier to get potential participants to log on to a Web site to see "if they qualify" may be asking too much of people, effort-wise. The cost of printing these fliers and the time spent distributing them to area businesses also is a factor to consider compared to the low response rate.

The free Craigslist posting, titled "Get Paid For Sharing Your Opinions," under jobs also kept getting "ghosted." This meant the ad did not show online and could only be seen by the poster. Craigslist does this to avoid marketers who spam its site. The site uses a spam filter to ensure that each posting comes from one unique IP address and the text is unique. Because the ad was "ghosted," attempts were made to make the title and text unique using different computers. The ad appeared inconsistently online, and was "ghosted" every other day. Only 10 people responded via email to the unique posting placed on Craigslist for Dallas and San Antonio, and only two qualified. Attempts to reach those potential subjects by phone failed.

After these two failed attempts, three companies were hired to help recruit focus group participants. Creative Consumer Research handled the recruitment of participants in San Antonio; Dallas By Definition recruited participants in the Dallas / Fort Worth area; and Act One Research Services, Inc. recruited subjects in Chicago. The incentive to participate in the focus groups increased to the market rate of $60 for each subject in San Antonio and Dallas and $75 for Chicago subjects.

In each city, screeners called potential participants two weeks before the scheduled focus group date. Potential participants were screened with six questions: age, sex, how often they read a daily print newspaper in a typical week; how often they read the youth-adult newspaper (*210SA*, *Quick* or *RedEye*) in a typical month/week; and how much they enjoy following the news. (See Appendices 4-6) Subjects qualified for the study if: they were between the ages of 18-29; they read a daily newspaper "never or seldom," they read young adult newspaper in their community (*210SA* or *Quick*[3]) "never or seldom" or "once a month" or "never or seldom" or "one day a week" for the RedEye; and if they were interested in the news "a lot" or "some." For those subjects who qualified, contact information was taken and they were told the date, time and location of the study. In each city, 20 subjects were recruited for each group (18-24 and 25-29) for 8-10 to show in each group. Screeners were instructed to recruit: an equal number of males and females, an equal mix of race (white, Hispanic, black, Asian and Other) and less than one-third of subjects who were currently taking college courses. All qualified participants were sent a letter confirming their participation in the study. (See Appendices 7-9) This letter also provided the date, time and directions to the focus group site. All confirmed participants received a reminder phone within 48 hours leading up to the focus group date.

Conducting the focus groups

The moderator and an assistant greeted participants at the focus group sites. They were encouraged to help themselves to snacks and drinks and instructed to sit anywhere around the table. Snacks and drinks were not served at the downtown Chicago library because food and drinks was not permitted. A blank name card, marker, pencil and pre-

[3] *Quick* printed five days a week at time of study; not weekly. As of November 1, 2009, *Quick* was printed weekly.

questionnaire were placed on the table at each seat. Participants wrote their first name on the name cards and place them front of them so that the moderator and participants could use first names during the discussion. The pre-questionnaire provided background information about the participants' media use habits as well as a written record of their opinions regarding specific questions covered later in the focus group. (See Appendix 10) Participants filled out the questionnaire prior to the focus group discussion starting. On the first page of this questionnaire was consent letter that participants signed acknowledging that their identity would be kept confidential and that they consent to the discussion being audiotaped. Audio recording provided a comprehensive record of the discussions for purposes of review, analysis and writing of this research. The research assistant took notes during the discussion to complement the audio for transcription purposes.

The moderator used a set of pre-determined questions to guide the discussion. (See Appendix 11) At the designated time, the moderator introduced herself and then asked participants to introduce themselves one-by-one. This introduction time helped the moderator get a feel for the group dynamic and allowed participants to meet each other. The door was closed at the start of this introduction and late arrivals were not permitted to participate. The research assistant turned away late arrivals outside the room. No incentive was given to late arrivals. For those who did arrive on time when the focus had enough participants, these individuals were given the cash incentive and were sent away. After the introduction of participants, the moderator briefed the group on guidelines for the group discussion. The following guidelines were posted on the wall: There are no right or wrong answers; each person's opinion matters; respect each other's opinions by giving others time to talk; please turn off cell phones and pagers; hold questions about the study until the end; and incentives will be distributed at the end. Also, participants were

told they could get up for more food and drink at any time, except in Chicago, and that they could take a bathroom break at anytime. Instructions on how to find the bathrooms were given. The research assistant entered the room at that time to begin taking notes.

During the discussion, participants were asked why they value following the news; why they don't read print newspapers; why some prefer reading news online or on TV; what do the nonuse words "inconvenience," "lack of time" and "relevance," really mean. In the second part of the focus group, participants were asked to brainstorm for a print newspaper they could see themselves reading every day. Participants were given 15 minutes to compile their personal list of characteristics. Afterward, each participant presented their ideas to the rest of the group and the ideas were displayed on poster-size papers on the wall. The third part of the focus group involved critiquing the young adult newspaper in their city (*210SA* in San Antonio, *Quick* in Dallas; and the *RedEye* in Chicago). Participants were instructed to spend 15 minutes reading the newspaper "at a pace they normally would read a paper." Using a marker, they were asked to circle things they liked — headlines, stories and photographs — and put an "x" on things they didn't like, with a note on why. They also were given a critique sheet to write down three things they liked and three things that could be improved. (See Appendix 12) Afterward, the group talked about the things they liked about the paper, and things they did not. At the end, the groups were debriefed about the study and the cash incentives were handed out, along with paid vouchers for parking at the library.

EXPERIMENT

An experiment was conducted to measure and test ways to improve the storytelling of hard news stories in a controlled environment. Experiments allow researchers to: show a cause-and-effect link between two or more variables by establishing a time order for which the variables are presented; control for outside

influences in a laboratory setting; and provide step-by-step procedures so that future researchers may try to replicate the study.[7] The disadvantages of using an experiment include: the artificiality of the setting; experimenter bias; and non-mass scope.[8] Experiments are considered the best method for internal validity.[9]

For this experiment, four hard news stories were manipulated to closely examine four variables: perceived comprehension, relevancy, interest and informativeness. The Solomon Four-Group Design consisted of two experimental groups and two control groups. One control group and one experimental group did not receive a pre-questionnaire. The other two groups received a pre-questionnaire that measured expectations of their reading experience of certain news stories. All four groups were then presented stories to read and post-questionnaires after each story. All subjects read the same four news stories, but different versions, which were:

U.S. government seizes control of Fannie Mae, Freddie Mac[10]

Supreme Court rules Constitution protects rights to own guns[11]

Texas Youth Commission's plan to add facilities draws criticism[12]

Plans for health care coverage differ between Obama, McCain[13]

These news topics were chosen based on previous research that shows hard news stories — i.e. business, Supreme Court, state news, politics and/or health care — are of medium to low interest to young adult audiences. These specific stories were selected because they were prominent stories in 2008, and were published within the past six months of the experiment. The control groups' stories were written in traditional newspaper style, called inverted pyramid. The experimental groups' stories were manipulated on a single variable – comprehension, relevancy, interest or informativeness — although all variables, along with enjoyment, were measured as well for each story. The pairs of stories were trimmed down to match in length.

Recruitment

To recruit subjects for the experiment, officers (president, vice president and / or volunteer / community service officer) of student organizations at a large southwestern university were sent an email requesting volunteer participants. (See Appendix 13) Of those registered and active student organizations listed on the university's Web site (N=1,039), only those that posted mission statements that included volunteering or community service were contacted. Recruitment emails were sent to officers of 278 student organizations. In the recruitment email, potential participants were asked for 90 minutes of their time to help a student with her research. For their participation, volunteers would be given a $10 check made out to their student organization. A minimum of four volunteers was sought. For those members who responded, an RSVP email was sent with session dates and times. (See Appendix 14) For the experiment, 181 volunteers reserved a seat in one of the 11 experiment sessions (including the pilot group). Of those, 142 participated in the study, with 38 no-shows.

Conducting the experiment

The experiment was conducted during 11 sessions over six days, on Oct. 17 and from Oct. 27-Oct. 31, 2008. A pilot study was conducted on Oct. 17 and those subjects' responses were used in the analysis. The study took place in a reserved room in the student union of a large southwestern university. The room sat 18 comfortably around a conference table and eight more comfortably in sofa and chairs placed along the walls of the room. For each 90-minute session, subject signed in and were instructed they could sit anywhere in the room. At the start of the sessions, subjects were told they were taking part in a research study that "examined their reading." They were instructed to read at a pace that they "would normally read a news article." When subjects were finished with a part of the study, they were instructed to silently raise their hand, and the next part of the

study would be handed to them. Subjects signed a consent form at the start of the study that ensured the confidentiality of their responses. They also were asked to turn off cell phones and pagers.

The study consisted of five parts. In part one, participants were randomly given a pre-questionnaire asking about their background, opinions and interests. (See Appendix 15) Each pre-questionnaire had a number that corresponded to one of four groups (Group A1: pre-questionnaire, post-questionnaire control group; Group A2: post-questionnaire only control group; Group B1: pre-questionnaire, post-questionnaire experimental group; Group B2: post-questionnaire only experimental group). After participants handed in their pre-questionnaire, each subject was handed an envelope containing four news stories for the second part of the study. Each news article was printed on an 8 ½ by 11 piece of paper, which was stapled to a file folder. There were four file folders, one for each story. A page of questions related to that particular story was stapled inside the folder, so that subjects had to open the folder to answer the questions to that specific story. At the start of the study, participants were asked not to refer back to the story when answering the questions inside the folder. The researcher monitored for this behavior during the experiment.

After reading each story, participants were asked to answer a question-statement using a 7-point semantic differential scale. The question read: "Please place a mark on the line that best represents how you would describe this news story overall." The response choices were:

Easy to Understand	_ _ _ _ _ _ _	Not Easy to Understand
Informative	_ _ _ _ _ _ _	Not Informative
Not Interesting	_ _ _ _ _ _ _	Interesting
Not Relevant to my Life	_ _ _ _ _ _ _	Relevant to My Life

Enjoyable to Read _ _ _ _ _ _ _ Not Enjoyable to Read

The order of the statements were randomized with each story. Three of the four stories also were systematically randomly ordered, and subjects were asked to read the stories in the numbered order assigned on each story folder. The story context article (business) was the last story to read for every subject because it consisted of a text recall questionnaire. After subjects handed in their reading packet, they received the one-page text recall questionnaire for the story context article, part three. For part four, subjects were handed a one-page debriefing statement about the study, which was returned to the researcher. For part five, participants were handed a $10 check made out to their student organization as an incentive for participating in the study. Participants signed a form that they had received the check and then quietly left the room.

Independent variables

Four articles were manipulated in an attempt to positively increase one of four variables — perceived comprehension, relevance, interest and informativeness. The following section details these manipulations.

Story context article

To examine the dependent variable comprehension, three changes were made to the Fannie Mae and Freddie Mac story for the experimental group in an effort to increase comprehension. (See Appendix 16)

The first change was adding background information to the story. A paragraph, written in simple terms, was inserted to describe what the two mortgage giants do.

> Fannie Mae and Freddie Mac, which the government started in 1938 and 1970, respectively, originated to help provide funds for buying homes during tough economic times. The two firms don't deal with consumers directly. Instead, they buy loans from lenders, like banks, so that these lenders can offer more loans to people.

The second change involved adding "recent" context. A question that readers might have had was how did Fannie and Freddie get in the financial trouble they were in? A sentence was added to include this "recent" context. It read:

> As more of the loans they had backed went bad — meaning homeowners defaulted on their loans by not making monthly payments — Fannie and Freddie were no longer able to raise money from private sources so that they could buy more loans from lenders.

The third alteration included adding a definition to explain to readers a complex term, such as "senior preferred stock." The definition sentence read:

> The Treasury Department said it will immediately inject $1 billion in each of the companies through the purchase of senior preferred stock — which are stocks that trade like common stocks on Wall Street but have fixed pay-outs, and if a company goes bankrupt, those holding preferred stocks get paid before those holding common stock in that company; hence the word "preferred."

The control group read the same story without these additions. (See Appendix 17) Subjects then answered a set of actual reading experience questions. (See Appendix 18) No manipulation check questions were asked. Instead, a text recall questionnaire was given to subjects to measure text recall. (See Appendix 19)

Relatedness article

In an attempt to increase the relevance of a news article, four alterations were made to the politics story on health care. (See Appendix 20)

1. The first change made was localizing the story. The dateline was changed from "SAN DIEGO" to "AUSTIN" and subsequent references referred to Texas or Austin. For the control group, subsequent references referred to California, the original state in the story. An example:

> And she earns too much for her children to get coverage under Medicaid or Texas' state children's heath-insurance program.

The second change involved localizing where the main source was from. For the experimental story, the hometown of the main source was made to be "Austin." For the control group, the hometown was "San Diego." The experimental cutline read:

> The 23-year-old from Austin says she can't afford employer-based health coverage for her and her two sons.

The third change involved altering the age of the main source of the story to 23. The original age, which appeared in the control group's story, was 36. A photograph of the source appeared with the article and the age in the cutline was also altered to reflect the younger age for the source in the experimental groups' story. The sentence in the story read:

> The 23-year-old mother of two earns about $39,000 a year, but can't afford employer-based health coverage for herself and her two sons.

The fourth change made was adding a "Why You Should Care" breakout box to the story that attempted to do three things: give a reason(s) for why the story was important to readers; summarize the main points of the story; and reach out to readers who may be affected. This box was not included in the control groups' story. The box text, which specifically named "college students" among others affected, read:

> Why You Should Care
>
> Nearly one in four Texans don't have health insurance. People often forgo health insurance for several reasons: they're in good health and expect to stay that way; don't see a need for it; or can't afford it. However, a serious injury, accident or illness can happen at any time and possibly cost thousands out of pocket.
>
> Two plans: McCain's plan gives individuals $2,500 and families $5,000 in tax credits to buy private insurance; Obama's plan expands eligibility in government insurance for kids and low-income families.
>
> Advice: For information about the different health care plans offered — for college students, parents, individuals, unemployed, seniors, people with disabilities — check out www.texashealthoptions.com.

Source: Texas Department of Insurance

The control group read the same story without these changes and box. (See Appendix 21) Three manipulation check questions were asked of both groups (control and experiment) to measure whether the added material was remembered. (See Appendix 22) All participants were asked not to refer to story in answering the following questions:

> Politics aside, please tell me why, or why not, this story is relevant to your life based solely on what you just read.
> Correct answer for experimental group: Mention of any material in "Why-You-Should-Care" box
>
> About how old is Susana Espinoza?
> Correct answer for experimental group: 23
>
> What city and state does Susan Espinoza live in?
> Correct answer for experimental group: Austin, Texas

Show article

In an attempt to raise situational interest of a state news story about the Texas Youth Commission, a little person-big picture lead was added to give a "human face" to the story. (See Appendix 23) The "human face" lead read:

> A social worker at Crockett State School hands Billy Byers a pile of new clothes: a yellow polo shirt, pocketless jeans and white sneakers. It's what the Texas Youth Commission gives all its new releases.
>
> "I don't know why every TYC kid who gets out needs a new set of clothes," says Whitney Warrick, Billy's primary social worker. "They just throw them away."
>
> But Billy says he is going to keep his. "Put the whole set up on the wall so I can look at them and remember," the 16-year-old said.
>
> As a teenager, Billy was charged with numerous crimes, including aggravated assault. He was given countless chances to straighten up —drug prevention, community service, anger management and intensive home supervision. In January 2006, he was sentenced to nine months at the last stop for juvenile delinquents, the Texas Youth Commission.

In comparison, the lead of the control groups' story started with traditional news lead and "nut graf," which is a paragraph that summarizes the story. (See Appendix 24) It read:

> With legislative leaders pushing for more community-based programs, Texas Youth Commission officials are considering opening a string of new lockups and halfway houses across the state.
>
> But the new report on ongoing reforms made public Tuesday drew fire from Senate Criminal Justice Committee Chairman John Whitmire, who questioned why the troubled agency has proposed to build more facilities while its juvenile offender population is shrinking.

One sentence was added to the control group story that also was included in the experimental story. This addition was not part of the manipulation being tested. This sentence described the types of crimes committed by offenders housed in Texas Youth Commission facilities. This sentence read:

> Texas Youth Commission facilities house juvenile offenders who have committed crimes such as aggravated assault, sexual assault, robberies, arson and murder.

Three manipulation check questions were asked of both groups to measure whether the added material was remembered. (See Appendix 25) All participants were asked not to refer to story in answering the following questions:

> What part of this story, if any, grabbed your interest?
> Correct response for experimental group: Mention of Billy, the "human face" added to the story.
>
> As best you can, please describe the type of juvenile criminal inside Texas Youth Commission facilities.
> Correct response for experimental group: Mention of Billy or aggravated assault, his crime.
>
> What was the criticism against adding Texas Youth Commission facilities?
> Correct response for experimental group: Too many empty facilities

Alternative story form article

To increase the informativeness of the Supreme Court ruling story, an alteration to the story presentation was made. The story was broken into essential parts, or chunks, in attempt to make the article a "quick read" for time-strapped readers, but more importantly, informative. (See Appendix 26) The parts were divided by questions that readers might have about a Supreme Court ruling. Those questions and statements were: What is the Supreme Court's ruling on owning a gun?; The Second Amendment reads; Are all guns anywhere OK?; How did this gun case begin?; the Supreme Court's opinion; and the Court's dissenting opinion.

The control group read the same story without this format change (See Appendix 27) Three manipulation check questions were asked to measure whether the added material was remembered. (See Appendix 28) Participants were asked not to refer to story in answering the following questions:

> Describe how the story was written, from a reader's perspective?
> Correct response for experimental group: Reference to its presentation, divided into parts
>
> Based on the way the story was written, did you feel you could read through it quickly? Please answer on a scale of 1 to 5 with "1" being "No At All" and "5" being "Very Much." Correct response for experimental group: More "4" and "5" answers for experimental group than control group.

Hypotheses and research questions

> **H10:** The story context article will be rated more positively than the non-story context article on perceived comprehension**.**
>
> **H11:** The relatedness article will be rated more positively than the non-relatedness article on relevance.
>
> **H12:** The show writing article will be rated more positively than the non-show writing article on interest.

H13: The alternative story form article will be rated more positively than the non-alternative story form article on informativeness.

H14: Actual reading experiences will be rated more positively for the experimental group than control group.

H15: The difference in evaluation between expected reading experiences and actual reading experiences will be greater for the experimental group than the control group.

H16: Actual reading experiences for the experimental group will be evaluated positively stronger than expected reading experiences for that group.

H17: Text recall scores will be significantly higher for the story context article than for the non-story context article.

RQ11: How will expected reading experiences and actual reading experiences differ for the control group?

RQ12: What is the relationship between stories that use storytelling devices and likelihood of reading more of the story online.

Dependent variables

The following section details the operational definitions of the four dependent variables – perceived comprehension, relevance, interest, and informativeness.

Perceived comprehension

This dependent variable was measured by comparing group means on the 7-point statement "Easy to Understand-Not Easy to Understand." The post-questionnaire only scores were divided into two groups of responses — control and experimental. An independent t-test was conducted to measure whether the experimental group rates the story context article significantly more positively on perceived comprehension than the control group does (H10).

Relevance

This dependent variable was measured by comparing the means of groups on the 7-point response statement "Not Relevant to My Life-Relevant-Relevant to My Life." The post-questionnaire only scores were divided into two groups of responses — control and experimental. An independent t-test was conducted to measure whether the experimental group respondents rate the relatedness article significantly more positively on relevance than the control group (H11).

Interest

This dependent variable was measured by comparing means of groups on the 7-point response statement "Not Interesting-Interesting." Responses on the post-questionnaire only scores were divided into two groups — control and experimental. An independent t-test was conducted to measure whether the experimental group respondents rated the show article significantly more positively on interest than the control group (H12).

Informativeness

This dependent variable was measured by comparing group means on the 7-point response statement "Informative-Not Informative." Post-questionnaire only responses were divided into two groups of responses — control and experimental. An independent t-test was conducted to measure whether the experimental group respondents rated the alternative story form article significantly more positively on informativeness than the control group (H13).

Actual reading experiences

This dependent variable was measured by comparing scores on each of the four engagement factors — perceived comprehension, interest, relevance and informativeness.

The statistical test MANOVA was used to examine differences between the experimental group and control group on each story on the four engagement factors (H14). A main effect of "pre" and "post" was entered into the MANOVA equation to check if whether asking some participants about their reading expectations produced significant findings (main effect) or played a role in any significant main group differences (interaction effect).

Expected reading experiences

Prior to reading the stories, two of the four groups were asked the following questions to measure expected reading experiences:

> If you were given a story to read about how Sens. Barack Obama and John McCain's health care plans differ, what do you expect your experience reading this article to be like?
>
> If you were given a story to read about how the U.S. government seized control of Fannie Mae and Freddie Mac, what do you expect your experience reading this article to be like?
>
> If you were given a story to read about how the Texas Youth Commission's plan to add facilities is drawing criticism, what do you expect your experience reading this article to be like?
>
> If you were given a story to read about how the Supreme Court ruled that the Constitution protects the right for a person to own a gun, what do you expect your experience reading this article to be like?

The response choices were the same as those for the actual reading experience question. They were:

Easy to Understand	_ _ _ _ _ _ _	Not Easy to Understand
Informative	_ _ _ _ _ _ _	Not Informative
Not Interesting	_ _ _ _ _ _ _	Interesting
Not Relevant to my Life	_ _ _ _ _ _ _	Relevant to My Life
Enjoyable to Read	_ _ _ _ _ _ _	Not Enjoyable to Read

Negative statements were reversed for analysis purposes. A repeated measures MANOVA was conducted to assess the differences in evaluation between expected reading experiences and actual reading experiences between the two groups on subjects' scores on the four engagement factors — comprehension, interest, relevance and informativeness — across two time periods (Pre and Post). This statistical test was conducted separately for each story (H15). Post analysis tests were run to examine group comparisons of the variables.

Difference in reading experience evaluations

To measure this dependent variable, the experimental and traditional storytelling (control) groups were examined separately. A paired sample t-test, with a Bonferroni adjustment alpha of .0125, was conducted to compare scores from expected reading experiences and actual reading experiences, for the experiment group (H16) and control group (RQ12).

Text recall

To measure this dependent variable, participants were asked four questions after reading the Fannie Mae and Freddie Mac business story, or the story context article. The questions were:

> What do Fannie Mae and Freddie Mac do?
> Correct response for experimental group: The two firms by loans from lenders, like banks, so lenders can give more loans.
>
> Please describe what this news story is about? In other words, why is it news?
> Correct response for experimental group: Federal government is taking control of Fannie and Freddie.
>
> The Treasury Department said it will inject $1 billion in each company through what kind of stock? (What is the stock called?)
> Correct response for experimental group: preferred stock.

Based on the story, why are Fannie Mae and Freddie Mac in financial trouble? Correct response for experimental group: Too many homeowners defaulting on their loans.

This dependent variable was measured by adding the scores on the four text recall questions (incorrect=0, correct=4) of the story context article to create an overall text recall score. The groups were divided into two – control and experimental. A two-way ANOVA was conducted to measure differences between the experimental and control group on composite text recall scores for the story context article (business) as well as determine if having a pre-questionnaire played a role in text recall scores.

Future online reading

This dependent variable was measured by asking participants, "On a scale of 1 to 5, with '1' being 'Not At All Likely' and '5' being 'Very Likely' please circle the number that represents the likelihood you would read, watch or listen to more on this news story online." A two-way ANOVA was conducted to measure differences between the groups on future online reading scores for each story (RQ12).

---

[1] Lee B. Becker, "Secondary Analysis," in *Reserach Methods in Mass Communication*, ed. Guido H. Stempell III and Bruce H. Westley. 2nd ed (Englewood Cliffs, NJ: Prentice-Hall Inc. , 1989), 246.

[2] Stephen J. Blumberg and Julian V. Luke, "Wireless Substitution: Early Release of Estimates Based on Data from the National Health Interview Survey, July - December 2006," May 14, 2007, http://www.cdc.gov/nchs/data/nhis/earlyrelease/wireless200705.pdf (accessed January 8, 2007).

[3] Ibid.

[4] Michael W. Link et al., "Reaching the U.S. Cell Phone Generation: Comparison of Cell Phone Survey Results with and Ongoing Landline Telephone Survey," *Public Opinion Quarterly* 71, no. 5 (2007): 814-39.

[5] U.S. Census Bureau, "Census Bureau Announces Most Populous Cities," June 28, 2007, http://www.census.gov/Press-Release/www/releases/archives/population/010315.html (accessed November 1, 2009).

[6] Craigslist.org, http://www.craigslist.org/about/pr/factsheet.html (accessed November 8, 2007).

[7] Roger D. Wimmer and Joseph R. Dominick, *Mass Media Research*, 6th ed. (Belmont, Calif.: Wadsworth Publishing Company, 2000).
[8] Ibid.
[9] Paula M. Poindexter and Maxwell E. McCombs, *Research in Mass Communication* (Boston: Bedford/St. Martin's, 2000).
[10] Alan Zibel and Martin Crutsinger, "U.S. Government Seizes Control of Mortage Giants," *Associated Press Online,* September 7, 2008; Alan Zibel, "Fannie, Freddie Rescue Plan Leave Many Anxious," *Associated Press Financial Wire,* August 21, 2008; Reid Kanaley and Alan J. Heavens, "Fannie, Freddie: Housing Bedrock; They Hold or Insure Half of Mortgages. Here's How the Government Is Helping Them Weather the Crisis," *Philadelphia Inquirer,* July 15, 2008, A1.
[11] Mark Sherman, "High Court Affirms Gun Rights in Historic Decision," *The Associated Press Newswire,* June 16, 2008.
[12] Mike Ward, "Youth Agency's Talk of Expansion Draws Criticism from Lawmaker," *Austin American-Statesman,* August 6, 2008, A1; Eric Dexheimer, "Billy's World," *Austin American-Statesman,* April 27, 2008, A1.
[13] Tony Pugh, "Mccain, Obama Promise More Health-Care Coverage, Differently," *McClatchy-Tribune News Service,* June 10, 2008.

Chapter 5: Secondary data analysis results

To better understand young adults, this chapter analyzes national survey data that asked a series of questions about news media use, interests and attitudes about social issues. Specially, this chapter compares 18- to 24-year-olds and 25- to 29-year-olds with older age groups to determine if there are differences or similarities on these topics. Furthermore, by comparing the two young adult age groups, that is 18- to 24-year-olds and 25- to 29-year-olds, this chapter addresses the question of whether or not this generation of 18-to 29-year-old young adults is monolithic or if 18- to 24-year-olds and 25- to 29-year-olds represent two markedly different young adult groups.

As a result of using three national datasets from the Pew Research Center for the People & the Press to compare 18- to 24-year-olds and 25- to 29-year-olds with older age groups, this chapter presents the results of the hypotheses that were tested and the research questions that were answered regarding age group and attitudes about social issues and technology; outlook on life; media use and news interests; political knowledge; enjoyment of reading; newspaper nonuse reasons; and a need for background information to follow news stories.

SECONDARY DATA ANALYSIS: 2006 GENERATION NEXT SURVEY

Five hypotheses and two research questions were tested using Pew's 2006 Generation Next Survey, which included a random sample of 1,501 adults in the U.S. Of the respondents analyzed in the present study (n=1,490, which excludes the 11 who did not give their age), the mean age was 40 and one third (n=484) were between the ages of 18 to 24. The Pew Research Center purposely oversampled young adults ages 18 to 25 for this special report. A little more than half of the respondents were female (51%), and of those who gave their race, the majority described themselves as white (78%), followed

by black (12%), other or mixed (7%), and Asian (2%). Ten percent described themselves as being of Hispanic origin or descent. Thirty percent had taken college courses and 20% completed a bachelor's degree. Each of these demographic characteristics is within 4 percentage points of the 2006 U.S. Census national figures.[1] Of the respondents who gave their income, close to half (47%) reported a family income under $50,000. Nearly half were employed full-time, and 34% were not employed. More than two-fifths, or 44%, were married. In regard to politics, three-fourths of the sample reported being registered to vote in their precinct, with 28% describing themselves as Republican, 33% Democrats, and 32% viewed themselves as Independent. For ideology, 34% described themselves as "very conservative" or "conservative," 44% viewed themselves as "moderate," and 22% classified themselves as "liberal" or "very liberal." Four out of five reported using the Internet, at least occasionally.

On immigrants

To test H1, the youngest age group (18-24) will support immigrants in the U.S. more than older adult age groups, respondents' answers to a question about immigrants were analyzed by age group. Specifically, respondents were asked to choose whether a positive or negative statement about immigrants came closer to their view on the issue. An analysis of attitudes toward immigrants by age found support for H1. Nearly three-fifths (58%) of 18- to 24-year-olds agreed with the positive statement about immigrants, "Immigrants today strengthen our country because of their hard work and talents," but there was less agreement with this positive statement by older age groups. (See Table 5.1) Agreement with the positive statement by those age 25 and older ranged from 30% to 50%.

Table 5.1: Stance on immigrants in U.S. by age

	% by age group					
Stance	**18-24**	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
Immigrants today strengthen our country because of their hard work and talents.	58	50	43	44	50	30
Immigrants today are a burden on our country because they take our jobs, housing and health care.	37	40	29	40	40	55
Neither / Both Equally	5	11	28	16	10	16
n=	471	139	68	270	283	202

X^2=82.9, df=10, p<.001

When the negative statement about immigrants was analyzed by age, the youngest age group (18-24) was not very different from the other age groups, except for adults ages 65 and older, who were significantly more likely to agree with the statement, "Immigrants today are a burden on our country because they take our jobs, housing and health care. The 30-34 age group, however, was the least likely to agree with this negative statement, with 29% agreeing with it.

Military involvement

To test H2, the youngest age group (18-24) will be the least supportive of military involvement to ensure peace than older adult age groups, respondents' answers to a question about ways to ensure peace were analyzed by age group. Respondents were asked which statement comes closer to their view: "The best way to ensure peace is through military strength" or "Good diplomacy is the best way to ensure peace."

Although the various age groups had significant differences in attitudes toward military involvement to ensure peace, H2 was not supported because the youngest adults were not the least supportive of military intervention. (See Table 5.2)

Table 5.2: Stance on military involvement by age

	% by age group					
Stance	**18-24**	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
The best way to ensure peace is through military strength.	27	21	24	31	31	32
Good diplomacy is the best way to ensure peace.	67	71	55	57	56	59
Neither / Both Equally	6	8	21	12	13	10
n =	465	138	66	276	291	198

X^2=32.98, df=10, p<.001

Of the six age groups analyzed, the older young adults (25-29) were least supportive of military involvement (21%) followed by 30- to 34-year-olds (24%). The youngest age group of 18- to 24-year-olds (27%) was the third least supportive of military involvement to ensure peace. When the statement "Good diplomacy is the best way to ensure peace" was analyzed by age, the two young adult age groups were more likely than older age groups to agree with the statement. Seventy-one percent of the 25-to-29-year olds and 67% of the 18-to-24-year olds agreed with the use of diplomacy to ensure peace. Older groups were less supportive of diplomacy; agreement with the statement that good diplomacy is the best peace-making solution ranged from 55% to 59%.

Homosexuality

To test H3, the youngest age group (18-24) will support homosexuality more than older adult age groups, respondents' answers to a question about homosexuality were analyzed by age group. Specifically, respondents were asked to choose whether a positive or negative statement about homosexuality came closer to their viewpoint. An analysis of

attitudes about homosexuality by age found partial support for H3. Three-fifths (61%) of the 18-24 age group agreed with the positive statement about homosexuality, "Homosexuality is a way of life that should be accepted by society." However, the same percentage (61%) of 30- to 34-year-olds also agreed with this view, and 60% of the 25-29 age group agreed as well. (See Table 5.3)

Table 5.3: Stance on homosexuality by age

	% by age group					
Stance	**18-24**	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
Homosexuality is a way of life that should be accepted by society.	61	60	61	54	54	32
Homosexuality is a way of life that should be discouraged by society.	34	33	31	37	40	57
Neither / Both Equally	6	7	8	9	6	11
n=	469	137	67	272	292	203

X^2=53.5, df=10, p<.001

When the negative statement about homosexuality was analyzed by age, the youngest age groups (18-24, 25-29 and 30-34) were not very different from each other, with around a third in each group agreeing with the statement, "Homosexuality is a way of life that should be discouraged by society." In comparison, almost three-fifths (57%) of the oldest age group (65 and older) were significantly more likely to agree with this negative statement on homosexuality.

U.S. government

To test H4, the youngest age group (18-24) will have a more positive outlook on the efficiency of U.S. government than older age groups, responses to a question about the efficiency of the U.S. government were analyzed by age group. Respondents were asked to choose whether a positive or negative statement about the U.S. government

came closer to their view. An analysis of attitudes about the government by age showed support for H4. Almost three-fifths (57%) of the youngest age group (18-24) significantly agreed with the statement the "Government often does a better job than people give it credit." But there was less agreement with this positive statement by older age groups. (See Table 5.4) Agreement with the statement by older age groups ranged from 33% to 48%.

Table 5.4: Stance on U.S. government efficiency by age

	% by age group					
Stance	**18-24**	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
Government often does a better job than people give it credit.	57	48	42	41	35	33
Government is almost always wasteful and inefficient.	40	48	46	50	59	58
Neither / Both Equally	4	5	12	9	6	9
n=	475	141	66	276	288	208

X^2=61.9, df=10, p<.001

The 25-29 age group's attitudes were split on whether the U.S. government was doing a good job or not, for 48% agreed with the positive statement, but the same percentage agreed with the negative statement, the "Government is almost always wasteful and inefficient." Almost three-fourths (58%) of the 65 and older age group agreed with the negative statement.

Technology

To test H5, The youngest adult age group (18-24) will have a more positive outlook on technology's impact than older age groups, respondents' answers to six questions about technology's impact were analyzed by age group. Respondents were asked their level of agreement with statements that showed positive or negative attitudes

toward technology's impact on society. The technology question asked was: "Thinking now about technology, such as the internet, instant messaging, cell phones, text messaging, and iPods, does new technology [insert statement] or not?" The statements read were: make people lazier; make people more isolated; make people waste too much time; make people more efficient; and make you closer to old friends or family. An analysis of attitudes about technology's impact by age found four of the statements were statistically significant, and of these four, only two were positive. Since the youngest adult age group was the most positive for only one of the questions, H5 was partially supported. (See Table 5.5.)

Table 5.5: Stance on technology by age

	% by age group					
Stance	**18-24**	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
Make it easier to make new friends? [a]	72	63	52	46	37	38
Make you closer to old friends and family? [b]	68	67	68	59	55	53
Make people more efficient?	75	72	67	68	71	66
Make people lazier? [c]	87	82	77	71	66	63
Make people more isolated? [d]	66	76	75	72	64	60
Make people waste too much time?	72	70	72	67	69	69

[a] X^2 =125.7, df=5, p<.001
[b] X^2 =23.5, df=5, p<.001
[c] X^2 =72.43, df=5, p<.001
[d] X^2 =15.7, df=5, p<.01

Overall, the youngest age group (18-24) was significantly more likely than older age groups to agree that technology does make it easier to make new friends. In fact, as age increases, agreement with the statement decreases; 72% of 18-to-24-year olds

compared to 37% of 50-to-64-year olds and 38% of adults 65 or older agree that technology makes it easier to make new friends.

The youngest age group also held some of the most negative attitudes about technology; 18-to-24-year olds were significantly more likely than older age groups to agree technology makes people lazier. Eight-seven percent of the 18-24 age group and 82% of the 25-29 age group agreed that technology makes people lazier.

More than half of all age groups agreed technology makes people closer to old friends and family, but the younger age groups — 68% of the 18-24 age group; 67% of the 25-29 age group; and 68% of the 30-34 group — were significantly more likely to have this viewpoint than older age groups. Of all age groups, the 25-29 group was significantly more likely to agree that technology makes people more isolated. More than three-quarters (76%) of 25-to-29-year olds compared to 66% of the youngest age group (18-24) agreed with the isolation viewpoint. Finally, Table 5.5 shows that whether respondents were asked if technology made people more efficient or made people waste time, there was no significant difference among age groups.

In summary, the analysis showed a considerable decline from the youngest age group (18-24) to older young adults (25-29) on the viewpoints that technology makes it easier to make new friends (72% vs. 63%), but it also makes people lazier (87%vs. 82%). In fact, the 18-24 age group took these stances more than any age group. The findings showed a considerable difference from the youngest adults to the older young adults (25-29) on the perspective that technology makes people more isolated (66% vs. 76%), a viewpoint 25- to 29-year-olds had more than any other age group.

Personal worries

To examine how personal worries differ across age groups (RQ1), respondents answered the open-ended question, "What is the most important problem facing you in your life these days?" Responses were collapsed into the following eight groups:

Money: bills; student loans; debt / credit issues; financial issues / problems / difficulties, saving money; and cost of living / income; retirement, money (general).

Career: job / career advancement; finding a job/getting a job; job security/satisfaction; and work / career (general).

Health issues: Getting older / aging / disabled; insurance and prescription costs; and health (general).

Family and relationships: raising children / childcare / having a baby, love life / boyfriend / soul mate; aging parents / siblings / spouse / losing loved ones; and relationships (general).

College and Education: choosing / getting into a college/ school; passing classes / getting good grades / keeping up with class work; paying for college; getting through college / graduating; and college / school / education (general).

Other: crime; life (general); time pressures / management; future; spirituality / morality / general decline; and alcoholism and drugs.

National / International Conditions: Bush / politicians; war / Iraq; terrorism; the economy / deficit / inflation; gas prices; unemployment / jobs; politics (general); and dissatisfied with politics.

None / No problem.

The frequencies of responses for each category were compared across age groups to determine how personal worries were different or similar by age. An analysis of personal worries by age found "money" to be the top personal worry for all age groups,

with the exception of the 65 and older age group, whose top worry was health issues. Three out of 10 of the youngest age group reported that money was the most important problem they faced these days. Money was cited as the biggest worry for 36% of the next youngest group, ages 25-29. Of all the age groups, "money" was cited the most by the 30-34 age group, with 37% listing it. (See Table 5.6)

Table 5.6: Personal worries by age (ranks)

Personal worry	**% by age group**					
	18-24	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
Money	30 (1)	36 (1)	37 (1)	27 (1)	27 (1)	16 (3)
College / Education Issues	22 (2)	4 (7)	2 (8)	2 (8)	1 (8)	0 (8)
Career	15 (3)	15 (3)	12 (3)	8 (5)	6 (7)	1 (7)
Other	13 (4)	9 (5)	11 (5)	18 (3)	16 (3)	15 (4)
None / No Problem	11 (5)	18 (2)	19 (2)	14 (4)	12 (4)	22 (2)
Health Issues	2 (7)	5 (6)	5 (6)	6 (7)	21 (2)	30 (1)
Family and Relationships	6 (6)	10 (4)	12 (3)	19 (2)	8 (6)	7 (6)
National / International Conditions	2 (7)	4 (7)	3 (7)	7 (6)	10 (5)	9 (5)
n =	467	138	65	270	285	204

X^2=450.84, df=35, p<.001

For the youngest age group, 18-24, slightly more than one out of five, or 22%, reported that "college" was the biggest problem they faced these days. This worry ranked last for every other age group. In comparison, 4% of the 25-29 age group said college was the most important problem they faced. For both the youngest age group, 18-24, and the older young adult age group, 25-29, their "career" was the third most mentioned worry, 15% of each age group cited career. The frequency of this worry declined with age, from 12% of the 30-34 age group to 1% of the 65 and older.

The 18-24 age group was the least likely to say they did not have an important problem (11%). In comparison, 18% of the older young adults, 25-29, and 22% of those 65 and older said they did not face an important problem. Of all the age groups, family and relationships was cited the fewest times (6%) by the youngest age group (18-24). More of the 25-29 age group reported family and relationships as their biggest problem (10%) compared to the youngest age group. Family and relationships was cited the most by the 35-49 age group (19%). Health issues was not much of a personal worry for the youngest age group, with only 2% citing this issue; 5% of the older young adult group (25-29) said health. This worry increased with age, with 30% of the 65 and older group citing health issues, the no. 1 important problem this group faced.

National / international conditions was cited the least by the youngest age group (18-24), with 2% mentioning this as an important problem, while 4% of the 25-29 age group listed this issue. In comparison, 10% of the 50-64 age group and 9% of the 65 and older age group mentioned it.

Life goals

To examine how generational future life goals differ across age groups (RQ2), respondents answered the statement question, "Here are a few goals that some people have set for themselves in their lives. Which of the following do you think people in your generation or age group think is MOST important." The response choices were: to get rich; to be famous; to help people who need help; to be leaders in their community; to become more spiritual; and none of these. Only those under age 40 were asked this question (n=768). The percentages of responses for each goal were compared and ranked across the four age groups to determine how life goals were different or similar by age. An analysis found that although getting rich was the top goal for all four age groups, a

larger percentage of the two 20-something groups than the two 30-something groups had getting rich as a number one goal. (See Table 5.7)

Table 5.7: Most important generational goal by age (ranks)

Life goals	**% by age group**			
	18-24	**25-29**	**30-34**	**35-39**
To get rich	63 (1)	68 (1)	53 (1)	41 (1)
To help people who need help	14 (2)	8 (3)	9 (4)	22 (2)
To be famous	12 (3)	7 (4)	6 (5)	3 (6)
To be leaders in their community	7 (4)	10 (2)	13 (3)	15 (3)
To become more spiritual	3 (5)	6 (5)	15 (2)	15 (3)
None of these	1 (6)	1 (6)	4 (6)	5 (5)
n =	480	144	68	76

X^2=66.09, df=15, p<.001

When focused exclusively on the 20-somethings, it is clear that the 25-29 age group was more likely than the younger 18-24 group to say getting rich as a top goal (68% vs. 63%). But when the 30-somethings were compared, the younger 30-something group was more likely than the older 30-somethings to make getting rich as a top goal. More than half (53%) of the 30- to 34-year-olds compared to 41% of the 35- to 39-year-olds ranked getting rich as a number one goal. Different patterns emerged when age was correlated with other life goals. There was a slight curvilinear relationship between age and helping people who need help. For the youngest 18-24 age group and the 35-39 age group, helping people who need help, ranked as the number two goal. An inverse relationship emerged for the goal of being famous. The youngest 18-24 age group most wanted to be famous while the oldest 35-39 group least wanted to be famous. Being famous was ranked number three for the 18-24 age group and number six for the 35-39

group. An opposite pattern was identified for age group and the goals of being a leader in one's community and becoming more spiritual. Age was positively correlated with both of these life goals.

In addition to the different age groups' stances on issues, technology, worries and goals, a second national data sample from 2008 was used to examine media use, news topic interest, interest in the news and political knowledge across age groups.

SECONDARY DATA ANALYSIS: 2008 PEW NEWS CONSUMPTION SURVEY

Two hypotheses and two research questions were tested using the 2008 Pew Biennial News Consumption Survey, which included a random sample of 3,525 adults in the U.S. Of the respondents used in the present study, the mean age was 50 and 51% were female. Of those who gave their race, the majority of respondents described themselves as white (81%), followed by black (10%), other or mixed (5%) and Asian (2%). Six percent described themselves as being of Hispanic origin or descent. Just less than half (46%) reported a family income of less than $50,000. Just over half have a full-time job, while 37% were not employed at the time. Fifty-seven percent were married, and a third of the respondents were parents. In regard to politics, 84% reported being registered to vote in their precinct or election district. A little more than one-fourth (28%) described themselves as Republican, 35% classified themselves as Democrat and a third viewed themselves as Independent. For political views, 37% described themselves as "conservative" or "very conservative," 19% saw themselves as "liberal" or "very liberal," and 36% reported being "moderate."

In regard to reported news media use "yesterday," 60% of the respondents said they watched news or a news program on TV; 40% read a newspaper (print or online); and 22% got news online. More than half (54%) reported mostly getting their news from TV, followed by the Internet (16%), newspapers (15%) and radio (12%). More than third

(35%) reported never having gone online to access the Internet or send email, but 78% have a laptop or desktop computer in their home. This sample is almost equally divided on when they tune into the news, with 49% checking in at regular times and 48% checking in from time to time.

News media use

To examine how media use habits differ across age groups (RQ3), respondents answered two statement questions, one for TV / radio and the other for reading habits. The TV / radio question asked, "Now I'd like to know how often you watch or listen to certain TV and radio programs. For each that I read, tell me if you watch or listen to it regularly, sometimes, hardly ever, or never. (First) how often do you …" The media statements ranged from local TV news to TV shows such as *Entertainment Tonight*.

The second question about reading habits asked, "Now I'd like to know how often you read certain types of publications. (First,) How often do you read (insert medium) regularly, sometimes, hardly ever, or never?" The media listed ranged from a daily newspaper to personality magazines, such as *People* or *Us Weekly*.

Because the 2008 Pew Biennial News Consumption Survey did not ask questions about reading news on specific Web sites, responses from the 2006 Pew Biennial News Consumption Survey were analyzed. The same reading media use question was asked in 2006, which was, "Now I'd like to know how often you read certain types of publications. As I read each, tell me if you read them regularly, sometimes, hardly ever or never. (First,) how often do you read …" The media statements used ranged from news Web sites, such as Google News and Yahoo News, to the Web sites of major national newspapers, such as USAToday.com and NYTimes.com.

The frequencies of responses for each medium were compared across the age groups to determine how news media habits were different or similar by age. An analysis

found significant positive relationships between age and use of traditional electronic news media, that is as age increases, use of traditional electronic news media increases. These include: local TV news, network news, cable news and news magazine shows, such as *60 Minutes*, *20/20* or *Dateline*. (See Table 5.8)

Table 5.8: Who uses what electronic traditional media regularly by age, 2008

Electronic Media	**% by age group**					
	18-24	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
Local TV news [a]	37	42	49	51	60	65
Cable News [b]	36	40	41	40	44	46
ESPN [c]	26	21	26	23	14	15
CNN	21	29	18	21	23	30
Network News [d]	18	27	19	24	35	46
Fox Cable Channel [e]	16	23	20	25	25	30
Colbert Report [f]	16	10	6	6	4	3
Late Night TV [g]	15	14	10	9	11	12
Daily Show [h]	13	8	7	5	4	1
MSNBC [i]	12	15	14	17	15	15
News Magazine Shows [j]	10	12	10	17	23	30
Entertainment Shows [k]	10	10	8	8	9	9
NPR [l]	7	12	15	12	14	12
n =	161-327	108-209	117-240	432-880	528-1081	383-784

[a] Gamma=.20 p<.001, tau-c=.14 p<.001
[b] Gamma=.06 p<.05, tau-c=.04 p<.05
[c] Gamma=-.13 p<.001, tau-c=-.08 p<.001
[d] Gamma=.24 p<.001, tau-c=.18 p<.001
[e] Gamma=.08 p<.01, tau-c=.06 p<.01
[f] Gamma=-27 p<.001, tau-c=-.11 p<.001
[g] Gamma=-.10 p<.001, tau-c=-.06 p<.001
[h] Gamma=-.18 p<.001, tau-c=-.09 p<.001
[i] Gamma=-.32 p<.001, tau-c=-.14 p<.001
[j] Gamma=.22 p<.001, tau-c=.16 p<.001
[k] Gamma=-.11 p<.001, tau-c=-.06 p<.001
[l] Gamma=.06 p<.05, tau-c=.03 p<.05

Every age group tuned into local TV news the most, with 37% of the youngest age group reporting that they watched it regularly and 42% of the older young adults (25-29) saying they did. In comparison, 65% of those 65 and older reported watching local TV news regularly. Cable news was as popular with the two young adult groups, with 36% of the younger adult group (18-24) tuning into it and 40% of the 25-29 age group doing so; similarly 46% of the oldest age group (65+) tuned into cable news. No significant relationship was found between age and CNN regular viewing.

The findings show an inverse relationship between age and the viewing of programs that make fun of people and events in the news or cover mostly sports — that is as age increases the viewing of these programs decreases. These include: *The Daily Show with Jon Stewart*; the *Colbert Report*; late night television TV shows such as *The Tonight Show with Jay Leno* and the *Late Show with David Letterman*; entertainment shows such as *Access Hollywood* or *Entertainment Tonight*; and ESPN.

The youngest age group (18-24) watches comedy shows that tell jokes related to the news significantly more than the 25-29 age group. This includes *The Colbert Report* (16% vs. 10%) and *The Daily Show with Jon Stewart* (13% vs. 8%). Viewing these programs declines among those age 30 and older. Of those age 30 or older, fewer than 6% watch *The Colbert Report*, fewer than 12% watch late night TV shows, like Leno or Letterman, and 7% or fewer watch *The Daily Show*. However, the 7% of the 30-34 age group is not very different from the 25-29 age group for *The Daily Show*.

Print news

For traditional print news media, age was significantly related to only two of the five print publications – the weekly newspaper and business magazines. One out of four young adults ages 18-24 reported reading a weekly newspaper regularly, and almost one out of three, or 31%, of 25- to 29-year-olds said they read it. Almost 60% of the 65 and

older group reads a weekly newspaper regularly, too. A slight curvilinear relationship was found for age and business magazines with 10% of the 30-34 age group reporting that they read these magazines regularly, in comparison 5% of the youngest age group (18-24) and 6% of the older young adults (25-29) do.

Table 5.9: Who uses what print media regularly by age, 2008

Print Media	**% by age group**					
	18-24	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
Weekly Newspaper [a]	25	31	33	40	48	59
Daily Newspaper	23	21	19	25	29	37
News Magazines	14	12	10	11	13	19
Personality Magazines	13	12	6	6	5	5
Business Magazines [b]	5	6	10	7	5	6
n =	161-327	108-209	117-240	432-880	528-1081	383-784

[a] Gamma=.20 p<.001, tau-c=.15 p<.001
[b] Gamma=-.06 p<.05, tau-c=-.03 p<.05

No significant relationship was found between age and regular readership of a daily print newspaper. In examining these frequencies closer, almost one out of four, or 23%, of the youngest adults (18-24) reported reading a daily newspaper regularly, while fewer (21%) of the older young adults (25-29) and even fewer of the 30-34 age group (19%) reported doing so. In comparison, about a third of 50-64 age group said they did, and 37% of those over 65.

Online news

When it comes to online news sites, a relatively small percentage of every age group reported that they regularly got their news from them, with the exception of portal news sites, like Google, Yahoo and AOL. Three out of 10 of the youngest age group (18-24) and the same percentage of 30- to 34-year-olds regularly turn to these news Web

sites. Fewer of the 25- to 29-year-olds (16%) turn to these portal sites regularly, which is less than the number of 35- to 49-year-olds who do (20%). (See Table 5.10)

Table 5.10: Who uses what online media regularly, 2006

Online Media	**% by age group**					
	18-24	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
News Web sites (Google, Yahoo, AOL) [a]	30	16	30	20	14	3
Network News Sites [b]	15	13	18	18	16	6
Local Newspaper Sites [c]	15	5	11	11	7	4
Major Newspaper Sites [d]	12	8	7	10	6	1
Local TV Sites [e]	9	2	3	10	4	4
n=	110	63-64	89	337-338	315-317	238-240

[a] Gamma=-.39 p<.001, tau-c=-.23 p<.001
[b] Gamma=-.21 p<.001, tau-c=-.13 p<.001
[c] Gamma=-.21 p<.001, tau-c=-.13 p<.001
[d] Gamma=-.30 p<.001, tau-c=-.16 p<.001
[e] Gamma=-.24 p<.001, tau-c=-12 p<.001

Major network sites were the second most popular go-to site for all age groups, except the 50-64 age group, who turned to them more than other sites. Fifteen percent of 18- to 24-year-olds and 13% of 25- to 29-year-olds turn to network sites; these percentages are still less than the 18% of those ages 30 to 49.

The youngest age group (18-24) also is significantly more likely than the older age groups to read local and major newspaper sites. And while the youngest age group (18-24) may be reading local newspaper sites (15%) and major newspaper sites (12%) more regularly than any other age group, the percentage is relatively small. As a comparison, 4% of the 65 and older group reads a local newspaper site regularly and even fewer, 1%, turn to a major newspaper site. Local TV news sites had the least number of regular readers of any online news media, except for the 65 and older group who had fewer regular readers of major newspaper sites (1%).

News topic interests

To examine how news topic interests differ across age groups (RQ4), respondents answered the statement question, "Please tell me how closely you follow this type of news either in newspaper, on television, radio or the Internet?" Response choices were collapsed into two groups: "Very Closely / Somewhat Closely" and "Not Very Closely / Not At All Closely." The topics ranged from news about political figures and events in Washington to the weather. The percentages of responses for each news topic were compared across the age groups to determine how interests were different or similar by age. An analysis found positive significant relationships between age and interest with mostly hard news events — such as events in Washington, business and finance, international affairs and local government — as well as certain specific topics, such as health news and religion. An inverse relationship was found between age and interest in entertainment news. (See Table 5.11)

Table 5.11: Following news topics somewhat closely and closely by age

News topic	% by age group					
	18-24	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
Weather [a]	79	87	73	83	83	93
Crime	68	65	70	72	70	72
Education	67	61	68	68	62	66
Entertainment [b]	64	56	47	47	36	43
Environment [c]	64	59	72	66	75	79
Community People/Events [d]	59	69	60	65	71	77
Washington People/Events [e]	57	67	66	70	74	77
Science / Technology	50	50	48	56	60	47
International Affairs [f]	49	49	53	61	70	73
Local Government [g]	48	61	58	66	70	80
Consumer News [h]	47	49	61	57	66	65
Health News [i]	46	55	53	59	74	75
Sports	42	39	47	51	41	51
Religion [j]	39	37	40	47	46	56
Celebrity News	39	31	28	33	30	30
Business and Finance [k]	37	48	52	58	61	60
Culture and the Arts [l]	35	45	35	33	48	41
Travel	20	30	33	30	34	32
n =	327	209	240	882	1,082	785

[a] Gamma=.23 p<.001, tau-c=.10 p<.001
[b] Gamma=-.18 p<.001, tau-c=-.14 p<.001
[c] Gamma=.20 p<.001, tau-c=.13 p<.001
[d] Gamma=.18 p<.001, tau-c=.12 p<.001
[e] Gamma=.18 p<.001, tau-c=.12 p<.001
[f] Gamma=.26 p<.001, tau-c=.19 p<.001
[g] Gamma=.27 p<.001, tau-c=.19 p<.001
[h] Gamma=.17 p<.01, tau-c=.13 p<.01
[i] Gamma=.31 p<.001, tau-c=.22 p<.001
[j] Gamma=.15 p<.01, tau-c=.12 p<.01
[k] Gamma=.17 p<.001, tau-c=.13 p<.001
[l] Gamma=.10 p<.05, tau-c=.07 p<.05

Weather and crime were the favorite news topics of all age groups. For weather, 79% of 18- to 24-year-olds and 87% of 25- to 29-year-olds followed weather closely or somewhat closely. In comparison, 93% of those 65 and older did. Eighty-three percent of those between the ages of 35 and 64 reported following it. Of the topics listed, there was no significant relationship found between age and interest in the news topics of crime and education.

Other popular news topics with at least half of all age groups who follow these subjects "closely" or "somewhat closely" included: education, environment, community/people events, and Washington people/events. The youngest 30-something group was least likely to follow weather, and the 25-29 group was least likely to following stories about the environment. The youngest age group was least likely to follow news about the community / people and events and Washington people/events. Other topics that the youngest age group was least likely to follow included: local government, consumer news, health news, and business and finance.

The analysis showed a considerable difference in interest between the youngest age group (18-24) and older young adults (25-29) on local news topics, certain hard news topics, health news, and culture and the arts. These include: local government news (48% vs. 61%); news about community people and events (59% vs. 69%); Washington people/events (57% vs. 67%); business and finance (37% vs. 48%); health news (46% vs. 55%) and culture and the arts (35% vs. 45%). Even so, fewer 30- to 34-year-olds follow these news topics compared to the 25-29 age group, with the exception of business and finance, which 52% reported following. When looking at the older age groups, interest in these news topics increases to 70% or more for those 50 and older for local government news, news about community people and events, Washington people/events and health

news. About 60% of those 50 and older follow business news, and 41% to 48% follow culture and events.

The findings showed a decrease in interest from the youngest age group (18-24) to the older young adults (25-29) on entertainment (64% vs. 56%) and celebrity news (39% vs. 31%). Nearly half, or 47%, of those between the ages of 30-49 follow entertainment news. That percentage drops to 43% of those 65 and older and 36% of the 50-64 age group. About a third of all age groups, 30 and older, tune into celebrity news. The youngest age group also showed more interest in environmental news than older young adults (64% vs. 59%), yet three out of four of those 50 and older followed it.

Enjoyment of keeping up with the news

To test H6, age is positively related to enjoyment of keeping up with the news, responses to the question, "How much do you enjoy keeping up with the news — a lot, some, not much, or not at all?" were compared with age. The four response choices — Not at all, Not Much, Sometimes and Regularly —were collapsed into "Not At All / Not Much," "Sometimes," and "A lot." The findings support H6, that is, age is positively related to enjoyment of following the news. (See Table 5.12)

Table 5.12: Enjoyment of following the news by age

Agreement level	**% by age group**					
	18-24	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
A lot	33	45	47	51	60	67
Some	43	38	37	37	30	23
Not At All/ Not Much	18	8	9	24	23	18
n =	324	208	239	874	1,069	776

Gamma =-.25 p<.001, tau-c=-.17, p<.001

A little more than a third, or 33%, of the youngest age group (18-24) enjoys following the news "regularly," whereas 43% of this age group does sometimes. In comparison, 45%, of the older young adults (25-29) regularly enjoy following the news, with 38% of this age group sometimes enjoying it. For those 35 and older, half or more enjoy following the news regularly, with the oldest age group most likely to, 67%.

Political knowledge

To test H7, age is positively related to political knowledge, three questions relating to politics were asked. They were: "Do you happen to know which political party has a majority in the U.S. House of Representatives?"; "Can you tell me the name of the current Secretary of State?"; and "Who is the current prime minister of Great Britain?" H7 was supported; age was positively related to political knowledge for all three questions. (See Table 5.13) Two out of five, or 41%, of the youngest adults (18-24) and almost half, or 46%, of the older young adults (25-29) could name which party was in control of the U.S. House of Representatives — the question answered correctly by the most people in each age group. In comparison, about three out of five of those 50 and older answered the question right.

Table 5.13: Political knowledge and age

Political knowledge question	**% by age group**					
	18-24	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
Party controls House [a]	41	46	54	60	64	65
Secretary of State [b]	24	35	46	51	55	50
Great Britain Prime Minister [c]	15	22	28	31	39	39

[a] X^2 =84.9, df=5, p<.001
[b] X^2 =116.2, df=10, p<.001
[c] X^2 =92.9, df=10, p<.001

About a quarter of 18- to 24-year-olds could and 35% of the older young adults (25-29) could name Condoleezza Rice as the U.S. secretary of state. In comparison, about half of those 35 and older correctly answered this question. Naming Great Britain's prime minister proved difficult for the majority of respondents —15% of 18- to 24-year-olds and 22% of the 25-29 age group correctly named Gordon Brown. Almost twice as many, or 39%, of those 50 and older named Brown.

A third data set was used to examine newspaper nonuse reasons across age groups as well as two specific types of reading questions — enjoyment of reading and a need for background information when reading news stories.

SECONDARY DATA ANALYSIS: 2006 PEW MEDIA CONSUMPTION SURVEY

For this study, 3,204 U.S. adults were surveyed. Because age is the main variable used in this secondary data analysis, 82 respondents were dropped because they did not provide their age. The revised total sample was 3,122. Ages ranged from 18 to 98, with a mean age of 50. The majority of the respondents were white (81%), followed by black (11%), other or mixed (5%), Asian (2%) and those who did not provide their race (2%). Six percent of the respondents reported being of Hispanic origin or descent. More than half (56%) were women. Nearly half had taken college courses (25%) or completed a degree at a four-year university (22%). Of those who reported income, half made less than $50,000. One-third are parents, and more than half (55%) are married. In regard to politics, 83% reported being registered to vote in their precinct or election district. In all, 30% classified themselves as Republican, 32% called themselves Democrat and 28% viewed themselves as Independents. In describing their political views, 38% characterized themselves as "conservative" or "very conservative, while 19% viewed themselves as "liberal" or "very liberal." Moderates made up 36%. Fifty-three percent of

the sample reported watching the news at regular times, while 45% checked in from time to time.

Nonuses of newspapers

To answer RQ5, how do reasons for not reading print newspapers compare among adult nonreaders of all ages, responses to the open-ended question, "You mentioned that you don't read newspapers all that regularly. What is it that you like less about newspapers compared to TV, radio or the Internet?" were compared with age. Only those respondents who said earlier in the survey that they do not read daily newspapers or newspapers regularly were asked (N=1,924), and only the first response to the nonuse question was used in this analysis.

The percentages of responses for nonuses given were compared and ranked across the age groups to determine how nonuses were different or similar by age. An analysis found that the youngest age group's top nonuse reason given for not reading a daily newspaper regularly was that they don't like to read or are not a reader; for every other age group, the top nonuse reason was that they don't have time or it takes too long, with the exception of the 65 and older group, who cited "other" reasons more — such as ads, news being old, dislike of paper, or they can't read. Time was the second cited nonuse reason for the youngest age group (18-24). (See Table 5.14)

Table 5.14: Newspaper nonuse reasons by age (ranks)

Nonuse reason	**% by age group**					
	18-24	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
Don't like to read / not a reader	21 (1)	7 (6)	0 (10)	9.3 (4)	9 (5)	4 (9.5)
Don't have time / takes too long	19 (2)	29 (1)	40 (1)	32 (1)	26 (1)	13 (2.5)
Inconvenient to get / Don't subscribe	13 (3)	14 (3)	8 (5.5)	5 (9)	5 (7)	13 (2.5)
Inconvenient (others more convenient)	11 (5)	14 (3)	13 (2.5)	16 (2)	10 (4)	9 (5.5)
Not interesting / Nothing there	11 (5)	7 (6)	5 (7)	6 (7.5)	4 (8)	7 (7)
Layout (small print, big pages, flipping)	11 (5)	4 (8.5)	3 (8.5)	3 (10)	8 (6)	11 (4)
Biased / opinionated	9 (7)	4 (8.5)	8 (5.5)	10 (3)	14 (3)	9 (5.5)
Other — ads, old news, dislike paper, can't read	4 (8)	7 (6)	10 (4)	7 (6)	17 (2)	26 (1)
Just pile up / clutter / Have to throw away	2 (9)	0 (10)	3 (8.5)	8 (5)	3 (9.5)	6 (8)
Cost / not free	0 (10)	14 (3)	13 (2.5)	6 (2.5)	3 (9.5)	4 (9.5)
n =	47	28	40	108	92	55

X^2=80.14, df=45, p<.001

The rest of the nonuse reasons were cited by less than 20% in each age group. Inconvenience of getting the paper or not subscribing to it was the third cited reason by both the 18-24 and 25-29 age groups (13% and 14%, respectively); this nonuse was also the third most mentioned by the 65 and older group (13%). Almost 10% of all age groups of nonreaders said newspapers are inconvenient compared to other media, with the 25- to 29-year-olds citing this nonuse reason the most, 14%. The layout and format of the newspaper bothered the youngest adult age group (11%) and those 65 and older (11%) the most. Cost was an issue for more than 10% of the 25-29 and 30-34 age groups; it

wasn't mentioned as a nonuse reason among 18- to 24-year-olds. The 18-24 age group (9%) did mention newspapers being biased or opinionated more than the older young adults (4%), and even more of those ages 35 and older mentioned it. Of all the age groups, the youngest adults (18-24) were more likely than older adults to mention that the newspaper wasn't interesting (11%).

Enjoyment of reading

To test H8, age is positively related to enjoyment of reading, responses to the question, "How much do you enjoy keep reading?" were compared with age. The four response choices — A lot, Some, Not Much, Not at All —were collapsed into "Not At All / Not Much," "Some" and "A lot." The findings did support H6, age is related to enjoyment of reading. (See Table 5.15)

Table 5.15: Enjoyment of reading by age

Agreement level	**% by age group**					
	18-24	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
A lot	36	45	54	58	63	59
Some	46	46	32	29	24	26
Not Much / Not At All	19	9	13	13	13	15
n =	262	175	221	865	869	617

Gamma =-.12, p<.001, tau-c=-.08, p<.001

The youngest age was the least likely to enjoy reading "a lot," with 36% saying they do so. Close to half, or 46%, said they enjoy reading "some." But close to 20% say they don't enjoy reading much or not at all. In comparison, more older young adults (25-29) enjoy reading a lot (45%) and about the same percentage of this age group enjoys reading some, 46%. For those age 30 and older, more than half enjoy reading a lot, with the 50-64 age group enjoying reading the most, with 63% saying "a lot."

Need for background information

To test H9, age is inversely related to a need for background information, responses to the statement question, "I often don't have enough background information to follow news stories" were compared with age. The four response choices — Completely Agree With It, Mostly Agree With It, Mostly Disagree With It, and Completely Disagree With It. Response choices were dichotomized into "Mostly Disagree With It / Completely Disagree With It" and "Mostly Agree With It / Completely Agree With It." The findings did not support H9, that is, age is inversely related to need for background information. Instead, the findings showed the oldest age group, 65 and older, were more likely to agree they didn't have enough information to follow news stories than younger age groups. (See Table 5.16)

Table 5.16: Need for background information and age

Agreement level	**% by age group**					
	18-24	**25-29**	**30-34**	**35-49**	**50-64**	**65+**
Completely Agree / Mostly Agree	37	44	37	36	36	49
Mostly Disagree / Completely Disagree	63	56	63	64	64	51
n =	262	175	221	865	869	617

Gamma =-.09, p<.01, tau-c=-.06, p<.01

Almost half, or 49%, of the oldest age group (65 and older) reported that they often need more information. Similarly, 44% of older young adult group (25-29) reported they needed more information to follow the news. The youngest age group's need for information followed the same pattern as those between the ages of 30-64 — between 36% to 37% remarked how they needed more background information to follow news stories.

In summary

Age is related to stances on issues involving immigrants in the U.S., good diplomacy measures to ensure peace, homosexuality and government efficiency — with younger adults taking a more pro stance on these issues than older adults. On technology, young adults see both the benefits (i.e. making new friends and reconnecting with old ones and family) and disadvantages (i.e. laziness and isolation) that technology brings. Money is a top worry for all age groups, but college and education is a second worry for the youngest age group (18-24). Similarly, "Getting Rich" is a top generational goal for all age groups, but helping others and being famous are top goals for the youngest age group as well. Age is related to more traditional electronic news media (i.e. local and network news) and some print news (weekly newspapers and business magazines) — meaning as age increases so does use of these media. Online news use, however, shows to be the opposite — younger adults are more likely to tune into this media more often. Age is positively related to interest in hard news events — events in Washington, business and finance, international affairs and local government. Age is positively related to political knowledge, enjoyment of following the news and reading in general; the same is true for a need for background information to follow news stories, with the oldest age group reporting they needed this background context the most.

---

[1] U.S. Census Bureau (2007). *Statistical Abstract of the United States: 2008*. Washington D.C. 127th edition: 10-11.

Chapter 6: Focus group results

Eight focus groups were conducted in three cities with 18- to 24-year-olds and 25- to 29-year-olds who have an interest in following the news but never or seldom read print newspapers. Discussions focused on: their values behind following the news, three prominent nonuse reasons for not reading print newspapers, a description of an ideal print newspaper, and opinions regarding a printed newspaper geared at young adults. Responses from the two age groups – 18-24 and 25-29 – were analyzed and compared for similarities and differences.

The group sizes ranged from four to ten, for a total 64 young adult participants. Because of an acknowledged screening error on the part of one research firm, the first two focus groups in San Antonio were comprised of four participants (ages 18-24) and seven participants (ages 25-29). As a result of this low showing, two additional focus groups were conducted in San Antonio. Responses from the first pair of San Antonio focus groups were included in this analysis, but responses from the pilot study of nine college student participants (18-24) conducted in Austin, Texas were not used.

Slightly less than half of the young adults interviewed were male, and two-fifths were white; a little more than a third were Hispanic and one-fifth were African-American. Ten participants graduated from college, and about half had taken college courses but had not graduated with a degree. One-fifth were married and a third had children. Half worked full-time jobs and a third were unemployed at the time.

It is important to note, because these young adults never or rarely read a daily printed newspaper or the young adult print newspaper in their city, the majority would answer many of the questions posed by the moderator by referring to news in general, mostly TV news. This could be because TV news is what they mostly were familiar with.

Most of the participants tuned into TV news at least a couple times a week. The word "news" was equated with mostly television news for these groups. However, online news received almost equal attention by these participants. About half read stories on news Web sites at least a couple times a week.

The focus group discussions opened with why these young adults, who were chosen because they have a somewhat strong interest in following the news, value keeping up with the news.

VALUES BEHIND FOLLOWING THE NEWS

The research question "what are the values behind following the news by young adult nonreaders of print newspapers?" (RQ6), resulted in the most-often heard responses when it comes to keeping up with the news – "to know what's going on" or "to know what's happening around me." Because this was an icebreaker question at the start of the discussion, participants did not write down their answers as they did for other questions. Their oral answers to this direct question were almost always short and seemed rehearsed, and clearly followed what other group participants had said before them. However, when analyzing the overall discussions in general, three distinct values for following the news emerged for these young adults: to know news that affects them directly, especially crime; to keep up with news tied to their jobs; and to not be ignorant, or clueless, of what's happening in the news. The younger age group (18-24) talked more about the later value.

News that affects me

This value focused mostly on applying news stories to their personal lives, and as a result they felt more aware of their surroundings and any possible dangers. For example, a 20-year-old college student spoke of a student who was shot behind her

dormitory room the previous year. She wanted the news to tell her about "robberies or crime stuff that is going on in my college town." A 20-year-old male college student said, "You always find something – the water you can't drink for 48 hours. That's happened like twice this year."

While only few participants shared personal stories of news that affected them, others said the news they followed applied to their daily lives directly, particularly crime. A 25-year-old stay-at-home pregnant mother who has two children said:

> The news is … going to give you a warning, whether it's about the weather, whether it's about, "OK there's crime going on," you know. People have kids, stuff like that, school, anything basic that pertains to our every day life, you know, is the reason why that local news really does help because, even if you don't completely watch the news at all and you watch something like, "Beware there's a criminal on the loose that's around your area" and you end up finding out right at the right time. And then you're able to be safe and make plans or move or whatever is possible.

A 25-year-old part-time college student in San Antonio said:

> Lately, all the news is in our neighborhood, so it's just like, if something is going on, it's like, yeah that's just down the street from us, or something, or you know, that's where my mother-in-law lives or that's where my kids are, that's my son's school. It always seems to be relevant to us or near us. It makes some kind of connection."

A 27-year-old mother of a 3-year-old who works as a bookkeeper said:

> I follow just because the fact I live in Live Oak and the neighborhood is bad and you gotta keep up with that, cause the crime is bad there. And I actually watch the news a lot too, because, of Iraq, I have family members that are there. I have a few of them. I like to keep up with that.

A 29-year-old male mechanic who regularly watches network news said:

> Like when they recalled all the tomatoes. Like everybody's going to H-E-B and where are the tomatoes? They say on the news they recalled them for salmonella this and that. If they don't watch the news, you go to the store to buy or to Subway to get a sandwich and there's no tomatoes or something and you're like what's the problem? They're not going to tell you, 'oh, they recalled them.' Why?

> They're not going to tell you why. But if you would have seen the news, little things like that people aren't going to tell you.

While these participants valued how news affected them directly, especially as it relates to crime or in the last case health, other participants valued following news because of their jobs.

Ties to work

Several participants in both age groups follow certain news topics that pertain to their jobs or because they need to keep up with the news in general for their jobs. By doing this, they say they feel more aware of what is happening. Their work-related responses showed they have an interest in following the news, and value it for knowledge and conversation purposes on the job. This points to an extrinsic value, not intrinsic. For example, a 23-year-old fourth-grade teacher pays attention to the news for her job because "my students are always asking me what's going on and I just like to know what's going on in the world."

A 27-year-old kindergarten teacher held this similar value. She watches TV news for two reasons: to unwind when she gets home from work but mainly to see what her kids may observe on television or in their own neighborhood as it pertains to the news. She said:

> My kids, I don't know what they are doing at home. I don't know what they're seeing, so I have to be prepared for whatever they come with. … You have to be prepared because you know, some of my kids have seen people die and you know stuff in their neighborhood cause I don't work in a very good neighborhood … I mean we've had our parents on the news and stuff like that so it's like, 'oh well that happened in their area, be prepared.' You know cause they're going to ask questions, 'Oh we saw the news people in our area and stuff like that.'

A 29-year-old male pastor said:

> A lot of times in ministry people ask your opinions on something, or what do you think, so as much as I can, it just makes it very difficult, I kind of like to at least know what's going on. People are just asking your opinion.

A 19-year-old database manager said:

> I work at, it's a small office, during lunch, because we eat lunch at our desks and everyone is on their computer reading the news, and we'll sit there and discuss it too, like after work or during lunch or something. We get into these big discussions and debates about it. It's crazy, but it's fun.

A 20-year-old college student said she doesn't go out of her way to look for news but does read news on her university's Web site. She said, "I like to keep up, specifically in the area I'm studying, special education, so there's always new laws and mandates coming out so that's something I'm interested in."

Whether keeping up with news is for one's job, conversations on the job, or field of study, many of these young adults, regardless of age, tune in purposefully because they apply what they learn to work. They also do not want to be ignorant of what is happening around them.

To not be ignorant

Participants in both age groups value knowing what is going on for potential future conversations and because they do not want to feel left in the dark. But this value was stated more in the conversations with the younger age group (18-24). For example, a 23-year-old female who watches TV news on a daily basis said, "I think it's always good to know what's going on around you even if it's not really your likes or dislikes just to know, so you're not ignorant."

A 19-year-old who gets her news mostly online – CNN.com, AOL and Hotmail – said:

> I'm the youngest out of a bunch of my friends I don't want to sound stupid when they're talking about stuff. Even though I generally do. I just like to know what's going on.

Similar sentiments were expressed by a 23-year-old who works two jobs – at a restaurant and as a receptionist in downtown. She said, "I like to know what's going on and I like to be able to discuss it intelligently with other people."

A 23-year-old male between jobs and college wrote that he is never near a computer so he does not know what sites to look at for news. He also does not make time for TV news because he is too busy. He said: "I'd like to get more into the news, because I kind of feel culturally ignorant when I'm not up to date."

The discussions showed that being able to hold conversations with others and be current on the news is important to several of these younger adults. In talking about why they don't read print newspapers, or nonuse reasons, discussants spoke mostly about access, format, appearance, writing, and process of reading the newspaper.

NONUSE REASONS

The research question "What do three of the most prominent nonuse reasons mean to 18- to 24-year-olds and 25- to 29-year-olds nonreaders of print newspapers?" (RQ7), specifically examined three nonuse reasons prevalent in previous research – inconvenience, time and relevance. While the first two nonuse reasons naturally surfaced in discussions, the third one, relevance, was rarely mentioned by these young adults. To spark conversation on this third nonuse reason, the moderator approached the topic by asking if newspapers and the stories in them were relevant to their lives. The following section not only examines these nonuse reasons in depth, but explains other reasons that surfaced as well. The last two nonuse reasons listed – effort to read and bias – were mentioned mostly by the younger participants (18-24).

Inconvenience

Participants in every focus group repeatedly said print newspapers are inconvenient. From physically getting the printed newspaper from a stand or store to not being able to multitask while reading the paper to recycling it, this nonuse reason consumed the most discussion of any topic in all groups. Upon further examination of their explanations, the word "inconvenience" was divided into five dimensions – effort to access; physical nature of print; non-instant news; non-ability to multitask; and effort to recycle.

Effort to access

Because these participants do not read a daily print newspaper on a regular basis, they are not subscribers. So getting a newspaper – physically finding and buying one – takes effort, according to many of these young adults, and is considered inconvenient, especially compared to other media that may be a click away. For example, a 21-year-old mom-to-be who does not read news online and rarely watches TV news said, "If it's not handed to you it's an inconvenience to get it. If it's not delivered right to your door then it's inconvenient to get in your car and get it."

A 22-year-old female who reads news at work about three times a week says, "No one really wants to stop at a gas station to get a newspaper to find out what's going on when you can just go to work when you're checking your email and just go to, I don't know, (myfoxdfw.com), to see what's happening."

A 29-year-old accountant who gets his news online mostly said the physical effort and cost of getting the print medium is not worth it because the news in it is old by the time he would get the paper. He said:

> I feel like it's inconvenient because of the fact that I mean OK you first take the hike to try to go buy it, you go down the street and you buy it for 50 cents, a buck whatever it is, and then you get back and by noon you already have updates online

> of different news events that are coming about so really it's a waste of money and time because it's invalid then.

What this sample of responses shows is the want or need for a print medium is not strong enough for the effort, they say, is needed to access it. If these young adults are not reading the print medium, they are not subscribing to it, which means getting one will take effort. Here in lies the dilemma. Finding and getting a print newspaper is an inconvenience, for many of these young adults, and so is the physical nature of it.

Physical nature of print

For several young adults in both age groups, print newspapers require physical effort to read – flipping pages, holding, folding and carrying — and this is described as an inconvenience. The process of reading the paper is frustrating for several of these young adults because of a newspaper's size, ink and the bulkiness of the paper.

A 21-year-old bilingual kindergarten teacher said:

> (The newspaper is) very antiquated. I mean it's too messy, it dirties your hands and to go to a story you have to switch places. And the format is just really bad, you have to be like this (he holds hands out like reading a newspaper).

A 23-year-old female who gets her news online almost daily said:

> I get so used to like reading just right in front of you and you don't have to deal with any paper and it's not just paper it's like huge and you have to fold it and deal with it, and then flip back and forth between pages to read what you want to read and then like afterward, at least for me, I'm like, "well am I going to carry this around all day till I find a place to recycle it," cause I feel terrible just throwing it away. It just takes up so much space.

The 29-year-old male accountant, who reads news mostly on TV network and portal sites, said:

> It's inefficient all the way around because of the fact that, what everyone was saying, it's not environmentally friendly. It's too cumbersome with all the paper all over … If you go and buy the newspaper then you want to read it on the train or take it to work with you, you have to be carrying it around with you. And on a windy day here in Chicago who wants to do that?

Cumbersome and messy are words repeatedly used by several of the participants in the discussions. This frustration of the physical nature of the medium cannot be applied to electronic media. But it repeatedly was part of the description of print newspapers, so was recycling.

Effort to recycle

After getting and reading the print newspaper, the next most-stated inconvenience, according to many of the young adults interviewed, is what to do with it. Many of these young adults are very environmentally conscious and they see print news media as a waste of paper, mostly in comparison to electronic media.

The 29-year-old pastor, who listed cost and time as the two reasons he does not read print newspapers, said:

> You have to do something. On a computer, you don't have to do anything with it, just minimize the box, or just exit and you're done. But with a newspaper it's gonna gather somewhere, one more thing in the house to pick up, to put in the trash, to gather. It is inconvenient all around.

The 25-year-old part-time college student, who prefers watching television versus reading print newspapers, said:

> We used to get the paper delivered every day and we didn't read it at all. It just became a mess that we had to deal with and it started to pile up. I mean the only thing that seemed worth reading would be on Sunday for the ads and circulars.

The 26-year-old public policy graduate student – who said that he does not read print newspapers because they are inconvenient, not up-to-date, not environmentally friendly and cost money – added:

> It's just easier to get on the computer or the phone and read what you read and when you're done the paper's gone. You're not carrying around loads and loads of extraneous stuff.

Because these participants are not reading the print medium, several described it as a waste of paper. The piling up of an unread paper is something that they rather not be

tasked with it – they feel guilty, it annoys them, and it is messy – and they don't read it for this. It also is not around when they want to read a news story, many said.

Not instant or there

Print newspapers, according to many of these young adults, are inconvenient because they are not around at the exact moment they are tuning into news or doing other tasks. The same was said about TV news, although not as much. A 25-year-old female who works at a bank call center described her generation as one that "wants things fast." She said:

> You hear about something, you're at work and somebody says "oh so and so got shot" you're like, "oh my god" you go online and type it in and there is there's the story. It's there a lot quicker than of course waiting till you get home and then it's on the newspaper usually the next day. So if you want the story quick and now and you want to know what's going on you usually go online and it will say updated 10 minutes ago and it's just faster like that. And if you get home and the 5 o'clock news is on, it's probably going to be on at 5 p.m.

The media that are around at right-now moments, according to those participants who go online for news, are portal sites – like Yahoo, AOL, Google and MSN. These sites list headlines that catch their attention when they are doing other tasks, like checking their emails. This was an extremely popular way of getting news for many of these young adults. A list of headlines is just there, in their faces.

The 29-year-old pastor, who signed up to get news headlines emailed to him but refers to his news consumption as accidental, said:

> It's not really premeditated most of the time. I'm not really thinking. I just get it through an email or if I'm in an email and I read something or if I'm paying something or I just see the headline or something cause I have my Google set, cause it does headlines, that's when I click it. But I can't remember many times where've I've just said, "I've got 30 minutes I'm gonna check the news." Now I might check the weather if like it's going to storm or something like that, you know, or a tornado is coming, but otherwise, it's never premeditated for me, it just happens while you're online.

A 28-year-old musician, who wrote that he does not read print newspapers because there is never one around, said:

> I don't really go to news Web sites. My home page is Yahoo. Also, if there is something on there, that's like something they want you to look at they put a link on there and if it's interesting enough I'll click it. … Yea the headlines I'll take a look at and if that leads me to something then that leads me to something to something else. But usually I spend very few seconds on the homepage and go straight to something else.

The 29-year-old mechanic, who does not read the print medium because, he said, of lack of time and he is not much of a reader, added:

> Usually I'll get on that mysa.com. To me, that front page usually kind of tells you everything – one page versus flipping through.

The convenience of instant news online highlighted the inconvenience of print newspapers, for many of these participants got their news from portal sites. Also, getting news while checking email was common, or the ability to do two things at once.

Non-ability to multitask

Not being able to multitask while reading a newspaper is its downside to television and online news, according to several of these young adults. Listening to the news on television while doing something else or checking email while also reading headlines online is how the majority of these young adults take in their news. News consumption is not a sit-down-with-nothing-else-to-do routine for almost all of these participants. They are doing other things while taking in the news. A 27-year-old female college student studying information sciences sums up the overall sentiment best when she said that online sites are "easier and faster (because) you can do it any time of the day, and while you're doing other things on the Internet."

For many of these young adults, since they are already on the computer, reading news is a click away. A 21-year-old male college student who reads news on sites like AOL, Yahoo, and Google about three days a week said:

> I'm on the computer a lot, so the time it takes working on the computer and I can look at the news at the same time as opposed to getting up, driving, going to pick up a newspaper, coming home, and reading the newspaper, I can get other things done.

Like the Internet, TV news allows for multitasking, some of these young adults said. A 29-year-old, who found it is easier to watch TV news, which she said can be entertaining and less expensive compared to print newspapers, said:

> Well, when you're sitting there and you have to sit there and read and it has all this different information, and you may have other stuff to do, and that's why I like watching television because you can hear the news and still be doing this and that, and keep on going.

For both young adult age groups, newspapers are seen as a medium in which a person must sit down to read and do nothing else. Other media, specifically online and television, allow people to do several tasks at once, making tuning into news feel less like work, according to these young adults. Newspapers mean downtime in the morning for these young adults, regardless of age, and this morning-only, sit-down effort is an inconvenience. Plus, many said, reading print newspapers means carving out time.

Time

The second nonuse reason mentioned almost as much as inconvenience was time. Several participants in each discussion were quick to say, "I don't have time to read the newspaper" or "I'm too busy." Upon further examination, two dimensions of time surfaced in the discussions: the time it takes to find stories of interest and how print newspapers are viewed, meaning they are seen as something that requires making time for in the morning.

Too much information to sort through

While both age groups like having an abundance of information at their fingertips at any time, a handful of participants in both age groups in every focus group remarked how newspapers carry too much information to sort through. This comment points more toward the inconvenience of hunting for stories of interest versus having too many stories to choose from. This is not the case online, where these young adults can find what they are looking for easier with search features. For these search-savvy adults, the print newspaper is seen as the slowest way to find news, an inconvenience, because there is no search feature. The same was said, although not as frequently, about TV news.

A 21-year-old college male student said that newspapers are too broad and they are " just hitting the news all over the place." He added:

> The few things you're interested in are spread out. Those are the only things you want to read, but there's just 80 percent of all this other crap that you don't care about.

A 24-year-old loan counselor described reading newspapers like sorting through a puzzle to find stories of interest. He said:

> (Newspapers) have to try to pack a lot of information on each page and stuff, and half the time they can't even do that. They always got to continue on page 4B and stuff like that. So it's a whole bunch of words maybe one big picture. Half the time not even a big picture just a big headline trying to get your attention. … It can be a headache, kind of like a maze. Nobody wants to do all this just to see some news.

This fumbling through a newspaper feeling was echoed by many, like a 26-year-old college student who gets his news from his Yahoo homepage. He said:

> Even if you have let's say a subscription where it's delivered to your door, you still have to fumble through it, figure out what you want to read what you don't want to read. … Generally for me I think it takes more time to actually read, forgetting the actual process of going to buy it.

A 25-year-old stay-at-home mother and part-time travel agent pointed to people's impatience to sift through stories in this day in age. She said:

> I think that everybody now-a-days is just too lazy to sit down and go through a paper. Because we grew up in the era of technology. Like now my 5-year-old can get on the Internet and look up anything he wants to look up. I think we're just too lazy to go through and look through every 500 articles to find an article that's interesting, because it's too boring to sit there to read about old people stuff and blah, blah, blah, it's just boring. … It's too many articles to go through to care, pretty much.

These young adults who commented on the inconvenience of reading newspapers because of the effort to find stories of interest are active searchers of news, not passive. For them, print newspapers need an organization system that assists readers in this process of finding stories of interest. They also need an image makeover, according to several.

Morning image

While image was not explicitly stated by these young adults as a nonuse reason, the image of newspapers – a medium one sits down over coffee with in the morning – has likely damaged any modern view of newspapers for several of these young adults interviewed. At least a couple of participants in every focus group described newspapers as a medium one sits down with in the morning and reads. And these young adults said they do not have the time for this do-nothing-but-read-news routine, especially in the morning. They compared their generation to those of their grandparents and parents, and they pointed to technology for replacing these sit-down news routines. A sample of responses:

A 22-year-old insurance representative, who would be graduating in five days from college, called newspapers "pretty old school." She painted a picture of how she sees print newspapers in the home:

> Like 20 or 30 years ago, maybe longer than that, you'll have the dad come down stairs read the newspaper with a cup of coffee and the wife would stay home and tend to the children. But we all have jobs, the mother, the parents, you know, everybody's working. There's just not enough time to sit down and chill.

A 20-year-old college student at a small private school described a similar scene of the baby boomer generation, and how Millennials are just not like them:

> I just think our generation is way too different from like the Baby Boomer generation. We don't like throw on a suit, go to the factory, pick up a newspaper on the way. Like, we have so many other jobs now and things are changing so rapidly, especially with technology like, it won't fit our needs. It's a very self-centered generation too so we want what's easy and convenient for us so that we have time to go out with our friends and do what we want.

A 24-year-old male college student, who sells heating and air conditioning units for a company, also thought of older generations as the audience for print newspapers.

> Our generation, technology, if you want to push a button you can get it. I mean my grandparents still read the paper. Older generations, that's their thing, you know. Ours are more on a global scale. The Internet has access to what we'd rather watch.

For some, newspaper reading conjures up an image of doing nothing else but reading the news or relaxing with the paper. A 26-year-old female who works at a local Air Force base described young people as "busy, busy, busy." She said:

> If you look at the older group, they have the time. They're retired, they can sit and watch, I mean read and drink coffee, we're just so busy up and down and I think that's why it's inconvenient.

These young adults equate newspapers to something older adults do – in the morning, over coffee. Print newspapers are thought of by many of these young adults as something one carves out time for, and for several of them, something that isn't a priority enough to set aside time for. Time and inconvenience were the top two nonuse reasons discussed in the focus groups; relevance of news stories, however, was rarely mentioned.

Relevance

Relevance, or relatedness, is a key component of interest. A topic or story that is relevant to people's lives is more likely to interest them than one that is not as relevant. Interest and relevance often go hand-in-hand, but they are not synonymous. These young adults rarely used the term relevance when talking about print newspapers, but occasionally a few did when talking about news stories in general. These few young adults would use "interest" and "relevant" interchangeably. When the question of whether print newspapers or the stories in them were relevant to their lives was asked, a handful of young adults said the process of finding stories that are relevant takes time in newspapers. Again, this nonuse reason points to the effort of finding relevant, or interesting, stories. So there are stories of interest or relevance, but they are challenging to get to, according to a few participants. What follows are a couple of examples in which participants touched on relevancy.

The 26-year-old male college student, who reads local news more in-depth and just the headlines for other news, said:

> There's a lot of useless stuff online, too. A lot of irrelevant stuff on there, too. But it's just easier to avoid. With print, you have to actually like sort of see everything when you're flipping through the paper … to get what you want.

A 27-year-old self-described entrepreneur has had the same experience in finding stories of relevance. She said:

> I think that there is a lot of stuff in the newspaper that is relevant to me but it just will take time to find it. I like online because usually on my home page I have these articles that rotate and when I'm doing something I see something, "oh that interests me" and then I click on the article. That's how I usually read the article, because they rotate on my home page. I'm like "Oh yeah that looks like something I want to read" and then I click it.

Past experiences in which a person must sort through non-interesting stories to get to interesting stories in a print newspaper may make the print newspaper, or newspaper

stories, feel irrelevant. But again, the word "relevant" was rarely used when describing this frustration. Other types of experiences described in regard to relevance included personal ties to stories.

Knowing someone in the news

In the smallest of the three cities, San Antonio, knowing someone who makes the news makes stories more relevant. This finding was not an age difference but a city difference, for the topic only came up here. A 21-year-old male who watches the news daily because "it has faces I've seen before to tell me the good and bad news," said:

> Just the other day, you find out like someone passed away and you didn't even know. You knew them. Events like deaths, accidents, things like that. I sell insurance, so one day I'm afraid I'm going to see one of my customers dead and so I follow the news very much.

Another 21-year-old tells the story of hearing about someone she knew and finding out more from the news, online. She said:

> A couple of weeks ago some of my buddies were involved in some crime, so I could check on the online Webs sites and like it was updated in like 30 minutes, then they have the names that were released, it was like the most current.

Another 22-year-old college junior looks for news that she has a personal connection to, like Iraq. She said:

> I like to watch the news because I have family in the military and so I kind of like to know. He's already been deployed twice. I kind of like to know what's going on over there, see what's happening.

Again, this direct interpretation of relevance – knowing someone in a story—came from a few in the youngest age group in San Antonio. News stories in smaller communities may have stronger connections to audiences' lives because people are more likely to know people in the news, possibly. Even a picture of a familiar setting can ignite

a feeling of relevance, as it did for one 27-year-old when she critiqued an issue of *210SA* in the focus group. She said:

> The pictures were the things you could relate to. There was a picture of some people sitting around a local restaurant. You can relate to that. You do those things that you do, the places that you go, that you see around town.

But when these young adults picture who reads print newspapers, many describe older audiences.

Audience image

Along with the must-sit-down-in-the-morning-with-coffee-and-read image of print newspaper comes the viewpoint of who reads the print: older people, according to several group participants. What's in the newspaper is relevant to older people, not them, according to a few young adults. A 22-year-old who said he has never been much of a reader and mostly hears about the news on the radio or TV said: "The newspaper now it just feels that it's more aimed at older people and not us, and that's why I think we like the Internet and TV better." The 24-year-old loan counselor, who listens to NPR and watches ESPN on a regular basis, described a different target audience: subscribers. He said: "It's more geared toward people who read the paper regularly instead of somebody who just picks it up, hey there's a paper let me see what I can learn real quick." The handful of young adults who did refer to this older or subscriber reader image did not explicitly say this makes newspapers irrelevant to them. The image is, however, worth noting and a possible contributor to young adults not reading print.

Other nonuse reasons

Three other nonuse reasons emerged during the discussion on why these young adults do not read print newspapers: redundancy of news stories; effort to understand

news stories; and media bias. A few participants in the younger age group raised the latter two reasons.

Redundancy

Several young adults in both age groups described experiences of hearing or reading the same news stories on every news channel or the stories told gave no new information. The news feels repetitive, according to many of these young adults. The news in newspapers is no different from the news on TV, online or on the radio – all the same stories. A 23-year-old college student who watches local TV news about five days a week said: "Usually the news is the same thing that's on TV so what's the point? … why get a paper just to see what the weather is going to be like when I can watch it on TV?"

The 26-year-old musician raised the same point:

> The news on TV inevitably starts talking about the news I heard on the radio in the morning. Which it will happen all the time. You can't skip it. You can change the channel but they're going talk about it on the other channel too. They all kind of copy each other

A few participants described their frustration with hearing or reading news stories that have no new information. A 24-year-old mother, who watches local TV news about five times a week, said:

> I don't like hearing about the same stories for the entire week. Like they'll say somebody got killed on Monday and then on Friday they'll still be talking about the same story. We still haven't caught him. Let us know when you do. Don't tell us every day.

Another 21-year-old described this same experience of news-less news but online. The full-time student studying the music business regularly reads news on portal sites like Yahoo and Google. He said:

> Some of the stuff they report on is just too repetitive. It's like they spend too much time covering stuff that just keeps happening, happening and happening. You get tired hearing that. You get tired of reading that.

A 28-year-old sales coordinator for a hotel chain felt the same way about the repetitiveness of news stories. She said:

> As far as like Iraq and all that stuff, I hope our troops come home. I think it's just gone on too long. (But) it's just the same thing over and over again and I don't like to read the same thing over, over and over again and they'll just put in a different word and it'll change the whole story over. So to me, I'm just like forget it, and that's a lot of the reason.

These comments suggest that news stories – the way they are reported – often sound the same with little new information, regardless of the medium. The stories that the news media select for that day's news are no different across media, for this young audience. Along the same lines, a few participants in both age groups could easily describe how news organizations report and present the news, as if it were a template waiting to be filled in – another form of redundancy.

The 26-year-old female who works at the local Air Force base, described a typical newscast in this order: the first 10 minutes is the important news, then if "there's something positive" that's next, followed by sports and then the weather. A 27-year-old male who is a store manager for a freight tools company gave an even more detailed and what he called a "depressing" rundown of local TV news:

> It starts off with the presidential election and goes to an apartment fire, a murder, look out for this scam, here's the health news, then weather and sports. That's it. It's the same thing. It's boring.

These comments suggest that the redundancy of news formats can de-motivate a person from tuning into the news because it sounds repetitive and even the presentation of the news is predictable. This nonuse reason – redundancy of news – also is based on the logic that if these young adults can get the same news elsewhere why should they turn to print, especially if print news, for some, is more difficult to digest?

Effort of reading

A theme that emerged among the younger groups (ages 18-24) more so than the older group (ages 25-29) was the effort it took to read news in a printed newspaper. The writing style and vocabulary were described as dry and boring. The writing also could be difficult to understand for some. And lastly, a few participants acknowledged having difficulty reading in general.

The 20-year-old who attends a small private college said that one of the reasons she doesn't read print newspapers is that she doesn't know what they are talking about. She described reading some articles like "reading ingredients or nutrition facts on the back of a box." She will read a whole article and when she gets to the bottom she'll ask herself, "what the hell did I just read?" She added:

> A lot of times the way they write is very dry and very boring. Like I can read down to the bottom of an article and not absorb anything that I just read. And then a lot of times, it's just continuing coverage of one story. So if you just pick up a newspaper and decide to start reading it you have to go back like 50 articles ago to find out what they're talking about.

This comment points to the audience image mentioned earlier: newspapers are writing to people who read the newspaper regularly. The 19-year-old database manager, who has taken some college courses, used the same adjective "dry" when she described newspapers. She said:

> The newspaper is really dry for me. If I'm reading it online I can find stuff that's more targeted toward our age group. I'm not the smartest person but it's like smaller words and I can understand it better. … I don't want somebody who's going to use all these like giant words and things that I don't understand where you need like a master's degree to like understand what's going on in the world like I want to be able to read it and understand it and not be like, oh I wonder what those five words in a row meant.

The New York Times was mentioned a few times during the discussion group as a paper that is too difficult to read. It is as if when these young adults think of newspapers

they think of this paper's writing and look. A 26-year-old member of a band, who also holds a professional/technical degree, said:

> I feel that with the major newspapers, particularly the *New York Times*, whatever, that the subject matter's relevant but it's written kind of in an older voice. You know if I met this person, I would be bored. I wouldn't hang out with (the) writer. Online blogs and stuff are more fun usually. You have a younger sounding voice and it's more compelling to read and interesting instead of just boring.

The 20-year-old at the private university said she did not want newspaper writing dumbed down but she too did not want *The New York Times'* style of writing. She said:

> (Newspapers) shouldn't make me feel stupid. If this is (our) obligation to keep up with current events and what's going on in the world everybody should be able to read it. Not to say read it like, "see spot run," like we're all not that low. But I don't think a seventh-grader can read the *New York Times*.

A few participants in the younger groups acknowledged that their generation may not like reading or they simply rather not read. A 21-year-old wrote the reason he does not read print newspapers is because of the hard words and the subjects in the newspaper do not matter to him. The Hispanic male, who has taken some college courses, said, "some Hispanic people or people like our age don't know how to read as well" and are "not very much readers."

A few participants also mentioned the word "lazy" when it comes to reading the news, as if they think they should read a newspaper, but they do not. The 24-year-old male loan counselor, who listens mostly to NPR for his news, said, "We're lazy Americans and we don't want to read. We'd rather have something told to us." A 22-year-old salesman for a safety company, who has never taken a college course, wrote that he has never been much of a reader; information just does not stick when he reads it. He said, "It's just a lot easier for me to listen to it on TV. I'll comprehend it then."

These comments show how a few of these younger participants have a difficult time reading newspapers because of, what they call, the dry writing style and high

comprehension level they believe it takes. For a few, reading is not enjoyable. Another difference among the younger age group, compared to the older age group, was a feeling that print newspapers are one-sided in their perspective.

Media bias

A few of the younger participants were skeptical of news, especially political coverage. They mentioned a biased slant on the news, as did a few in the older age groups. But this younger age group seemed more skeptical about the news they take in, and because of this a few said they go to various Web sites looking for a middle ground. A 22-year-old personal assistant said that he rarely reads news online because he knows of few credible news sources beyond the major ones, like BBC and CNN.com. Instead, the Chicagoan turns to blogs that speak to his specific interests. He added, "With newspapers you have only two biases in a town." Another 21-year-old college student in Chicago echoed this opinion. He said:

> I feel like it's written in a bias a lot of times. You only hear one viewpoint and the way they organize it, they say, kind of makes you feel one way about the subject.

The conversations about bias inevitably turned to politics and political coverage. The majority of the focus group participants planed to vote in the 2008 U.S. presidential election that fall, and half were interested in following political news. These young adults' attitude about politics is: they know they should care about it as citizens, but they don't feel like their voice matters and it's often boring to listen to or read about. The following excerpts from focus group discussions illustrate this attitude:

> 23-year-old male: (Newspapers stories are) always going to be like politics and everything like that. People our age, well some people are into it, but the majority are not. No one really cares about that. When it comes to politics, it just seems like everybody in there is lying, just telling you what you want to hear. When they get into office they never fulfill anything they're saying. It'd be cool to have like

> an expose on politics or stuff you would see in a documentary about it stuff they don't want you to know. That would be interesting.
>
> 22-year-old female: Well I think the only reason why, and it's probably not good, but the only reason why I'm concerned with it right now is because of the election. And so I think that kind of like sparked an interest. But I mean I think politics are important period because it affects all of us whether we agree with what they're talking about or not. So I mean it's going to affect us one way or another. Maybe if they told us what they decided and what happened instead of a biased "we think this" or whatever. Just give us the facts of what happened and how it's going to affect (me) and that's enough for me.
>
> 23-year-old female: I care about it if it affects me, but I'm just like, I don't have a say, so it's just like whatever.
>
> 24-year-old female: I think the way that it's presented sometimes makes it boring. Like I don't like to watch debates. I've done it just so that I can get information. Like staring at two people standing behind a podium for two hours isn't really interesting. And then the language they use a lot of the times is kind of a turn off. If you just use layman's terms for me to tell me what's going on.

This conversation shows a willingness to follow political news – i.e. "give us the facts of what happened and how it's going to affect (me)" – but opinions and often dryness of political coverage may be causing them to tune out. Perhaps they are envisioning news pundits on TV giving their opinions or commentaries in the newspaper, instead of straightforward reporting. The writing and reporting of political news also makes a difference, according to two participants. A 21-year-old college student studying the music business who is very interested in the U.S. presidential race said:

> You know political articles stuff like that shouldn't have an opinion. It should be for the reader to decide their opinion on the article. As opposed to, "Oh I went to a theme park and it was awesome," that's your opinion, but it's a theme park. You're supposed to have an opinion about a theme park. … Certain reviews, when you're reviewing stuff, it's good to have an opinion but when they're political and stuff like that you should leave an opinion out of it, so they can form an opinion on it.

A 29-year-old accountant who planned to vote in the upcoming election said:

> (Political coverage) is overbearing to the point where you sometimes block it out after a while. You want to know about it but at the same time when it's on every channel, when it's on every print (newspaper), when it's on everything, you just like, well for me I can't speak for everyone, but you just get sick of it and you're just like, "Just give the points and the facts what's truly going on." Then you have to question what facts are truly facts because there's different people stating them and giving a twist to them and so I know they're called facts but people make up their own interpretation of the fact.

The conclusion here is these participants, especially the youngest age group, want to make up their own minds and form their own opinions about politics; they don't want to be swayed. They want the facts only. This is how news stories, especially politics, would be written in their ideal newspaper.

IDEAL PRINT NEWSPAPER

After giving their nonuse reasons for reading the print newspaper, participants were asked to describe a print newspaper they could see themselves reading regularly. RQ8 asked, "what would your 'ideal print newspaper' be like? During the focus groups, participants brainstormed about their hypothetical newspaper for 15 to 20 minutes. Most of the themes that emerged from the responses were similar for both age groups; however, a few differed. The shared themes mostly centered on the look, feel, length and scope of the printed medium. Participants borrowed ideas from what they liked about magazines, TV news and online news and applied them to print. Many participants also took the reasons they did not read print newspapers and suggested ways to change these nonuse reasons. Below are the themes that emerged, followed by the few themes that differed between the age groups.

Brief and facts only

If they were to read news in a print newspaper or watch TV news, most of the participants in all eight groups want it short and to the point – two descriptions repeated

over and over. Leave details and opinions for online news, several participants said. A 25-year-old female part-time college student who watches local and network TV news on a daily basis said:

> I think (TV news) is much more interesting. They just cover the highlights and stuff like that I mean you don't have to go through every detail, know all the facts, they just cover the basic news of what you need to know.

Several participants who read news online said if they wanted details about news stories, they would search for more about the story online. This searching for more about a story online was very common. A 26-year-old public policy graduate student, who reads news on major national newspaper sites on a daily basis, suggested that stories be executive summaries. He said, "I think in the print edition you just want the headlines, the main points, and if you want more information you just go online or go wherever to get the longer analysis." Many of these participants use the Internet in conjunction with what they hear, watch and read about in relation to news stories. For example, a 26-year-old female IT professional, who does not regularly read news Web sites unless she has downtime at work, said:

> I'm on the computer all the time, but I don't go, 'OK what's the news.' I'll hear a comment like, "Did you hear about that Walmart lawsuit?" What Walmart lawsuit? And then I'll go look it up.

These responses suggest that these young adults are not turning to newspapers as their first source for in-depth information; if they do read or hear about a news story, traditional news media is seen as a primer, the facts only. Other suggestions for making news stories brief and to-the-point included: adding summaries at the start of stories; writing a URL at the bottom of stories to get more information; and keeping stories on one page versus jumping them to a second page. The second most popular suggestion: Local news.

Interest in local news

If these young adults were to pick up a printed newspaper, the majority of those interviewed, regardless of age, want local news about their community in the print medium, more so than world or national news. They want to know what's happening around them, not so much elsewhere – at least in a print medium. They want local news for three reasons: to learn about their community, to get involved and to satisfy their social lives. For example, a 22-year-old male who sells safety equipment wrote that his ideal newspaper would have more sports, local news and community activities. He said: "If (newspapers are) talking about some little town out in Virginia or something that's not going to affect us, I'd rather hear about what's going on in our community and our environment." This comment captures the overall sentiment: Tell them about the community they live in.

Even for the plugged-in 23-year-old female who said she's "addicted to political news and current events" on the national scene, local news, especially local government, is a big interest for her. The avid political blog reader does watch TV news, like "Chicago Tonight" on PBS, a couple days a week because it is the most convenient way to stay aware of local issues in Chicago, she said. She called national news on TV "an oversimplified magazine format" that is outdated by the time it airs. She said:

> If there's local events or local meetings, like the police are meeting with the community or these planning people are meeting, like I know that those meetings happen but I don't know how to learn about those and if that was promoted in a local oriented paper. Maybe it already is, I don't know I don't read the paper.

The accountant shares a similar drive to get involved in his community. Of his ideal newspaper, he said:

> I'd like community events, local business, weather, no politics, something to the extent of like positive role models or impacts that people are doing or how you can help certain things versus be told what's already been done.

These responses showed a desire to learn about one's community and even how to get involved in it, politically and civically. These responses do not say these young adults do not care about international or national news because many of them do, but they will tend to go online for this type of news, according to participants. If print newspapers were to include non-local news, a few participants said it would need to be major news events only and brief.

Along the same lines as learning about one's community comes learning about social things to do in one's hometown. These young adults wanted their newspapers to inform them of concerts, festivals, shows and events in town. For some, this is their outlet – social events – for getting involved in community events. The 26-year-old female IT professional who does not follow local government closely, wrote that "local emphasis is what drives a local paper." Oftentimes local listings in newspapers are more up to date than Web sites, she said. She gave the example of how a local listing about a restaurant's grand opening in the newspaper might be more up-to-date than the business's own Web site. She said:

> In terms of locally, if you live in the far east side, the far west side or whatever portion of San Antonio and you never get out and do anything you could be regulated to just that area. You go, you drive five miles to work go back home do this, but to actually get involved in San Antonio, and things San Antonio is doing … First Friday is happening here and these are the venues. And stuff is happening. It allows you to have access to information, things that are going on besides your small world. So (local listings in newspapers) allow you to branch out within the city.

Another 28-year-old male, who has a strong interest in stories about local government and the weather, also wants to know event-wise what is happening. He said:

> I want a mixture of news and entertainment but what I mean by entertainment is local events or local festivals that are going on different things that are coming up especially like in Chicago there's a bunch of stuff going on so I'd want maybe

> updates on that or even reviews on that. And then just your major happenings in the world, not too much, but the most major things that are going on.

Satisfying one's social life is important to these young adults, regardless of age. They are seeking guidance in this aspect of their life. But they also have a keen interest in learning more about their community. For major national news events, many said they will go online, where they also can get more viewpoints.

Diverse perspectives

A theme repeated over and over – mostly when talking about reading news online – was having access to many perspectives. Overall, many of these young adults – who read news online – want choice. They want to choose whom they read, watch or listen to, and compare opinions. This was a theme that surfaced in every group regardless of age. Reading a print newspaper or watching TV news, for some, felt like there were only one or two sides of a story. A 25-year-old mother who reads news online daily from her cable-internet provider's portal site, grandecom.net, summed up the overall groups' sentiment about online news' reach. She said, "I like that there's many sources so I can get different opinions, so I can make my opinion on my own for certain things."

The female college student at the small private university described a similar experience. She does not go to news Web sites so much because she is "not interested in the news they give me." Instead, she gets her news from portal sites like Google, Yahoo and from blogs. She said:

> One link always leads to like 10,000 more, so one story can branch off and you can go any which way you want and find not only different opinions but like different facts about the stories, that you have kind of a general well-rounded knowledge about what you're reading.

Having access to more perspectives also included reading stories or opinions by different types of writers, too, such as bloggers and every day people. In her newspaper,

the 20-year-od student said she would "like to see more diverse staff instead of like middle-aged white men. I'd like to see people of all ages, races, whatever."

The 23-year-old female political news junkie, who wrote that she reads news online because of the diversity and to compare perspectives, said:

> There are certain things where like there might be an article about, but you can actually go to the source, like you can read a blog from somebody who's there. When they had the monks uprising a month or so ago, but like there wasn't news coming out. Real news couldn't get in but there were people there who were getting their news out. I can choose to read that and compare that to something else or I can choose to read what these people who are there in this situation are saying rather than what the filtered news article is.

A couple of participants spoke about this appreciation of firsthand accounts. A 22-year-old personal assistant, who indicated that most news sites he goes to are linked off of blogs that cover his specific interests – which are international news; local news; science and technology stories; and culture and the arts — said:

> I'd just like to see non-Associated Press stories … like articles written by, not necessarily normal people, (but) someone knowledgeable. It doesn't have to be a former journalism student, like someone who's making journalism their career. I'd like to see some true articles written by someone that's firsthand rather than a journalist communicating to the masses what they're saying. … I've seen in smaller newspapers, like they'll have, let's say it's a political issue at hand they'll bring a prominent local liberal and conservative viewpoint and have them basically just face off, give them side by side so yes that's biased, (but) together there's, you know, no question.

This theme – of multiple perspectives —surfaced throughout the focus group discussions not just when participants were describing their "ideal" newspaper. It was a favorable characteristic of online news that may be of use to the print industry. The catch-22 is the majority of these participants want stories in newspapers to be short, to the point and just the facts; this leaves out opinions. The presentation of news was at the forefront of the discussions about the "ideal" newspaper.

Magazine/book format

Several discussants in every group mentioned decreasing the size of a printed newspaper to a magazine or book size so that the print medium is more portable, easier to handle and flip-able. The sizes ranged from the oversized *ESPN The Magazine* or former *Rolling Stone* size to the much smaller *Reader's Digest* or a novel size. This format change addressed those feelings of messiness, bulkiness and page turning of a broadsheet newspaper. A few participants suggested a stapled spine and glossy paper for that magazine feel.

A 24-year-old mother of a 3-week-old wrote that her ideal newspaper, which would cover and list community events and have a comedic writing style, said she wanted a newspaper the size of a small booklet. She said:

> Just make it smaller so the pages aren't so huge. It would make it more convenient. It would be easier to multitask with a smaller booklet in your hand then a big (newspaper).

The 22-year-old personal assistant gave actual dimensions:

> I've seen like news things that are 8 ½ by 11 just like normal page size, and that's convenient, I mean it fits everything. Everything we do is 8 ½ by 11 so why are we messing around with this big (newspaper)?

The 25-year-old part-time college student said that she wanted a newspaper to be visually stimulating – that's one of the reasons she watched TV news, because of the graphics. She said:

> I think magazines are much more alluring too versus the newspaper. And they have more life. You can grab the magazine any time any month and the news is up to date.

Another comment expressed by a couple of the participants is that reading a print newspaper at work, during downtime, is hard to conceal because of its size. This is the

case with the 26-year-old female IT professional, who wrote that daily newspapers are just too bulky. She said:

> Sometimes, depending on the day the content of the stories, you're hauling around this thing on top of everything else that you are carrying for the day. And along the same lines, you know something like a *Reader's Digest*. You know, something portable that I can take with me that I can crack open whenever I want. Cause if you're at your desk at work and you're like reading a paper, it's like, "Look at me, I'm not doing my work."

These responses show the logistics factor of carrying around a newspaper. Many participants, regardless of age, want it smaller. It's more portable and easier to flip through and find stories.

Table of contents

At least one participant in every group, often more than one, mentioned a front page that listed headlines only. When many of them hear about a story, these young adults can quickly find out more online using search features; they can't do this with print newspapers. The table of contents idea would allow readers to find stories of interest quickly, according to these young adults. Plus, a table of contents gives these young adults control in choosing what they want to read, versus thumbing through pages to find stories of interest, for this takes time. In addition to a front page listing of stories found inside, a few of the participants from both age groups suggested color-coded tabs for sections or topics to guide them in finding stories of interest. Ability to search and organization are key for both age groups. The 29-year-old pastor said that his ideal newspaper would be organized by color for searching. The index for those color tabbed pages would be listed on the front page along with headlines for the stories in each category. He said:

> You have 10 tabs each color coordinated. Sports is orange. (Another) is purple, so you can quickly turn, you're not like, "what page is this on?" You can just boom, boom, boom, boom, boom.

This easy-to-read index or guide also gives a feeling of control back to the audience. The 25-year-old mother, who has a strong interest in the weather and news about the U.S. presidential election, said she has an issue with who decides what interests whom. "That's why I like the table of contents because what interests different people is different," she said.

These responses suggest that many participants want the organization of newspapers to mirror what they see and experience online. Being able to find stories of interest – quickly – is key for them. Now how to get their attention?

More color and pictures

When several of these young adults look at print newspapers, they say they are turned off by its black-and-white nature from the start. This issue was raised in all of the focus groups, regardless of age. Color on every page and more pictures would grab their attention more, according to their responses. Columns of text are daunting and uninviting for several of the participants, for they say they are bored before even reading the stories. A 21-year-old pregnant mother, who was the only participant who remarked how newspapers' inky scent is a turnoff, described what she saw when she looked at the cover a newspaper: Gray. She said: "I'll look at it and I'm just, ah, I see a lot of words. I need more pictures."

A couple of participants compared print newspapers to other media that use an abundance of color. The 22-year-old employee of an insurance company, who gets her daily news from local TV stations "because of their graphics" but also reads news online at work, said:

> Reading (news) online is more lively. Reading a newspaper is kind of boring. When you look at it online with the graphics and things like that it's more interesting. Because of the graphics, it's a lot brighter. When you look at a newspaper, what is it gray?

For several of these participants the print newspaper equals black, white and gray, which equals boring. They want something to rest their eyes on, like images, and something that will grab their attention, like color. Getting their attention is key.

Put it in their hands at work or in their mailbox

At least one participant in every group suggested making newspapers available at their jobs. Mail delivery also was mentioned by at least one participant in every group, except one. For the young adults interviewed who hold jobs and do read news online, many get their news while working – not at home in the mornings when print newspapers are delivered or when TV news comes on in the early or late evening. They are already on the computer, so the access is at their fingertips, they said. A 21-year-old father described a work scenario that was common for several participants. He said:

> I work on the computer all day so basically when I'm in between customers or in between what I'm doing I'll not only check my email but I'll also check the weather, what's on Yahoo, or any other Web site like KENS 5. Or what's the other news station KSAT 12. Click on the hot button and stuff like that, see what's going on. Especially like times and the events now. They show you the things that are going around in your community, especially Fiesta. They tell you day-to-day what's happening. … It's right there always. You don't have to buy it.

This reading-online-news-while-at-work practice was common across all age groups. A few of the young adults who read news at work to pass time or satisfy their curiosity felt somewhat guilty doing so on the clock. The 26-year-old male musician who also holds a full-time job and reads sites like Yahoo and Fark.com about five days a week, said:

> I read news at work a lot. And I can't be doing this at my desk (motions reading newspaper with two hands, scanning it), you know? Because I can sneak it in my

> computer. Throw up a Microsoft Excel spreadsheet when my boss walks by. But I should be working. Don't tell my boss.

For others, work is the only time in their day to get caught up on what's happening. It's either news at work or no news for a 25-year-old who works at a bank call center. She said:

> I work at a place where I use computers all day and so when I don't have anything to do I'll just bring up CNN or use a search engine and go into, like Google news has a little chiclet under Google and just read it there, because, I'd probably read and pay more attention to it at work than I would at home, with my kids there. … If they had (the newspaper delivered) at my work, it's a call center so it's several thousand people, if they had it there I would be more likely to pick it up, because I'm not going to stop at a store. I have to drop my kids off at school, day care and get to work. I'm not going to stop at a store to get the paper. So if it were there at work, when I went to go get my breakfast, I would pick it up.

Putting the news in their hands – versus having them go get it — is key to this demographic. It's about making access effortless. The 19-year-old database manager recalls her experience with getting the *RedEye*.

> When I was living in the city I really liked getting the *RedEye* because there'd be the guy standing outside the El station handing them out. It was just convenient. You didn't have to walk to the corner and open the thing, just right here, get on the El and you can read it, and like, if I were to do a newspaper it'd be something like that because it's easy access. You can get it quick and easy. You don't even have to stop and talk to the guy. They just have them folded ready to hand them to you and you grab it. … I love it. That's why I miss living in the city. I don't read the *RedEye* any more because it's not someone handing it to me.

Also, in every group, except one, at least one focus group participant mentioned receiving the printed medium by mail versus having it thrown on doorsteps. Again, these individuals want it in their hands, not in their yard, according to those who suggested mail delivery. The content of the print newspaper was not so cut and dry.

Entertainment news versus news

Participants in half the groups talked about entertainment news, by questioning whether entertainment *is* news. The interest in this kind of news was split: Participants either wanted no entertainment news or a mix of entertainment and hard news. A few thought entertainment was "not really news." But then there were others, like the 25-year-old female part-time college student who said entertainment news "gives you something to talk about later at dinner versus how's the weather." Participants in every focus group were asked: "If you could build your perfect daily print newspaper, one that you would make time to read every day, what would you want it to be like?" In two groups, this question confused at least one participant. Here is a sample of one dialogue:

> 28-year-old male: What are we trying to get them to read?
>
> 25-year-old female: (We're) trying to get *you* to read the print newspaper more?
>
> 27-year-old female: Movie reviews.
>
> 28-year-old male: But if it's about entertainment it's not really a newspaper right?
>
> 27-year-old female: The newspaper has an entertainment section.
>
> 28-year-old male: It has a little section for it, but what I'm thinking is that you'll get more people to buy it for that reason but that's all they're going to be reading is just that.
>
> 25-year-old female: I think that's what most people buy magazines for.
>
> 28-year-old male: But then they're not getting news, they're just getting like movie reviews and stuff. I wouldn't classify that as news. If you want them to look at, I'm trying to figure out, are we trying to get more papers sold, so more people have the paper in their hand, or we're trying to get the paper so they're finding out about news? Cause you can put more pictures and all that stuff, but I mean if they don't want to know about the news they're not going to read the paper, they'll go buy a magazine for all that stuff.
>
> Moderator: Don't think of it as a business. How would you change a print newspaper to get *you* to want to read it more?

28-year-old: Take the news out

25-year-old female: So like to make it more interesting so that people are actually reading?

28-year-old male: Entertainment is entertainment; news is news.

29-year-old male: Well they have the entertainment news on TV. They have it on every channel.

25-year-old female: You can get it from magazines. You can. It has its on place. But I don't think it's necessarily news. Who's marrying who and that celebrity is not affecting the news.

28-year-old male: No. If you want to get more papers in people's hands yes add entertainment, take out the news. Don't call it news; just say entertainment news.

The 28-year-old, a musician, believed making newspapers more "interesting" with only entertainment news would make them more sellable. Entertainment, not hard news, sells, was his thinking. This is the tabloid model of business, and today's young adults are media savvy enough to know it. Overall, participants wanted entertainment news, it's how this type of news is presented – in small or large doses; or near the front or in the back — that divided them.

Specialized newspapers

A personalized newspaper was mentioned during every discussion. Suggestions included: buying only sections of interest, like sports, local news, etc.; reading certain news topics of interest; making the paper age-specific; and customizing delivery dates, times. The idea of a specialized medium created excitement in their voices when a few described their "ideal" customized paper. For most who mentioned a specialized newspaper, it was about getting only certain news topics. A 21-year-old student, who has a strong interest in business and finance news, suggested six different types of paper, one for college students, another with just local news or entertainment. The 29-year-old

pastor, who suggested newspapers be handed to you at major intersections or at breakfast drive-thrus, shared a similar idea. He said:

> What if you could do it in a profile form where you have like maybe three profile forms: You have the guy who's more sports-heavy, political small. And then you have one who's the person who likes more community events; then the person who likes more of, "I wanna know the crime" or "I wanna know what's going on." You kind of have maybe three or four profiles and you just print. All of them have the same news, but it's condensed to fit the profile of the person and that's what you have mailed to you. What profile are you? I'm the sports guy. I'm a little bit more of that.

For the 24-year-old loan counselor, his newspapers would be age specific. He said:

> An 18-24 paper, 24-35 or 25-35 paper, then a senior citizen paper and stuff like that. I mean because they don't know about Nick Cannon or Mariah Carey. They care about when my social security check is coming and stuff like that. … I feel like the person who is 18 might not want to know but the person who's like 30 is thinking about their house mortgage. … I think more of my focus would probably be on the 18 to 24 year olds because like, that's what group I'm in. I think they need to know a little bit more because they're getting to know the world especially when you're 18. It would probably deal with more laws that got passed, laws that are being restricted and stuff like that.

Even the delivery would be customized for a few. One person suggested on demand delivery, or the idea that people can decide if they want it delivered the night before and if they do not think they will have time to read the paper, they do not have to receive it nor pay for it. Another participant suggested even being able to pick the time of delivery.

Less negative news

The first of two differences found between the two age groups was the younger group's justification of why the media cover negative news. Regardless of age, half the participants had an interest in following crime news and half did not. While the topic of

negative news stories – such as violence and crime — surfaced in every group discussion, the older age groups (25-29) spent more time discussing the issue. They wanted more positive stories included in the news in general, not just newspapers. The violent stories exhausted a few of the older participants. A 27-year-old who works at a merchandise mart said she stopped watching the news and reading newspapers completely because "it was kind of depressing." She needed some good news, she said. A 28-year-old female sales coordinator for a large hotel chain used the same word in her description of local news: depressing. She said:

> Sometimes even local news for me can be depressing because every time you open it up or see the front page somebody has gotten killed, a child's gotten killed, a child's gotten kidnapped, there was a bombing, a robbery. It's like that, you see that every, every day, and it's kind of like, dang, it's hard, I mean for me, I get tired, I'm like OK.

While participants in the younger age groups thought negative news was a problem as well, they seemed split on the issue on whether it should be reported on as much. The younger age groups acknowledged an abundance of negative news stories but attempted to understand why these stories were covered and why people needed to hear or read them. They justified them. This justification did not surface among the older age group. The following conversation illustrates this point. Shorter and similar versions of this conversation occurred in each of the other younger group discussions.

> 21-year-old male: News is negative all the time. All I ever hear about is negative, negative, especially when you listen to those people on TV.
>
> 23-year-old female: It makes sense to me that things are negative, like what is it supposed to be like, if I want to be entertained I can pick up a fashion magazine or an entertainment magazine but if something is going wrong with the government, that's going to be negative and the news is looking for things that are going wrong, so that they can tell people about them.
>
> 21-year-old male: If the newspaper tells us what government does right, why not argue that?

23-year-old female: Well the government can tell you about the things it does right. They'll let you know.

22-year-old male: Like for community action someone has to complain. Yea, at least if a news source complains you can do something about it. ... It kind of is annoying when it's all down or negative like 'oh people got shot' well I can't do anything about that but I don't mind if (I know) it's happening …

23-year-old female: Or if they're playing it up to get like get ratings.

22-year-old male: Sensationalism

23-year-old female: Like I don't know anything about that (doing it for ratings) in newspapers so much but like on television news but if it's like, "Someone got shot again, hear the gory details at 9," like screw that. You still wanna, you don't want to be, or at least I don't want to be unaware of things that are going wrong, just because, I mean that's the point of the news to me.

20-year-old female: My thing is, like, just what (she) said, they don't need to dwell on it. I have a 10-year-old sister and like all the video games and all the crap that's out there, they're so neutral to like death and violence and that's coming from someone who's 20-years-old. We kind of grew up in a generation too where it's like oh no big deal, like Grand Theft Auto, let's go pick up hookers and shoot people in the video game and the kids are totally not phased by it at all. So they can just give us the details: who got shot, where, OK stay away from the neighborhood, go on. They don't need to be like, this is how they died and let's look at the pictures of blood everywhere. It's gross.

This dialogue illustrates a sort of dilemma among this younger age group: They want to know about crime happening around them but they don't want all the negative news either. In the end, knowing about crime wins out, was the near-consensus. They recognize how crime leads newscasts and newspapers because people watch and read it. The 23-year-old in the conversation even used the phrase, "if it bleeds, it leads," demonstrating her media literacy. Also, it is important to note that almost half of the participants in the older group had children; only four did in the youngest age group.

Wrap-up of news stories

The second of two differences between the groups on their ideal newspaper was that a few participants in the youngest age groups mentioned wanting a wrap-up of events leading up to the week or at the end of the week. This idea is similar to the list of headlines idea in that it summarizes stories very quickly for this audience. It gives news in small doses. It also provides assurance that this younger audience has not missed any major news story. The 24-year-old mother of a newborn said her ideal newspaper would include weekly summaries of top news stories, similar to the presentation on VH1 News. The idea here is have a news medium for someone who doesn't get the news regularly.

A 24-year-old who is somewhat of a news junkie – he reads online news (realclearpolitics.com) and watches TV news (Fox and BBC) on a daily basis – takes it a step further by having his ideal newspaper come out twice a week with only wrap-ups of news stories. He said:

> Mine would only come out twice a week on Mondays and Fridays. That would prevent all the crap that comes in newspapers about kittens and just useless stuff. Monday it would get you ready for the week and Friday it'd have stuff going on in your local area for the weekend. And pretty much just cut down in just filling space. Cause there's less days to do it. As long as you have in-depth and good articles and you have more days to research your articles it'd better be better than articles that come out every single day.

A wrap-up of news stories, among this young age group, suggests a need for informing these young adults of news they should know or should have heard about throughout the week. It would satisfy an in-the-know need.

OPINIONS ABOUT YOUNG ADULT NEWSPAPERS

The eight groups critiqued a young adult newspaper published in their respective city – *210SA* in San Antonio, *Quick* in Dallas, and the *RedEye* in Chicago to answer the research question, What are the opinions of 18- to 24-year-olds and 25- to 29-year-old

nonreaders of print newspapers regarding a printed newspaper geared toward young adults? RQ9. From these focus group conversations, it was evident that all three newspapers had done their homework on what young adults wanted: tabloid size; shorter stories; articles contained on one page; color on every page; a quasi-index of sorts on the cover; reviews; and local events listings. Participants in every single focus group praised these features, repeatedly. What follows, however, are their thoughts on the content of these newspapers – story topics, the writing and the presentation of information. Participants in each city spent 15 to 20 minutes with the newspaper and then were asked to critique it. From observing them during this time, most participants scanned the pages, flipping them faster than the average person could possibly read an entire page of stories fully, but many would occasionally stop and read a story or two in full. The conversations mostly centered on the content, especially in San Antonio where the groups critiqued *201SA*, which carried the least amount of hard news of the three papers. In Dallas, both age groups wanted more information on the news stories featured. While short-and-to-the-point articles were appreciated, they were not informative enough. And in Chicago, participants enjoyed the mixture of stories but questioned the selection of stories. Overall, there was little difference between the two age groups on their critiques. Overall about a dozen *really* liked the newspaper; about a dozen vehemently hated it; and the majority had mix feelings – some parts of the paper they liked, other parts they did not. In all eight focus group discussions, the two issues discussed the most were: the editorial content of the newspaper and the advertisements.

The young adult newspapers critiqued – *210SA*, *Quick* and *RedEye* – are a hybrid of hard news and entertainment, with a strong leaning toward the latter. The hard news stories in these papers were shorter versions of then-current major world or nation stories, and ranged from one paragraph (in *210SA*) to a sixteen-paragraph story (in *RedEye*), and

from a dozen or so articles (*Quick*) to five short briefs (*210SA*). Most of the articles in the three newspapers centered on profiles of people or bands; local sports; technology; new products; news of the absurd; and celebrity news. Each had a cover story that ran across one or two full pages inside.

Overall perception of young adult newspaper content

Participants in both age groups had difficulty defining what this young adult newspaper was. To put the conversation in context, these young adults were asked to critique this newspaper after they had talked about why they do not read print newspapers and after brainstorming about their ideal print newspaper. They spent 15 to 20 minutes with the paper and then gave their thoughts. During the discussion, participants tried to define what it was they were actually reading. *210SA,* which carried the least amount of hard news of the three but dedicated the most space for around-town event listings, was described as a tourist magazine, party guide, a weekender, a barhopping magazine and an entertainment guidebook. A 28-year-old male, who noted that the *210SA* issue he critiqued was not news but an "ad paper," said, "This would be something to pick up if you were trying to find somewhere to go but if you want to find some news you'll probably have to look somewhere else." This thought was expressed multiple times in the four San Antonio focus groups. A 22-year-old female – who observed that the *210SA* issue she critiqued did not have enough real news, was too entertainment focused with no depth – said:

> Well if this is a newspaper devoted to people my age then I'm kind of offended. Because I do care about what's going on in the world and there's like nothing in here. Like if this is what they think that this is what I want. I do care about current events and everything but there's nothing news. If this is supposed to be a newspaper for me then, I don't, I'll get my entertainment from it but that's about it.

The majority of the participants in San Antonio, in both age groups, would turn to *210SA* as a guide for what to do around town – to fulfill a social need, not so much to learn about the news. The local listing of happenings was the most-liked feature pointed out in all of the groups, especially in San Antonio. A 21-year-old who liked reading about the local scene said:

> I loved it actually. Cause I like the whole, how it lists everything for you, like all the clubs and all the bars. Cause you know after a while each one gets boring so you could just like check that and go to the next one to see what's going on there. And like the events on what's going in San Antonio, cause you're not informed of some stuff that's going on, cause you always hear at the last minute, you're like "oh they were here," and this thing does a good job telling you.

This image of an entertainment reference guide of sorts could be both a positive image and a negative one from the vantage point of *210SA* and its staff. The listing of events, in a section called "7 days," was a well-received feature that would prompt these participants to pick an issue up, according to many San Antonio participants. But is this the image *210SA* wants? A 29-year-old in Chicago kept a previous *RedEye* and still refers to it. He said:

> They used to print out like a page that was even more in-depth about the bars. They had each bar and what they're daily specials were every day. There were like 30 bars on that page. I remember I have one from about like a year ago, or a couple years ago and they're still available today.

When asked if print newspapers in general will be around in 10 years, a 24-year-old male who critiqued an issue of *210SA* described a scenario in which he could see one being useful:

> It's nice to be able to walk out of a hotel with your family and be like "Where do you want to eat?" and let's just grab this stupid little thing and look, "Here's a restaurant around the corner." I mean you might have tour guide, a tour guidebook, but it's kind of nice to get the local view on it. This is kind of a local view. I see these still making it. Probably smaller and without all these little useless articles. Maybe just a where to eat, where to drink, where to shop in town type of things.

News versus entertainment

This discussion over news versus entertainment content dominated the conversations in San Antonio, and similar conversations occurred in both Dallas and in Chicago, but on slightly smaller scales. In Chicago, the same concerns were raised; the difference was that several participants referred to the "variety" of stories in the *RedEye*, both positively and negatively. In regard to page count, the *RedEye* that was critiqued was almost twice the size of the *Quick* and *210SA* issues, with 56 pages. One 26-year-old male said that issue of the *RedEye* contained "random human interest stories" he would not normally read. He said, "It's probably better to have it in a paper like this than online, I wouldn't even know how to search for something like that online." A 29-year-old male who critiqued the same *RedEye* issue said:

> It does give somewhat of a broad, diversity of topics but at the same time it's so very limited. It does definitely focus on just in here in Chicago. There was a section in here that did have national news or something like that, which is kind of cool because it just gave you kind of quick points, direct points of what's going on around the United States. It gives local info, which is important, somewhat important to me. What I mean by local info is the entertainment around town, what's going on, what bar specials, whose performing where, so you know, maybe I would refer to this for that. I wouldn't refer to this newspaper for news. It is more of an update of what's going on within the city.

A 19-year-old female referred to the selection of stories as well. She said:

> I like how it's a mix of everything. There's the celebrity gossip. There's the stuff going on around the world. There's the stuff going on like within the U.S. and there's the stuff that's actually going on in Chicago. It's not just like reading a gossip magazine. You're finding out about what's going on in the world and things that are going on near you as well. So it's a mixture of everything. And it's small (in size) and to the point.

But the variety of stories was not always a positive for all participants. Several Chicago participants, more so in the older age group, said they had trouble finding *news* stories in the *RedEye* issue they critiqued. But even in their no-news explanations, they

referred to the variety of stories in the paper. A 29-year-old male, who commented that he liked the length of the stories and the paper's youthful edge, said:

> Like the news is literally the little bitty pages. I mean the little things. Cause like this right here, not news. "McDonalds has a new chicken (sandwich)," not news. "How to be a groupie?" Not news. R. Kelly kind of news, but this seems illegal to put out the jury's information. Electric car, this really isn't news. You know what I mean? Like here's where the news might start. "1 killed, 1 hurt in Little Village" and that's page 10.

A 24-year-old female, who said that "half the articles were like ads," added:

> After you get through the first few things, it has some news, and some local news, but then there was just like article after article about like, I'm writing an article about a product, I'm writing an article about a celebrity, and it was like the articles were ads. I kind of like the back page because it's celebrity news in short. And that's the size and dose I can take it, but like, there's just fluff after fluff. Like I wouldn't consider it a newspaper. I would consider it something to keep me from being bored on the bus.

To the newspaper's credit, two participants said this issue of the *RedEye* was not one of the newspaper's best issues. The two females described the paper as typically having a more newsy cover, than that day's cover, which was a profile of a band groupie. A 20-year-old, who commented that she appreciated the summaries of "drier news" like technology and finance, said, "It's usually like a picture of Obama, or something, something that's relevant, not like, maybe they had a bad news day." A 19-year-old, who noted that she liked that the news was not just from Chicago but the world, said, "this is one of the worst ones I've ever seen I'm not going to lie." To which a third participant, a 20-year-old female, chimed in, "If this is the worst then, I would give it another try."

Shorter stories

While the *210SA* issue was praised and criticized for its focus on local listings and the *RedEye* issue was liked and disliked for its offering of stories, the *Quick* in Dallas received both laurels and darts for its story lengths. In fact, shorter stories were

appreciated across all eight focus groups. A 27-year-old who critiqued a *210SA* issue gave a common response to the shorter article sizes that appeared in these youth newspapers. She said:

> The articles are short and to the point. They're not like you're reading, you're reading, you're reading, you're reading, oh, this and this happened, reading reading, reading, reading, oh and that. It was this is what happened and then the outcome.

Another 27-year-old female, who critiqued *Quick*, said the "short and simple" articles informed her of stories that she did not know before and that if she wanted to learn more she was OK with going online. In fact, a few participants pointed out that they liked how the newspapers offered Web addresses, like 210sa.com, or email addresses, like letters@quickdfw.com, for readers to use if they have additional questions.

The stories, however, could be considered too short at times, according to several participants, specifically in Dallas. A 23-year-old female said of the *Quick* issue, "On some topics I felt like it didn't give enough information but on some I felt like you know it was enough you don't have to elaborate for like paragraphs on one story to tell it." A 27-year-old male, who noted that he appreciated the short stories and local entertainment in the *Quick* issue, said:

> I feel informed, but not incredibly informed. Like I can't really be an authority. You can't listen to anything I say about anything in here, because I only read a paragraph. I know of it, that's kind what I (know). "Have you heard about this?" I know of it, that's kind of what I'll say at this point.

When participants read stories in full, a few commented on poor editing or cuts to stories. This was the case with three articles in *Quick*. A 23-year-old female observed that "some of the headlines do not describe what the paragraph is about and you have to read the whole thing only to find that you're not that interested." During the discussion, she

gave the example of the local events guide in *Quick* that listed the artist who was playing near the end of the paragraphs. She said:

> It's like you have to read the whole thing before you know who's playing where. And if I'm not interested then why, I just wish I didn't read the whole thing. So like put the name of the performer at the top and then say something about them, instead of the other way around.

A 28-year-old, who commented that she liked almost everything about this issue of *Quick*, pointed out a second error in editing. She read a story about measles outbreaks in several states. But when she finished reading the article, she was left asking, "What states? It doesn't say what states or anything." And, as a mother, she was left wondering.

A 21-year-old, who said that having the celebrity news near the front of the paper made it feel like an entertainment guide, caught another editing error. A story about a 15-year-old born with clubbed feet talked about how the girl would be getting surgery to correct her feet. Even the headline read, "Teen to have feet corrected." But the second to last paragraph read, "The surgery took place yesterday and went well." The participant poked fun at the paper, "If they can get it right in the news that'd be good. I don't think that's too much to ask for." Two of these three examples were Associated Press stories trimmed down to shorter versions, but the editing left a negative impression on these three participants.

Tidbits of information

With regard to writing, the second most-liked feature mentioned by at least one participant in almost every focus group was the smaller bites, or chunks, of information spread through the pages, also called alternative story form. These nuggets of information would appear on the sides of pages, below articles, or as large informational graphics of sorts. And they were noticed, repeatedly, especially in the *RedEye*. Breakout text included anything from information about an event's location, time and cost to a writer's

two-sentence opinion about a story to a half-page report card on the local NBA team's players. (See Figure 6.1)

Figure 6.1: Examples of breakout text[1]

MAVERICKS REPORT CARDS

Behind the curve

Avery Johnson D+
Contract: Fired on Wednesday.
Going forward: He won't have any trouble latching onto another job soon.

Malik Allen C+
Contract: Signed through next season ($797,000)
Going forward: If he's your ninth man, you're fine. Any bigger role spells trouble.

J.J. Barea C
Contract: Restricted free agent
Going forward: The Mavericks have to decide whether or not he fits long term.

Brandon Bass A
Contract: Signed through next season ($826,000)
Going forward: He seems to be a key piece for the future, no matter who's at the helm.

Erick Dampier D
Contract: Signed through 2010-11 ($11.55 million in 2008-09)
Going forward: Maybe a different coach and system will help him, but he must prove it.

Josh Howard D
Contract: Signed through 2010-11 ($10.45 million in 2008-09)
Going forward: There seems to be no way he can co-exist with the Mavericks' brass.

Hard as it is to believe, not every Maverick got a failing grade this season.

Some of them actually had successful seasons worthy of graduation to the next grade. But for many of them, 51 wins and a second first-round flameout in two seasons isn't enough to raise their GPA.

The problem with the Mavericks is that they didn't have enough players who overachieved in their 94-by-50-foot classroom.

And a few of them flunked when it came to extracurricular activities.

Time is a valuable commodity in the NBA, and the Mavericks probably have run out of it as currently constructed. That's why this season's final grades are a tad on the disappointing side.

As always, grades are given on production vs. what was reasonably expected from each player heading into the season. And if it seems like there are a lot of average grades for this team, that's because that's what this team was — average. *DMN*

Dirk Nowitzki A-
CONTRACT: Signed through 2010-11 ($18.07 million in 2008-09)
GOING FORWARD: Is trading your best player the way to rebuild? Doesn't make sense here.

Devean George C-
Contract: Unrestricted free agent
Going forward: Bridges have probably been burned and he'll move on.

Juwan Howard F
Contract: Unrestricted free agent
Going forward: It looks like he'd be better suited somewhere else next season.

Eddie Jones F
Contract: Signed through next season ($1.97 million player option)
Going forward: He said this season is probably his last stop. In shape, he can help.

Tyronn Lue C
Contract: Unrestricted free agent
Going forward: The Mavs have to decide between him and Barea as a backup to Kidd.

Jamaal Magloire F
Contract: Unrestricted free agent
Going forward: Needs a strong off-season program to resurrect his career with anybody.

Jerry Stackhouse C-
Contract: Signed through 2009-10 ($7 million in 2008-09)
Going forward: He's still a viable contributor, but must be limited to 20-25 minutes.

Jason Terry B-
Contract: Signed through 2011-12 ($9.36 million in 2008-09)
Going forward: He wants to be here and the Mavericks need all the shooters they can get.

Antoine Wright C
Contract: Restricted free agent
Going forward: He deserves a chance to have a Brandon Bass type of breakout season.

Jason Kidd C-
Contract: Signed through next season ($25.37 million)
Going forward: The trade is a bust so far, but next season could provide new evidence.

JUDGES REINSTATED

Pakistan's fragile coalition government agreed yesterday to reinstate the chief justice and 60 other judges fired by Pervez Musharraf, a move almost certain to spell trouble for the U.S.-backed president, government officials said. Under a compromise between the parties that's expected to be revealed today, the judges will be restored, but the powers of Chief Justice Iftikhar Chaudhry will be reined in. Chaudhry's judicial activism had led to a clash with Musharraf, which the president finally ended by firing him in November. McClatchy-Tribune

A glimpse of city's future?

Dallas leaders say they've seen the light in China's urban marvels

HONG KONG — Every night at 8, dozens of skyscrapers suddenly burn with color in a spectacle of neon lights and lasers.

Thousands of people line the shore to watch.

Half a world away in Dallas, the City Council finds itself deadlocked on whether to allow developers to erect small video display boards along Main Street.

Having seen with their own eyes the fairy-tale scale of cities such as Hong Kong, Shanghai and Beijing, Dallas politicians traveling this week on a trade delegation to China say the sights have humbled them.

And in that humility, they're resolved more than ever to aggressively redevelop Dallas' urban core, where for every blinking Reunion Tower ball or glowing Bank of America tower there exist a dozen dark corners where even the streetlights don't work.

A downtown that looks alive attracts life to it, some argued.

In Shenzhen, the skyline boasted several towers covered in dancing lights that are difficult to ignore.

"Now that's what I'm talking about!" District 10 council member Jerry Allen shouted to the group.

"Oh, yeah!" Mayor Tom Leppert replied.

"It certainly shows what the standards are in the world," Leppert said later about the skylines he saw. *DMN*

NOT SO EASY

Chinese cities enjoy development advantages Dallas doesn't, namely an infusion of money and other resources from a central government so bent on transforming its urban areas that it helped build Shenzhen, little more than a fishing village in the 1970s, into the metropolis it is today.

File

Hong Kong's flashing lights and vibrant urban environment impressed the Dallas delegation.

DAVE LEVINTHAL/Staff photo

Dallas Mayor Tom Leppert gazes out across Hong Kong's Victoria Harbor. He cited the city's thriving exhibition center and attached hotel as a model for Dallas.

Example on left shows presentation of a scorecard on each of the Dallas Mavericks players and example on right shows breakout text along the side of a page.

The participants' responses show how these writing devices were something that caught their attention, but they did not know how to describe them. A 24-year-old male, who critiqued the *Quick* issue, liked the smaller stories that appeared along the sides of pages and the if-you-watch TV boxes. He said:

> It's also pretty cool how they put (side) columns on each page of whatever like the page is dealing with. This has all the games and what times they come on and this has like a little side note about computers in Dallas and stuff like that.

A 25-year-old female responded similarly to the side columns, but of those that appeared in the *RedEye*. She said:

> I think it's nice how they have it over here, like in the little snippets, just reading little itty-bitty paragraphs as world news. ... I think I would actually read it if it's in little snippets like this all the time.

The snippets of information attracted the attention of those not interested in certain topics, like sports. (See Figure 6.1) A 24-year-old female in Dallas, who noted that she liked the smaller stories on the pages' sides and top margins, said, "I don't

usually read the sports section but I found myself reading the Mavs report card." And a 27-year-old, who commented that she liked the witty Top 10s in *Quick*, said of the report card, "I actually liked that too and I'm not really that sports oriented." The two were in different focus groups.

Voice and tone of young adult newspapers

A topic that surfaced in the discussions that drew a split reaction was the sarcasm, humor and voice of the young adult newspapers. Some participants liked the easier-to-understand writing style, they said, and some did not get the humor or like it. A 25-year-old female, who listed language first as the characteristic she liked best about *210SA*, commented on the "eye-catching" cover of the *210SA* April issue, which showed the back side of a woman wearing underwear with half her body painted in green. The story was about the efforts San Antonio was taking for recycling, public transportation and green building. The headline read, "Half-assed? The Alamo City is kinda Earth-friendly but we've still got a long way to go." (See Figure 6.2)

Figure 6.2: Example of young adult newspaper voice[2]

Example of voice and tone in young adult newspaper. A participant in a San Antonio focus group (25-29) wrote on this cover "making jokes – makes it more interesting."

A participant said:

> I like the language because it's less boring. Like the "Half-assed" thing, I thought that was funny. And of course putting a picture of a butt will get people to look at it.

Of the few in San Antonio who commented on the cover, all of them liked it, including a 21-year-old, who noted that he liked that the *210SA* issue had color every where, said he thought the headlines were catchy, "even the one on the front 'Half assed?' you wouldn't really expect to see that on a newspaper or anywhere else."

This same impression of connecting with a younger audience through language surfaced in comments from other focus groups in Dallas and Chicago. In Dallas, a 22-year-old male, who commented that the "words/language is easier to read and understand, said the stories were written using "everyday language instead of proper English, however you describe it." In Chicago, a 29-year-old, who said that the *RedEye* issue had a nice broad view and "they actually know who T-Pain is," described the writing style as

having a youthful edge to it. “It doesn’t sound stodgy; it wasn’t pretentious,” he said. But just as some participants recognized the language was a positive characteristic, almost the same number thought it failed. To a 25-year-old in San Antonio, who noted that the issue of *210SA* she critiqued had little to no real news, said the writing sounded “like it’s directed toward college kids, or teenagers, even younger than college kids to me.”

But the negative comments about the writing were mostly directed at the sarcasm and humor attempts, not the conversational tone. The *RedEye* ran a feature that invited five random Facebook people to comment on five sports news questions posed. The answers were not written by the staff but by readers on the social networking site. The attempt was appreciated by a few and fell flat for a few. A 23-year-old who commented that she hated the “clever writing style” said:

> Everyone’s trying to make a one-liner and like five random people making five random one-liners each on a random subject, isn’t going, like if it was quick opinions if it was like actual opinions, but no one is trying to do that. They’re all just trying to be clever. It’s useless.

This participant’s comment was based on the answers provided by readers to the staff, not the staff. What the staff did have control over were the questions posed to readers. The *RedEye* staff asked questions like, “If Thursday was Greg Maddux’s Wrigley Farewell, how did you commemorate it?” and “As a fan, what would you write on a sign for ex-Cardinal and new Cub Jim Edmonds?” A few focus group participants questioned the questions. A 20-year-old, who liked the “Facebook Fives” idea, said:

> They’re not asking them about anything important. They’re asking about crap. It’s opinions. Opinions are good, because they could open you up to what they say and what they think but it’s not like they’re asking them about anything really important. … (This) would be a good break for a more established newspaper. Like that would be something funny to like break in between the war coverage and politics, but not for this paper where that’s all it is.

A 19-year-old – who said that she did not care about the stories on groupies, cats and American Idol in that issue of *RedEye* – also questioned the questions. She said:

> It depends on what they're talking about. I mean, like I said I used to read (the *RedEye*) a lot. Sometimes they have like really interesting stuff that they were discussing. It's like you get like five different opinions from like five random people. But if it's just like random stuff that I don't care (about), I could do without it.

In another example of humor, *Quick* published a cartoon weather forecast of a man in a parking lot with his hands raised. It read: "Today: Cold, Clammy Hands, Mostly sunny, 79 degrees;" "Yesterday: We were having crazy cravings for seafood. Seafood and cheese"; "Saturday: Kleptomaniacal Octupus Arms;" and "Sunday: Giant, Judgmental Squid Eye." The weather cartoon's humor failed for several participants. (See Figure 6.3)

Figure 6.3: Example of humor disliked by participants[3]

This weather humor in *Quick* was not liked by several participants in Dallas.

A 24-year-old, who noted that she liked the movie listings, quick stories and community events in the *210SA* issue, said, "I think it seems like it was for people who are already readers of this magazine cause I don't understand why they say, cold and clammy hands and it's sunny 79 degrees." A 23-year-old said the following about the

cartoon weather forecast: "That would be really cool if they told us to wear a jacket today because it's going to be windy." This comment hints that she was looking for advice in a topic that is well read: weather. The cartoon weather in the *RedEye* made one 29-year-old male question if the weather forecast was real.

Advertisements

While participants talked about newspapers' editorial content – the story topics, how they were presented and written – several participants could not hold back their dislike of the advertisements in the newspapers, even when asked to focus on the things they liked about the paper at the start of the critique discussion. The size and content of some of the ads disrupted the reading experience for many in a negative way. The advertisements were described as "too huge" and made the pages "too crowded." A 21-year-old who liked the size of the paper and the fact that it was easy to read said of the *210SA* June issue:

> If they would just shrink down the ad space a little bit, devoted more space to the actual story it'd been better. It'd been good, gone up by at least notch. It's basically an ad.

Similar comments were heard in Dallas and Chicago. A 29-year-old in Chicago, who disliked that the *RedEye* did not have a table of contents and there were too many ads, called the ads obtrusive. He said, "Like you're reading a story and part of the ad is distracting you from the story, it's just like annoying." The ads in Dallas were viewed in the same light. A 29-year-old male, who noted that he liked the short articles and easy-to-turn pages, said the pages of the *Quick* issue looked jumbled with all the ads, "not clean." He said:

> I love Google because it's just clean. You get on there, and it's all white and boom. Why I like iPod. Why I like all "i" products. It's just clean. That's why I like the tabs (idea). It's just clean.

Behind the dislike of the advertisement sizes, in relation to the size of the editorial content, was the dislike of the "sexy" content of the ads, an issue discussed mostly in San Antonio and Dallas and often mentioned first by males who were turned off by the images. Women dressed in swimsuits or lingerie posed in ads for bars and strip clubs. (See Figure 6.4)

Figure 6.4: Example of advertisement that created negative user experience[4]

Advertisements in *210SA* issue of woman posing in "sexy" stance for local bar

The content of the ads, which was noticed, was an eyesore for many. A 28-year-old commented that if all the advertisements were taken out, the newspaper would be two pages. He said:

> It's not a newspaper; it's an ad paper. I noticed you can find lubricants, sexual enhancers, and the best lube and toy prices in town. You can get an escort. You can get in free to the strip club right here if you have this ad with you. And megaplex has a bunch of specials. That's not what you put into a newspaper. There's like two or three stories in here. The rest of it is all ads, wine tasting, Dillard's, all this stuff.

A 26-year-old who liked the tabloid size of the newspaper in San Antonio said:

> There was like I think it was a bar ad and it's a bar that I know, Stacey's Bar, something like, and she's like in lingerie on a pool table. It's a bar, it's not like. I understand if it's one of those clubs but it's a bar. I think the marketing for that

> bar was just inappropriate period. I understand if it was an adult bar, but it wasn't, it's just a bar and it didn't seem right.

Of all the topics discussed during the critique session, the advertisements drew out the angriest of responses. The ads in all three cities changed the way some participants saw the paper – as an ad paper; they disrupted the reading of stories; they made stories feel like advertorials, according to a few participants; and for a few, they were offensive. At least one participant in every group acknowledged that ads paid for the newspaper so that it could be free. So they suggested alternatives: placing all the advertisements in the back of the newspaper or creating an ad insert that can be pulled out. Several of the participants did not know where to pick up the newspaper. In Dallas, participants guessed: the local university campus, Blockbuster, pawn shops, wrapped free with the *Dallas Morning News*, and "any places where you can get some type of entertainment or something like that," according to a 24-year-old male. Participants in the San Antonio group suggested hotels and bars. As participants left one focus group in San Antonio, a female participant asked, "Where do you get these newspapers?" No one knew.

Lack of political and presidential election news

Overall, there were no real differences between the two age groups on their critiques of the youth newspapers, except for the mention of politics. The older age group noticed little coverage of politics in all three cities. The U.S. presidential election was seven to five months away, depending on the date of the focus group, and there was little mention of the election in these papers. A 27-year-old female in San Antonio said:

> I didn't find out any political issues of what's going on, in following the race and all that. There wasn't any of that. I think we need to follow that really hard. So I think it needs to have some of that, maybe not a lot, just to touch on, because their stories are short and sweet, put some information on that.

The May 16, 2008 *RedEye* issue contained a single paragraph on Sen. John McCain's view on the Iraq war and Osama bin Laden and a who-makes-what comparison of incomes sidebar on then-President Bush and Vice President Dick Cheney; the *210SA* April 9-15, 2008 and June 4-10 issues ran no politics stories, with the exception of the cover story on local government's efforts for a greener environment; and Dallas' *Quick* May 2, 2008 issue contained three paragraphs on election news and three short government-related stories (U.S. Congress passes DNA bill; an immigration rally in Dallas and urban development in Dallas). Historically, readers of newspapers have compared the size of stories and placement of them when looking at political coverage and even sports coverage. In doing so, they question the newspapers "slant" because of the space devoted to these stories. A 20-year-old showed his skepticism of the media when he said of the *RedEye*:

> It was very biased. It was like one-sided. Like they had McCain but where is Hillary and Obama? Where is any of that? Granted the other ones cover that. But I think being that if it's going toward the younger age, we tend not to be the Republicans, some of us are, but tend not to be, so why would you put him in?

A 25-year-old, who commented that the *RedEye* issue she looked at was poorly written and "childish," said:

> I just feel like all the political news they have in here is just fluff. Like none of it really matters. I don't care how much (then-President) Bush makes compared to Cheney. Like I'd rather know that has some sort of weight.

Stories of interest

While the older group expressed a greater interest in more political news because of the upcoming election, participants in all the groups talked about other features they liked and saw in the newspapers: movie listings; games, like the crossword or Sudoku; horoscopes; college education advertisements and apartment listings. The stories that drew notable interest included ones about: bills or laws; health; openings of businesses;

video game reviews; best bets for the weekend; the environment; and Top 10 lists. Several, both men and women, wanted more local sports coverage in Dallas and San Antonio, and the local news and events in all three cities drew the most praise of any topic. A 24-year-old who did not like this issue of the *RedEye* because she noted it contained fluff and half the articles were ads, did find something she liked: the local news. She said:

> I do like stuff that's about local issues, like there's like one page that was all just like local articles about things that are happening in the Chicago government, Chicago issues, and also the "Metromix" section, that was like the places to go things to do, that's great.

Summary

Overall, there were few differences between the two age groups. The younger age group expressed their feelings about the often-difficult-to-understand writing in print newspaper and the effort it takes to read print news. They also were a bit more skeptical about political coverage than the older age group, who wanted more political coverage than what appeared in the young adult newspaper they critiqued. The older group wanted less negative news while the younger group justified why it is reported on. It was evident the young adult newspapers – *210SA*, *Quick* and the *RedEye* – had done extensive research on what today's young adults want: shorter stories, more color, magazine size, jumpless stories, event listings and local news. These features were mentioned in the "ideal" newspaper discussion and repeated during the critique session. However, the image of the young adult newspaper – Is it a newspaper? Entertainment guide? Ad magazine? – was questioned and the advertisements were criticized for their content and size. By examining these young adults' reasons for not reading print newspapers, the findings shed light on underlying issues. The word "inconvenience" has many dimensions – access, the physical newspaper, recycling, non-ability to multitask, and

non-instant nature. Lack of time points to searching ability and the newspaper's image of a morning medium, according to the findings. Relevance can mean knowing someone in the news or the audience image of newspapers: older adults. A few of these areas of discussion – tidbits of information, local news, explaining difficult stories better – were tested in the next chapter.

---

[1] "Behind the Curve," *Quick,* May 2, 2008, 12; Dallas Morning News, "Judges Reinstated," *Quick,* May 2, 2008, 6.
[2] 210SA, "Half-Assed? The Alamo City Is Kinda Earth-Friendly, but We've Still Got a Long Way to Go," *210SA,* April 9-15, 2008.
[3] Dallas Morning News, "Weather," *Quick,* May 2, 2009, 3.
[4] 201SA, "Stacey's Sports Bar," *210SA,* June 4-10, 2008, 8.

Chapter 7: Experiment results

To apply and test ideas gathered from previous published studies and findings from both the secondary data analysis and focus groups in the present study, an experiment was conducted with young adults. Storytelling devices were added to four news stories in an attempt to increase perceived comprehension, interest, relevancy and informativeness. The experiment allowed the researcher to test ways, or "storytelling devices," to improve reading experiences of hard news stories. The experiment, unlike the other two methods, allowed the researcher to control for the environment, the variables and the participants selected for the study. By testing eight hypotheses (H10-H17) and answering two research questions (RQ11-12), this part of the study puts ideas into practice.

A group of 140 students participated in this experiment at the University of Texas at Austin in October 2008.[4] Ages ranged from 18 to 24, with the mean age of 19.9. Three-fourths of the respondents were female, and 94% of the participants were undergraduate students. Participants were given four stories to read and then asked questions about their reading experiences. Prior to reading the stories, they were asked about their expected reading experiences for certain news topics. Each of the experimental group's stories was manipulated to measure one of four variables – perceived comprehension, interest, relevance and informativeness. Participants were randomly assigned to one of four groups:

Group 1 (control with pre- and post-questionnaires): 33 participants

[4] Responses from five participants were not used in the final analysis. Post-questionnaires were missing from three of the participants' folders, an error detected during the pilot study. A fourth subject skipped the page with expectation questions for three of the four stories on the pre-reading questionnaire. The fifth subject was age 17. The study requirement was ages 18-29.

Group 2 (experiment with pre- and post-questionnaires): 35 participants;

Group 3 (control with post- questionnaire only): 36 participants; and

Group 4 (experiment with post-reading questionnaire only): 36 participants

To verify that the groups were equal, as required for experiments, participants were asked how familiar they were with each of the four news stories as well as how interested they were in reading each. A one-way between-groups analysis of variance was conducted to explore any differences between the four groups on these two factors (familiarity and interest). There were no significant differences found between the four groups on all four stories when measuring familiarity or interest. In other words, the groups were not significantly different from each other.[5]

Story context and perceived comprehension

To test H10, The story context article will be rated more positively than the non-story context article on perceived comprehension, three storytelling devices were added to the experimental version of the business story. H10 was not supported (M=3.68, *SD* 1.58; M=3.54, *SD*=1.71, respectively), t(138)=-.5, p=.3 (one-tailed).[6] The storytelling devices included: background information, recent context and a definition.

---

[5] Regarding the four news stories, the following percentage of participants were "not much" or "not at all" familiar: 91% on the "Texas Youth Commission's plan to add facilities draws criticism" story; 64% for "Supreme Court rules Constitution protects right to own gun" story; 58% for the "U.S. government seizes control of Fannie Mae, Freddie Mac" story; and 21% on the "Plans for health care coverage differs between Obama, McCain" story. And on the same four news stories, the following percentage of participants were "not much" or "not at all" interested: 58% for the Texas Youth Commission story; 47% for the Supreme Court ruling story; 34% for the Fannie Mae and Freddie Mac story; and 4% for the Obama, McCain health care story.

[6] A two-way ANOVA showed no significant differences in reading experience scores for specific dependent variables between experimental and control groups that received a pre-reading questionnaire and those who did not for H10-H12; therefore groups were collapsed into two: an experimental group and control group.

Relatedness device and relevancy

To test H11, The relatedness article will be rated more positively than the non-relatedness article on relevancy, the experimental version of the politics story included three relatedness devices. H11 was not supported (M=5.61, *SD*=1.6; M=5.78, *SD*=1.5, respectively), t (138) =.66, p=.25 (one-tailed).

The storytelling devices included changing the location of the story from San Diego to Austin; altering the main source's age from 36 to 23; and adding a "Why Should You Care" box. The manipulation check results showed that 59% of the experimental group mentioned how this story related to them personally when asked how relevant the story was to their life; 68% of the control group mentioned a personal link to the story. Also, 68% of the experimental group correctly stated age 23 as the source's age and 80% correctly said Austin for the location. In comparison, 48% of the control group correctly answered age 36 and 41% correctly said San Diego.

Show writing device and interest

To test H12, The show writing article will be rated more positively than the non-show writing article on interest, the experimental version of the state news story included a little person-big picture lead. H12 was not supported (M=3.82, *SD*=1.73; M=3.94, *SD*=1.73, respectively), t (138)=.43, p=.33 (one-tailed).

The manipulation check results showed that when the experimental group was asked which part of the story interested them the most, almost a quarter mentioned the start of the story or "Billy," who was the human face added to the start of the story. Another quarter mentioned a specific quote in the story that interested them ("Twenty-two percent of their beds are vacant right now, and they're proposing to build a bunch of new units run by the state? That's crazy," said Whitmore). In comparison, 39% of the control group (who did not receive the inclusion of the Billy story) cited or referred to

that same specific quote. When asked to describe the type of inmate in Texas Youth Commission facilities, just over a quarter of the experimental group made some reference to Billy or inmates who repeatedly break the law (a characteristic of Billy), while the rest of the experimental participants listed types of crimes. When asked to tell what the criticism was for adding TYC facilities, essentially what the point of the news story was, 83% of the experimental group correctly answered about beds being empty at facilities already constructed so the need to build more was in question. In comparison, 74% of the control group answered correctly.

Alternative story form device and informativeness

To test H13, The alternative story form article will be rated more positively than the non-alternative story form article on informativeness, the experimental version of the Supreme Court ruling story was "chunked" into essential parts. H13 was not supported, F (3,136) =2.02, p=.11.[7]

The manipulation check results showed less than half of the experimental group recognized the story was presented in a different format — "chunks," "question-and-answer" and "parts." A quarter of the participants in the experimental group did not mention "chunking" format, but instead gave a description of what was included in the story (i.e. background information, examples, opinions). Another 14% called it "informative" or wrote that it "informed" readers, while 7% did not like the format. In comparison, 40% of the control group gave a description of what was included in the story, while almost a quarter of the control group called the story "informative" or wrote that it "informed" readers. The same percentage responded negatively to the article (i.e. biased, complicated, scattered, unorganized and confusing). In regard to the Supreme

[7] Because a two-way ANOVA found a significant difference between those groups who answered reading expectation questions (control and experimental groups) and those who did not (control and experimental groups), F (1,136) = 4.00, p<.05 on informativeness, the four groups were not collapsed into two.

Court ruling story being a "quick read," the experimental group was more likely to agree (M=4.11, *SD*=.82) with it being a "quick read" than the control group (M=3.35, *SD*=1.03).

Actual reading experiences

To test H14, Actual reading experiences will be rated more positively for the experimental group than control group, answers to reading experience questions were compared for the four dependent variables — perceived comprehension, interest, relevance and informativeness — on each of the four stories. H14 was partially supported. The alternative story form article (the "chunking" of the Supreme Court ruling text) was rated significantly more positive for the experimental group than the control group on perceived comprehension, F (4, 133) = 3.31, p<.05, Wilks Lambda =.91, partial eta squared = .09. (See Table 7.1)

Table 7.1: Reading experiences between experimental and control groups

	Story Context (Business)		**Show** (State news)		**Relatedness** (Politics)		**Alt. Story Form** (Supreme Court)	
	Exp.	Control	Exp.	Control	Exp.	Control	Exp.	Control
Comprehension	3.68	3.53	5.14	5.14	5.94	5.48	5.85*	4.94
Relevance	4.59	4.32	2.45	2.65	5.61	5.80	3.59	3.43
Interest	4.11	3.73	3.82	3.93	5.79	5.87	4.90	4.64
Informativeness	5.49	5.32	4.69	4.92	5.98	6.11	5.40	5.16

* t (138) = -3.42, p<.001 (one-tailed)

An independent samples t-test was conducted to compare the perceived comprehension scores for the experimental and control groups on the Alternative Story form article (Supreme Court gun ruling). A significant difference was found between the experimental group (M=5.85, *SD*=1.43) and the control group (M=4.94, *SD*=1.69); t (138) = -3.42, p<.001 (one-tailed).

Actual reading experiences were not rated significantly more positively for the experimental group than the control group for the story context article (business), F (4, 133) = .40, p=.81, Wilks Lambda =.99, partial eta squared = .01; for the relatedness article (politics), F (4, 133) = 1.85, p=.12, Wilks Lambda =.95, partial eta squared = .05; or for the show article (state news), F (4, 133) = .39, p=.81, Wilks Lambda =.99, partial eta squared = .012, on all four dependent variables.

Expected reading experiences and actual reading experiences

To test H15, The difference in evaluation between expected reading experiences and actual reading experiences will be greater for the experimental group than the control group, participants' responses to expected reading experiences and their actual reading experiences were compared for the four dependent variables (perceived comprehension, interest, relevance and informativeness) for each of the four stories between the two groups — control and experiment. H15 was not supported. Other significant findings, however, did surface. Because this study is exploring new ground with these storytelling devices, those other findings are reported here.

For the story context article (business), the main effect between groups was not significant, F= (4, 63) = 1.24, p=.31, Wilks Lambda = .93, partial eta squared = .07, but the main effect for time was significant, Wilks Lambda =.81, F (4, 63) = 3.80, p<.01, partial eta squared = .19. From Time 1 to Time 2, comprehension scores from expected reading experiences to actual reading experiences significantly decreased for all participants, F (1, 66) 5.76, p=.019, partial eta squared = .08, meaning perceived comprehension decreased for everyone, and relevance significantly increased from

expected reading experiences to actual reading experiences for all participants, *F* (1, 66) = 6.20, p=.015, partial eta squared = .09, on the story context article.[8] (See Table 7.2)

Table 7.2: Reading expectations, experiences for story context article

	Comprehension		**Interest**		**Relevance**		**Informativeness**	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Control (n=33)	4.03	3.42	4.15	3.61	3.82	4.36	5.73	5.28
Experimental (n=35)	4.09	3.66	4.57	4.23	4.14	4.66	5.46	5.54

No significant interaction effect was found, *F* (4,63) = 65, p=.63, Wilks' Lambda = .96, partial eta squared = .04.

For the show article (state news story), a significant main effect was found between groups, *F* (4,63) = 5.67, p<.01, Wilks' Lambda = .74, partial eta squared = .27, meaning regardless of time, the group's overall means were different. A post analysis of the univariate tests showed the control group's evaluation of the article on informativeness was significantly more positive than the experimental group, *F* (1,66) = 5.21, p=.026, partial eta squared = .07.[9] The main effect for time also was significant, *F* (4, 63) = 6.92, p=.001, Wilks Lambda =.70, partial eta squared = .31. Post within-subject comparisons showed both groups' scores on interest significantly increased, *F* (1,66) = 6.59, p=.013, partial eta squared = .09, but their relevance scores significantly decreased, *F* (1,66) = 8.75, p=.004, partial eta squared = .12, from their expected reading experiences to their reading experience. (See Table 7.3)

[8] Neither post analysis test met the significant p value of .0125 with the Bonferroni adjustment for having four levels. However, because this study is exploratory in nature, the adjustment was not used, but noted here.

[9] This post-test p value did not meet the more strict .0125 p value in place with the Bonferroni adjustment for having four variables.

Table 7.3: Reading expectations, experiences for show article

	Comprehension		Interest		Relevance		Informativeness	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Control (n=33)	4.94	4.94	2.94	3.71	3.33	2.67	5.06	5.18
Experimental (n=35)	5.2	5.40	3.43	4.00	3.03	2.14	4.6	4.6

No significant interaction effect was found, F (4, 63) = .16, p=.96, Wilks Lambda =.99, partial eta squared = .01.

For the relatedness article (politics), there was no significant main effect between groups F (4, 63) = .17, p=.95, Wilks Lambda =.99, partial eta squared = .01. The main effect for time was significant for the relatedness article, F (4, 63) = 8.64, p=.001, Wilks Lambda=.65, partial eta squared = .35. Post analysis of the within-subject comparisons showed a significant increase in perceived comprehension for all participants, F (1, 66) =16.63, p=.001, partial eta squared = .20 from expected reading experiences to reading experiences. All participants showed a significant increase in interest from expected scores to post-reading scores, F (1,66) = 23.10, p=.001, partial eta squared =.26 on the relatedness article. (See Table 7.4)

Table 7.4: Reading expectations, experiences for relatedness article

	Comprehension		Interest		Relevance		Informativeness	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Control (n=33)	5.03	5.45	4.97	5.88	5.52	6.15 *	5.88	6.21
Experimental (n=35)	4.63	5.69	4.91	5.63	5.74	5.63	5.94	5.80

* F (1,66) = 4.29, p<.05

A significant interaction between groups and time was found, F (4, 63) = 2.74, p<.05, Wilks Lambda =.85, partial eta squared = .15. Follow-up tests showed relevance

significantly increased for the control group from their expected reading experiences to reading experience scores but decreased for the experimental group, F (1,66) = 4.29, p=.04, partial eta squared = .06. (See Table 7.4)

For the alternative story form article (the "chunking" of the Supreme Court ruling story), no significant main effect between groups was found, F (4, 63) = .73, p=.58, Wilks Lambda =.96, partial eta squared = .04; no significant main effect for time was found, F (4, 63) = 1.65, p=.17, Wilks Lambda =.91, partial eta squared = .10; and no significant interaction effect was found between group and time, F (4, 63) = 1.21, p=.32, Wilks Lambda =.93, partial eta squared = .07. (See Table 7.5)

Table 7.5: Reading expectations, experiences for alternative story form article

	Comprehension		**Interest**		**Relevance**		**Informativeness**	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Control (n=33)	5.39	5.55	5.12	4.79	3.88	3.36	5.70	5.52
Experimental (n=35)	5.34	6.11	5.09	4.94	3.66	3.63	5.34	5.51

Experimental group's expected and actual reading experiences

To test H16, Actual reading experiences for the experimental group will be evaluated positively stronger than expected reading experiences for that group, participants' responses to expected reading experiences and reading experiences were compared for the four dependent variables (perceived comprehension, interest, relevance and informativeness) for each of the four stories for the experimental group. H16 was partially supported. (See Table 7.6)

Table 7.6: Experimental group's expected, actual reading experiences

	Comprehension		Interest		Relevance		Informativeness	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Story Context (Business)	4.09	3.66	4.57	4.23	4.14	4.66	5.46	5.54
Show Article (State News)	5.20	5.40	3.43	4.00	3.03	2.14	4.6	4.6
Relatedness Story (Politics)	4.63	5.69 [a]	4.91	5.63 [b]	5.74	5.63	5.94	5.8
Alt. Story Form (Court)	5.34	6.11 [c]	5.09	4.94	3.66	3.63	5.34	5.51

n=35
[a] t (34)=4.13, p<.001 (one-tailed)
[b] t (34) 3.10, p<.01 (one-tailed)
[c] t (34) = 3.01, p<.01 (one-tailed)

For the relatedness article (politics story), perceived comprehension was rated significantly higher on actual reading experience (M=5.69, *SD*=1.28) than their expected experience (M=4.63, *SD*=1.26) for the experimental group, t (34)=4.13, p<.001. Interest also was rated significantly higher on actual reading experiences (M=5.63, *SD*=1.00) than their expected experience (M=4.91, *SD*=1.44) on the relatedness article by the experimental group, t (34) 3.10, p<.01 (one-tailed). For the alternative story form article (the "chunking" of the Supreme Court story), perceived comprehension was rated significantly higher on the actual reading experience (M=6.11, *SD*=1.23) than the expected experience (M=5.34, *SD*=1.08) for the experimental group, t (34) = 3.01, p<.01 (one-tailed).

No other significant results were found when comparing expected reading experience scores and actual reading experience scores for the experimental group.

Text recall on story context article

To test H17, Text recall scores will be significantly higher for the story context article than for the non-story context article, scores for the four recall questions were added together for a total text recall score. H17 was supported, X^2 (1,4) = 38.75, p<.001.

Control group's expected and actual reading experiences

To answer RQ11, How will expected reading experiences and actual reading experiences differ for the control group, participants' responses to expected reading experiences and reading experiences were compared for the four dependent variables (perceived comprehension, interest, relevance and informativeness) for each of the four stories written in traditional newspaper style. Only one significant finding emerged. Interest was rated significantly higher on actual reading experiences (M=5.88, *SD*=1.09) than expected reading experiences (M=4.97, *SD*=1.52) for the relatedness article (politics story), t (32) = 3.73, p<.01 (one-tailed). (See Table 7.7)

Table 7.7: Control group's expected, actual reading experiences

	Comprehension		**Interest**		**Relevance**		**Informativeness**	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Story Context (Business)	4.03	3.42	4.15	3.61	3.82	4.36	5.73	5.27
Show Article (State News)	4.94	4.94	2.94	3.70	3.33	2.67	5.06	5.18
Relatedness Story (Politics)	5.03	5.48	4.97	5.88 [a]	5.52	6.15	5.88	6.21
Alt. Story Form (Court)	5.39	5.45	5.12	4.79	3.88	3.36	5.70	5.52

n=33
[a] t (32) = 3.73, p<.001 (one-tailed)

No other significant results were found when comparing expectation scores and actual reading scores for the traditional storytelling group.

Future online reading of stories

To answer RQ12, What is the relationship between stories that use storytelling devices and likelihood of reading more of the story online, participants were asked the likelihood of reading each of four stories in the future. No significant relationship was found. (See Table 7.8)

Table 7.8: Likelihood of reading more of story online (means)

	Story Context (Business) [a]	**Show** (State news) [b]	**Relatedness** (Politics) [c]	**Alternative Story Form** (Court) [d]
Control	3.00	2.26	4.07	2.40
Experimental	3.03	2.24	4.20	2.73

[a] F (1,136) =.01, p=.91
[b] F (1,136) =.56, p=.46
[c] F (1,136) =1.53, p=.22
[d] F (1,136) =.001, p=.99

Overall, the experiment findings showed the storytelling devices implemented did not produce significant findings when tested as single variables on the individual stories. The alternative story form article ("chunking" of the Supreme Court story) was rated significantly more positive for the experimental group than the control group on perceived comprehension. This was the only significant finding when comparing actual reading experiences between the two groups. Text recall scores also were significantly higher on this same article for the experimental group. The experiment examined participants' expectations prior to reading hard news stories and then actual reading experiences. Perceived comprehension and interest significantly increased for the experimental group on the relatedness article (politics), but interest also increased for the control group on this article. The next chapter will discuss these findings.

Chapter 9: Discussion

Who are today's young adults and what do they want, and need, from print newspapers and the news media in general? The present study set out to answer this question using three methods – secondary data analysis of three national surveys, focus groups and an experiment. Combined, these three methods answered twelve research questions and found full or partial support for eight hypotheses. These three methods worked in tandem with each other. Findings from the secondary data analysis described how 18- to 24-year-olds and 25- to 29-year-olds are similar and different from older adults and each other on a national level. In essence, why should this young adult demographic be studied separately? From these findings, a set of new questions were asked and discussed in eight focus groups in three U.S. cities. These focus group findings led to storytelling devices tested in the third method of the present study, the experiment. To show how the first two methods influenced the experiment, this chapter is divided by major and significant findings from each of the methods then followed by suggestions for the news media industry.

SECONDARY DATA ANALYSIS

In research studies, it is not uncommon to see young adult participants lumped together with all adults; referred to but never defined in the study; or consist of varying age groups, like 18-34, 18-29 or 18-24. Other studies use the term "young adults" when describing a college student sample.[1] The present study attempted to understand who this young adult audience is and how are they different from older adults and each other. Of the nine hypotheses tested using secondary data analysis, five were supported and two were partially supported. Five research questions also were answered. This study found young adults ages 18-24 are leading what could be the next new news *routine*: online, by

visiting news aggregator sites for their news, more so than other age groups, except those ages 30-34. Local and major newspapers sites and comedy-news shows, like *The Daily Show with Jon Stewart* and the *Colbert Report*, are also most popular by the youngest adults (18-24), albeit by a small percentage, as of 2008. Local news and cable news are still the go-to news media for every age group, and the use of both media increases with age. Differences between the 18-24 and 25-29 age groups surfaced most with interest in hard news topics; life goals; worries; and reasons for not reading newspapers by nonreaders. Significant findings showed a positive relationship between age and enjoyment of reading, enjoyment of following news and political knowledge, but the reverse was found for a need for background knowledge to follow news stories and age. The next section discusses how each of these findings contributes to this area of research that focuses on young adults and their news use, interests, opinions, news knowledge and needs.

Media use

The first major finding is how young adults are tuning into news aggregator sites, such as Yahoo, Google and AOL, for their news, according to the media use findings. This 2008 finding expands on the 2006 Pew Research Center finding that lists these same three news aggregators – Yahoo, Google and AOL – as popular news sites for nearly half of those who get their news regularly online and 18% of the general public.[2] The difference is the present study examined traditional and new media use by age groups. News aggregator sites are especially popular among the 18-24 and 30-34 age groups, a third regularly read these sites for news, according to the findings. These sites may easily satisfy five motives of computer-users: interpersonal utility, passing time, information-seeking, convenience, and entertainment.[3] The value a person may have for these sites – being able to check email, search for information and conveniently click on a list of

headlines that are "just there" — may be behind this popular movement toward all-in-one sites by young people. A downside is a small percentage of any age group regularly visits a network, local news or newspaper site, according to the secondary data analysis findings. Visiting online *news* sites regularly is not an established routine that has caught on for much of the general population, as of 2008,[4] despite Internet use being up. But even so, the youngest adults (18-24) regularly visit local and major newspaper sites more than any age group, according to the present findings. One weakness with this survey question is that it asks how often respondents read news on Yahoo, AOL or Google – regularly, sometimes, hardly ever and never. It does not differentiate among users looking for news using these sites as search engines; using these sites for other reasons, like email, and then accidently coming across headlines; or purposely going to these sites for news. These factors could inflate or deflate the news aggregator site finding. Interestingly, when comparing the two youngest age groups, significantly fewer adults ages 25-29 go to these sites for their news, according to the findings.

A second major media-use finding was that local news followed by cable news are top news media choices in 2008 for all age groups, with the exception of those 65 and older who nearly half follow network news regularly, according to the present findings. The popularity of these two media is consistent with previous Pew research findings.[5] But youngest adults are turning less to traditional electronic media – local TV news, network news, cable news, and news magazine shows, like *60 Minutes*, *20/20* and *Dateline* – than older age groups. Age is positively related to the use of traditional electronic media use, a finding that also is consistent with previous research findings.[6] Instead, the youngest adults (18-24) are tuning in more to comedy-news shows, like *The Colbert Report* and *The Daily Show with Jon Stewart*, more than older adults, according the present findings. Being engaged in the news, as these shows aimed to do with audiences, is a value that

David T.Z. Mindich, author of *Tuned Out: Why Americans Under 40 Don't Follow the News*, heard repeatedly in his interviews with young people in the U.S.[7] Perhaps young adults find these news-tainment shows more engaging, for they can learn and be entertained.

Another significant media use finding is young adults' use of weekly newspapers. This study showed age was positively related to reading weekly newspapers, a finding consistent with previous research.[8] But what is of interest is that a greater percentage of young adults, and Americans in general, read weekly newspapers regularly than daily newspapers, according to the findings. One out of four of adults ages 18-24, and almost one-third of those ages 25-29 read weekly newspapers regularly. This finding suggests that local news, in print, is still of interest to some young adults, but as a weekly newspaper. A weakness of this survey question is that it does not ask what type of weekly newspapers these age groups are reading? A community newspaper? College newspaper? Young adult tabloid? Free weekly print entertainment guide? This is an area for future researchers to explore: young adults' preference or non-preference for a weekly newspaper and the news content in it. Use of weekly newspapers, along with news aggregator sites, suggest these media offer something different for some of these young adults, but what exactly? This study's findings contribute to research on Millennials and late-Generation Xers' news media uses by highlighting their media choices – local TV news, cable news, news aggregator sites, and weekly newspapers. The next step is understanding why this demographic turns to these media choices, especially news aggregator sites. Also, what are their media needs and gratifications sought from each?

A non-significant media use finding that was contrary to previous research was that between age and regular readership of a daily print newspaper. Previous research has shown a positive relationship between age and newspaper; as people get older they are

significantly more likely to read the paper.[9] In the present study, almost one out of four of the youngest adults (18-24) reported reading a daily newspaper regularly, while fewer of the older young adults (25-29) and even fewer of the 30-34 age group reported doing so. In comparison, about a third of 50-64 age group said they did, and slightly more of those over 65 did. There are at least two possible reasons that could help explain this non-significant result. First, newspaper readership is declining for every age group, not just young adults. For the first time in the Pew Center's roughly 15 years of asking the newspaper readership question, less than half of the American public reported reading a daily newspaper regularly.[10] Perhaps the drop in readership is more substantial for the age groups who read print newspapers more. Another study showed no difference in newspaper reading habits, or "maturing effects," between 18-24 and 25-34 age groups, meaning young adults do not automatically increase their newspaper reading in their late-20s, early-30s.[11] The authors of that study concluded that studying the two groups as one, 18-34, is valid, for the newspaper habit, they say, is set by age 18. Second, the question of "How often do you read a newspaper?" can include one's college newspaper, for those 18-24, and newspapers online. In a follow-up question in the 2008 Pew study, respondents were asked if the newspaper they read was in print form or online: almost one out of ten of under-25s reported online only or both. This finding shows how the newspaper-reading question includes digital access-only as well and can change the meaning of newspaper exposure question from the perspective of the respondent.

Social issues

In examining young adults' stances on social issues, the study found there were a few beliefs that were distinct to the youngest age groups (18-24 and 25-29). In other cases, the 18-24, 25-29 and 30-34 age groups are more alike. On social stances, the two hypotheses that were supported were that the youngest age group (18-24) would support

immigration more than older adults and also have a more positive outlook on the efficiency of the U.S. government than older adults. The two supported findings fall in line with previous research. Young adults are the most racially diverse of any preceding generation, lending support to their tolerance to immigrants in U.S. They also have been characterized as more trusting of the U.S. government than their parents or older siblings.

The two hypotheses on social stances that were not supported were: The youngest adults would be the most supportive age group of homosexuality, but the 30-34 age group equally supported gays; And the youngest adult age group (18-24) will be the least supportive of military involvement to ensure peace than older adult age group; instead, the 25-29 age group was the least supportive. The two unsupported hypotheses may point to the idea that generations are formed based on shared life experiences.[12] Generation X, was arguably, the first generation to openly come out about homosexuality, setting an example for Millennials who are equally open to homosexuality, according to the present findings. Experts have described today's youngest adults as the most tolerant of individuals with different backgrounds and lifestyles[13] and unfavorable toward war[14] compared to previous generations. But the 25-29 age group is possibly more likely to have reflected on the use of military, or war, as a way to make peace with nations, because some men and women in this age group having already served their country in their early 20s or know someone who has. This anti-violent stance may stem from experience, more so than the younger age group (18-24). In all, more than half of the youngest age group took a supportive stance on these four issues – immigration, homosexuality, the U.S. government, non-military means of peace – but so did half or close to half of the next two youngest age groups. In other words, the youngest age group may be the most supportive of some issues (immigration and trust in government), but not others. This finding showed how beliefs may not be clearly defined by age brackets.

Technology

Another major finding was that the youngest age group (18-24), who are often thought of as the most technology–savvy having grown up with computers,[15] recognize both the benefits and problems that technology brings. This could explain why the hypothesis that the youngest age group (18-24) would take a more positive stance on technology was only partially supported. For example, the youngest age group (18-24) was significantly more likely to agree that technology makes it easier to make new friends than older age groups, but this group also believed it made people lazier, nearly nine out of ten felt this way, more than any other age group. Compared to older adults, the 18-24, 25-29, and 30-34 age groups had somewhat similar views on technology, for technology helped bring family friends together and made it easier to meet friends. Interestingly, about three out of four in both the 25-29 and 30-34 age groups felt technology makes people more isolated, more than any other age group. These technology questions across age groups are distinct to this single 2007 "Generation Next" survey by the Pew Research Center, meaning they do not all build on previous surveys to determine if these findings are consistent with previous reports. Future research could examine how these perspectives are shaped by online activities that are more specific to age groups. For example, why do 25- to 34-year-olds feel technology makes people more isolated, more so than the youngest age group or older age groups? What are they doing or not doing to feel this way at that stage in their life?

News interests

The first of four major findings that highlighted the differences between the two youngest age groups (18-24 and 25-29) in comparison to each other and older age groups examined their interest, or less interest, in hard news topics. The youngest age group was the least likely to follow news stories closely or somewhat closely about the community

people and events; events and Washington; local government; consumer news; health news; travel; and business and finance of all age groups. When comparing interest in these hard news topics between the two youngest groups (18-24 and 25-29) interest jumped by at least ten percentage points or more for the older young adults (25-29) compared to the youngest age group, with the exception of consumer news. This study is consistent with research that shows a positive relationship with age and interest in hard news.[16] But this study adds to the previous news interest literature in that it details the news interest differences among the two youngest age groups and across age groups. This study showed a positive significant relationship between age and interest with hard news events such as events in Washington, business and finance, international affairs and local government and certain topics, such as health news and religion. An inverse relationship was found between age and interest in entertainment news, with the youngest age group showing the strongest interest in following entertainment and celebrity news than any age group. Weather and crime were the favorite news topics of all age groups.

Worries and goals

The second of four major findings that highlighted differences between the youngest age groups and older groups examined their life worries. Money was the top stated worry for every age group. But this is where similarities across age groups stopped. The youngest age group's second most stated worry was college/education. This points to the period in their life. Interestingly, almost one out of five 25- to 29-year-olds and 30- to 34-year-olds stated that they had no real worries, similar to those over age 65. In comparison, Millennials were the least likely to say they did not have a problem among all age groups. This generation is considered the most stressed-out generation. Generational experts have described Millennials, or emerging adults, as both optimistic[17] and anxious.[18] Career is a top worry shared by those under age 35. And family and

relationship was a worry stated most by 35-49, 30-34 and 25-29, in that order; the youngest age group was the least likely to say family and relationships. Again, these findings point to the time period in these age group's lives, for these worries (college, career, family and relationships) were not stated much by those 50 and older. What these findings suggest is that it might not be generational differences but life stages. Future studies could examine the outer edges of these age groups – such as 18-21 and 27-29 – to see if these same worries and goals surface or if they are different.

The third of four major findings that highlighted the differences among the two youngest age groups and older adults centered on their goals in life. "To get rich" was the top goal of every age group, and for young adults this focus on money is consistent with previous research.[19] A slight curvilinear relationship was found between age and assisting people who need help. For the 18-24 and 35-39 age groups, helping people who need help, ranked as their number two goal. This finding is consistent with previous research that has described Millennials as wanting to make a difference in their communities,[20] with more community service and volunteering being required in schools. Age was positively related to becoming a leader in one's community and becoming more spiritual, according to the present findings. These last two goals, once again, suggest the point in their life these adults are in.

Nonuse reasons

The fourth of four major findings that highlighted the differences between the two youngest groups listed reasons for not reading newspapers, or nonuses. The most reported reason for not reading a newspaper by the youngest adult nonreaders (18-24) was they do not like to read or they are not a reader. One out of five Americans ages 18-24 mentioned a dislike of reading or not being a reader as their reason for not reading a newspaper. This nonuse reason was given by less than 10% in each of the other age groups. Most

nonreaders mentioned not having time or inconvenience to access/not having a subscription as top nonuse reasons, according to the findings. These are top nonuse reasons cited in previous research studies.[21] Time and inconvenience were the second and third, respectively, most mentioned nonuse reasons by the youngest age group. It is important to note that the question posed by the Pew Research Center in the 2008 survey asked about nonuses of newspapers in comparison to other media. Nonreaders of newspapers were asked, "What is it that you like less about newspapers compared to TV, radio or the Internet?" A list of responses were then gathered for not reading newspapers; in other words, the dislike-of-reading answer is tied to *other* news media. If a dislike of reading or not being a reader is a top nonuse reason, the next question should be: Are today's young adult nonreaders of newspapers turned off from reading news or reading in general? And if either or both, then the next question is why? More qualitative research is needed to help understand a dislike of reading, especially among an increasingly college-educated young adult demographic.

Reading and following the news

Two supported hypotheses of this present study's secondary data analysis may provide similar findings to the question of enjoyment of reading and following the news. This study found that age is significantly positively related to enjoyment of reading and enjoyment of following the news. This enjoyment of reading finding is consistent with previous results.[22] Just over one-third of the youngest adults reported enjoying reading a lot, compared to close to half of 25- to 29-year-olds, according to the present findings. But about two out of 10 young adults ages 18-24 do not enjoy reading. This dislike of reading drops to one out of 10 young adults ages 25-29. The same was true for enjoyment of following the news, with one third of the youngest American adults, ages 18-24, and almost half of those ages 25 to 29 say they enjoy keeping up with the news regularly,

according the secondary data analysis findings. This finding also is consistent with previous findings that age is positively related to enjoying of following the news.[23] Unfortunately, this last finding does not say if that enjoyment is reading or watching the news. If part of the finding is a dislike of reading the news, then why? Perhaps it is a need for more background information, a lack of prior or current events knowledge, the writing itself, or bad prior reading experiences.

Prior knowledge and comprehension

This study predicted that age is inversely related to a need for background information when following news stories. This hypothesis was not supported. In fact, older adults have a significantly greater need for background information to follow news stories than younger adults. These age comparisons for a need for background information are unique to the 2007 Generation Next survey by Pew Research Center. Lack of prior knowledge is a key component in interest and motivation when it comes to reading. The question here is, why would older adults – who are more likely to watch and read traditional news media — report that they need more background information to follow stories than young adults, who do not follow the news as much? Perhaps older age groups have a stronger intrinsic need to understand, more deeply, what is happening around them, versus an extrinsic need of young adults, who tend to read news stories of interest and are more grazers of news. Background knowledge, or prior knowledge, of politics and age also were examined, with young adults able to answer fewer political news questions than older adults. This finding was consistent with previous research. This finding, once again, points to a lack of background knowledge. In this instance, it would be for reading a specific hard news topic: politics.

One possible explanation that underlies many of the above findings —disinterest in hard news; nonenjoyment of following the news; political knowledge gap; and/or

dislike of reading — could be comprehension. Perhaps possible negative prior experiences of not understanding a text story – due to dry, technical writing; unfamiliar topics; or lack of knowledge of a story – may have stuck with some in this age group. This lack of understanding, or news knowledge, could be causing some to turn away from print newspapers and go elsewhere for their news, such as local TV, cable news and/or online news aggregator sites. But it is not only young adults who need background information in understanding a news story; this study found that older adults do even more. From a theoretical perspective, any negative gratifications obtained from reading – or following the news or reading hard news – shapes future expectations, for reading the news, regardless of age. In other words, negative experiences may likely lead to negative future expectations.

In summary

The secondary data analysis findings showed how 18- to 24-year-olds are somewhat different from 25- and 29-year-olds and older adults in that they: are turning to news aggregator sites and local and major newspaper sites, just as the 30-34 age group is; are watchers of *The Colbert Report* and *The Daily Show*; read and watch traditional print and electronic media the least; have a more positive outlook on the U.S. government and the job it does; take a more positive stance on immigrants in the U.S.; are equally supportive of homosexuality as the 30-34 age group; see both the positives and negatives of technology; worry about college the most, the least about family and relationships, and are the least likely to say they don't have problems; want to help people more, similar to those ages 35-39; have less political knowledge; and enjoy reading and following the news the least.

The findings showed how 25- to 29-year-olds are slightly different from 18- to 24-year-olds in that they: have more of an interest in hard news stories; want to be leaders

in their community; are most likely to say they have no problems in life, similar to the 30-34 age group, and worry the least about college/education; take a more non-violent stance on making peace with countries; and are more likely to believe technology can isolate people. Similar to 18- to 24-year-olds and compared to older adults, the 25-29 age group: tunes into traditional news media less; finds less enjoyment in reading and following the news; and has less political knowledge than older adults.

These descriptions provide future researchers and the industry with a better understanding of how these two youngest age groups (18-24 and 25-29) are somewhat different and need to be studied separately from older adults. They have different worries, goals, perspectives, beliefs, news interests, media uses and political knowledge than older adults. Should 18- to 24-year-olds and 25- to 29-year-olds be studied separately? The answer here depends on what is being studied. Stances on social issues are not as clear-cut as age groups, but media uses, news interests, enjoyment of reading and following the news and political knowledge are. The secondary data analysis findings provided a more detailed description of Millennials and late Generation Xers, but the reasons behind their media uses and nonuses; values for following the news, by those who do follow it; and what they want from the news media were not answered by the above findings. The findings from the second method of the present study answer these questions, from the perspective of eight groups of young adults in the U.S. Once again, the two youngest age groups were compared.

FOCUS GROUPS

Researchers in the communication field and the news industry have long been fascinated with studying the media use of young adults. Most of this research, however, has been survey research. No published study to date has used focus groups exclusively to study young nonreaders of print newspapers (ages 18-29). Furthermore, no study has

examined them as two separate groups (ages 18-24 and 25-29). Newspaper industry studies that have conducted focus group research on young adults and their media use often do so by recruiting college students or occasional newspaper readers[24] – all of which have the possibility of producing varying results.

This study is different in that the researcher talked to everyday young adults in the downtown libraries of their respective cities. The findings from this study answered four research questions regarding: values for following the news; prominent nonuse reasons for not reading a print newspaper; characteristics of an "ideal" print newspaper; and critiques of young adult newspapers produced in three major cities. The present study, which cannot be generalized to the population at large, found: these participants' values for following the news are more utility-based; nonuse reasons of time, inconvenience and relevancy have dimensions for these participants; shorter stories, local news, diverse perspectives, a portable format and search-ability are traits both age groups want in their ideal newspaper, the differences surfaced in interest in negative news; the older age group wanted more political news coverage in the young adult newspaper, while both groups had difficulty defining what this free tabloid was, but liked its local listing and chunking of information but not the advertisements. The following section discusses each of these findings.

Values

This study asked, what are the values behind following the news by young adult nonreaders of print newspapers? The focus groups showed these participants value following the news for three main reasons: to know news that affects them directly, especially crime; to keep up with news tied to one's job; and to not be ignorant, or clueless, of what's happening in the news. The younger age group (18-24) talked more about this latter value. For 60 years, uses and gratifications research studies have cited

reasons why the public turns to the news media.[25] Uses include: diversion or escape; personal relationships, such as companionship or social utility; personal identity, meaning personal exploration and value reinforcement; and surveillance.[26] A news media routine or habit also has been found to be a use.[27] These reasons point to both intrinsic and extrinsic motivating factors.

The present study is unique in that it explores reasons for following the news by young nonreaders of print newspapers, ages 18-29, not *all* adults or newspaper readers. Knowing news that affects them (surveillance); keeping up with news for one's job (applied knowledge); and to not be ignorant of what's happening around them (social utility) are consistent with previous uses and gratifications cited. However, these are extrinsic reasons for following the news by young nonreaders. In other words, they serve utility needs. One can argue that these are not necessarily values but motivating factors, or gratifications sought. The value is what these participants get from these factors – knowledge to make informed decisions; applied knowledge to one's career or job; and conversation material. Author David Mindich found these same values surfaced when interviewing young people in the book *Tuned Out*.[28]

The present finding raises the question, does following the news, for some of these participants, feel more like a duty than pure enjoyment? Not one participant mentioned following the news because they enjoyed it, even though the question – how much do you enjoy following the news? — was a filter question in selecting only those participants who said they enjoy it "a lot." In a 2008 national survey study, three-fourths of young adults 18-29 reported that they enjoyed following the news some or a lot.[29] Enjoyment is a motivating factor, but it might take a back seat to utility needs. Future studies should examine the construct "enjoyment" among young adults in regard to reading or watching news stories — what makes news enjoyable for this demographic?

Sadly, this area of interest has been overshadowed by what makes them tune out from the news in the wake of declining audiences for print and TV.

A weakness to this value question was that it was asked as an icebreaker at the start of the focus groups. Answers were somewhat predictable: to stay informed, to know what's happening around me, etc. However, participants' values naturally surfaced during the discussions when they talked about why they tune into news. Also, it is important to note that these individuals follow the news regularly, their reasons for not reading newspapers or what they want from the news media as news consumers may very well differ from a sample of young adults who have no interest in following the news.

Nonuse reasons

A second research question asked, what do three of the most prominent nonuse reasons mean to 18- to 24-year-olds and 25- to 29-year-olds nonreaders of print newspapers? The nonuse reasons studied were: time, inconvenience and relevance. There was no clear difference between the two groups on these three nonuses, but dimensions for each did emerge.

Time

In answering the question, What do three of the most prominent nonuse reasons mean to 18- to 24-year-olds and 25- to 29-year-olds nonreaders of print newspapers?, the first major focus group finding was that almost all of these young adults (18-29) are search-savvy news finders. This trait has these participants frustrated with print newspapers, among other reasons. For many of these participants, newspapers are the slowest way to find information fast, for there is no search feature. For some, if they hear about an event or breaking news, they can quickly verify it online in seconds. Or for those who want to know more about a story, they can dig deeper for stories online to get

perspectives. When asked to describe what makes print newspapers require time to read, finding stories of interest was among the top reasons. Not enough time or being too busy is a nonuse reason consistently cited in previous academic and industry studies.[30] "Lack of time" as a nonuse reason is a trend that has been building since the 1960s, according to a 2007 State of the News Media report.[31] Almost half of young adults (18-29), both readers and nonreaders, in the U.S. agree with the statement that they are "often too busy to keep up with the news," more than any other age group, according to a 2006 Pew Research Center study.[32]

Several participants described having to flip through pages of non-interesting stories to get to stories of interest. Part of what makes Millennials, or the Net Generation, a special generation is that they grew up with more freedom and choices, and they use technology to cut through the clutter and satisfy their needs quickly.[33] Not being able to find stories fast is one reason these young participants "do not have time" for print newspapers. This time-consuming image is consistent with a finding by the Pew Research Center, which found people who do not regularly read the newspaper mostly see the print medium as time-consuming in comparison with TV, radio and the Internet.[34] Several of the participants described print newspapers as a medium that must be read in the mornings over coffee, a scene that a few described observing their parents or grandparents during their childhoods. This same description has been described by young adults in previous studies.[35] This relax-with-the-paper routine is not one these young adults are willing to make time for. The present study found that the "I'm too busy" reason for not reading a print newspaper has two dimensions: the time it takes to sift through stories and find articles of interest; and the morning image of a print newspaper as a medium one relaxes with, according to these participants. The most mentioned nonuse reason by these groups, however, was inconvenience.

Inconvenience

The word "inconvenience" – a nonuse reason brought up in every focus group — also has dimensions, according to the findings. The inconvenience of newspapers points to: accessing them; physically reading them – flipping pages and holding the paper; the non-instant nature of them; the non-ability to multitask with them; and recycling them, according to these young adults. A print newspaper is not "there" when many of these participants turn to the news, several said. People have to make the effort to go get one, carry it around, and then do something with it when they are through with the newspaper, some participants described. The nonuse reason of inconvenience surpassed not having the time, although not by much, and cost as nonuse reasons for these focus group participants. Inconvenience as a nonuse reasons for newspapers has been cited in studies.[36] This study adds to these past findings by explaining what the inconvenience nonuse reason means by several of these young nonreaders of print newspapers. The common thread that strings together these inconvenient dimensions – accessibility, physical nature; non-instant nature; inability to multitask; and recycling — is effort. Print newspapers take effort to get, read and dispose of, according to the majority of these young participants.

Relevance

Similar to the previous two nonuse findings, the nonuse reason relevance also had dimensions. Newspaper stories not being relevant to one's life has been cited in previous studies and reports as a nonuse reason.[37] This study attempted to understand how these young adults use the term "relevance." While the previous two nonuse reasons, time and inconvenience, naturally surfaced during the discussion nonuse reasons, relevance was rarely mentioned. When the construct did not naturally surface in conversation, the researcher prompted discussion by asking if newspapers and the stories in them were

relevant to these participants' lives. A few young adults explained that the process of finding stories that are relevant takes time in newspapers. Participants often would use the word "relevance" interchangeably with "interest," even though the two constructs are different. A story can be relevant but not interesting and vice versa. The findings showed that relevance also had dimensions: knowing someone in the news and the audience image of newspapers.

In San Antonio, the smallest of the three cities, knowing someone who makes the news makes stories relevant. This finding was not an age difference but a city difference, for the topic only came up in San Antonio. This relevance dimension suggests how the size of a city and/or local news coverage can change the meaning of relevance for these participants. Future studies should consider this when examining what is deemed "relevant" news among consumers. Also, several of the participants described the newspaper audience as older; in other words, not relevant to young people. A future study could ask participants to describe the audience of different media to determine if these perceptions do indeed shape one's opinion of relevant news media and content.

Other notable findings

One of two differences that surfaced between the two groups (18-24) in regard to reasons for not reading print newspapers was a dislike or effort of reading. While the effort to understand stories in newspapers was mentioned briefly by older group participants, more younger participants spent time talking about this topic. The responses that a few participants gave on newspapers stories being difficult to read centered on the writing style, vocabulary and context. Effort of reading or a dislike of reading has been cited in previous studies and reports as a nonuse reason.[38] This study adds to those findings in that the youngest adult participants (18-24) found news stories to be dry and boring, and sometimes difficult to understand more so than older young adult participants

(25-29). A couple participants mentioned having difficulty reading in general. One 20-year-old college student compared reading print newspapers to reading ingredients on a box. She later said that newspapers "should not make me feel stupid." Readability studies have shown hard news stories have been described as more difficult to read than feature news stories.[39] In the present focus group discussions, *The New York Times* was mentioned a few times as a comparison to the local newspaper or other media, as if it set the standard for all newspapers as the most difficult newspaper to understand by the average person. Not understanding a story suggests that these young adults may remember a prior negative experience of failing to understand a story. If people experience repeated failure at understanding written news stories, they are likely to not engage in the task, according to expectancy-value theory.[40] In one study, students reflected on newspapers during their adolescents using essays. Many believed that "not knowing the facts" while attempting to read a print newspaper excluded them from this elite, adult newspaper membership.[41] More research is needed in understanding young adults' expectations prior to reading or watching a news story, but even more importantly on how these expectations developed. By understanding these past negative experiences, which can lead to expectations, more light can be shed on whether the industry continues to repeat these inhibiting factors.

Media bias

The second of two differences among the groups in regard to nonuse reasons was media bias. Media bias has been cited as a nonuse reason in previous studies.[42] However, this study showed the youngest adult participants (18-24) talked about their skepticism of the news, especially political coverage, more so than the older age group (25-29). A few of the youngest participants said they felt like newspapers gave only one viewpoint. The conversation on media bias almost always led to perceived slants in political coverage by

the news media and politicians in general. Like the rest of the American public, Millennials are skeptical of politicians, even though they have a positive view of the U.S. government.[43] The present findings showed that there is a willingness to follow politics, more so by the older age group, but a feeling of not having a voice or the dry writing and/or presentation of politics turned a few of these participants away from following politics. This feeling of being ignored by politicians has been cited in previous literature.[44] Findings on whether the news media are contributing to political disengagement and /or cynicism is mixed.[45] The present finding extends this discussion in that the youngest participants of the present study (18-24) were more skeptical of the news than the older young adults (25-29).

Ideal newspaper

A third research question asked, what would the "ideal print newspaper" be like for 18- to 24-year-olds and 25- to 29-year-olds nonreaders of print newspapers? The finding shows these young adults' ideal newspaper, regardless of age, consisted of five major characteristics: brief-and-facts-only articles; local news; diverse perspectives; a magazine size or book-like feel; and a table of contents. Studies have shown young adults want shorter stories, or summaries; more local news; and diverse perspectives,[46] as well as a smaller physical size.[47] These "ideal" findings are consistent with what many of these young adult newspapers are attempting to do.[48] Publishers have said these quick reads attract a new audience and they are finding that young readers are picking up the Sunday paper as well as other days, occasionally.[49] But the findings of the present study go beyond a want-list, and instead explain the why behind each attribute.

Shorter stories and a local news focus

Overwhelmingly, these participants want their news as quick as possible; short and to the point, many would say. This finding lends support to why the short story format of local and cable news is most popular among these participants, and with young adults in general.[50] In essence, short stories make news feel like it takes little time out of one's day to follow; these individuals described a feeling of getting their news quickly and moving on. Several of the participants said print newspapers should leave the longer, in-depth pieces to reviews or stories involving profiles of people or businesses in their community. Longer pieces should be for stories that explain or describe what or who is new in their community, the same with new technology. In regard to what these short stories should be about, these participants showed a strong desire for local news; they really wanted to learn about their community – both age groups. A 2008 national study showed local news is followed the least by young adults (18-29) compared to older age groups.[51] That being said, the present finding suggests otherwise. These participants do have a strong desire for local news but they may not be tuning into it on a regular basis. Local news is not what most of these participants read online, presently, but they do tune into TV and hear about local stories in conversations, according to the findings.

Choice

The three advantages of online news, according to the majority of these participants, was it was "just there" at their fingertips; they can get many perspectives on a single news story; and they can pick and choose news they want to read. All of these attributes describe these participants' ideal newspaper. They also point to choice. The majority of these participants want to have control over when and what they are reading. By having print newspapers in a book or magazine format – meaning the smaller size, binded, and glossy pages — these participants feel like it makes the print medium more

portable and less of a hassle to read. This physical format would allow for better portability, according to a few of the participants. Portability could come closer to that "just there" access for these participants could read the news on their time.

Perspectives

For these participants, diverse perspectives can be defined in two ways: different voices, as in reading articles or columns by other journalists, everyday people and experts; and showing both or other sides of a story and presenting it as such; In other words clearly labeling the sides. A couple of participants described how hearing or reading about the different sides of an issue allows them to make better, informed decisions. The contradiction here is that these young adults want shorter, brief stories, but they want perspectives, too, which adds length. Future experimental research could examine storytelling devices that present varying perspectives in short, but thought-inducing ways. Perhaps the presentation of different perspectives, such as a pro-con or he said-she-said layout might produce a more favorable response versus perspectives within a standard text piece.

Table of contents

Several participants described print newspapers as telling the readers what they should read news-wise, instead of allowing readers to read stories that interest them. Some newspapers, like *The New York Times*, already list summaries of stories readers can find inside the paper. While the teases to stories that newspapers presently do are a good start, according to a few of these participants, they are not enough. Adding a table of contents on the front page to help with searching for stories of interest was mentioned in every focus group. These participants want a listing of headlines of all the stories inside the newspaper on the front page, in an organized way. From color-coding the news topics

– i.e. jobs, health, crime, money — to adding quick summaries about the stories along with a headline, a table of contents provides a glance at what's inside the publication and saves time when choosing stories of interest, according to several of these participants. This finding is unique to this study. The table of contents idea satisfies two wants: Finding stories of interest quickly and giving users control, and choice, in what they read. One study showed giving participants a choice of what they will read positively affected their attitude toward a learning task and moderately affected engagement.[52] The downside is young adults would read other newsworthy stories less often if they are going to stories that align more with their own interests. More experimentation is needed on this table of contents idea. Would it save time in finding stories of interest? Would choice increase enjoyment?

Access

Another finding that dealt with choice was access to the print medium. At least one person in every group mentioned getting the newspaper in their mailbox or at their job. This finding regarding access lends support to a reason people do not read print newspapers: accessibility. This nonuse reason has been cited in previous studies and reports.[53] These young adults want print newspapers put in their hands by mail or available where they are, at their jobs. Several of these participants said they get the majority of their news at work, not at home. This finding is consistent with previous reports on the popularity of consuming news at work.[54] But if these delivery methods – by mail or at work —were available, would more young adults read print newspapers then? A future study could examine this very question by providing different options for accessing the print paper, based on these suggestions, and then measure newspaper readership among young adults.

Entertainment versus hard news

A similar finding between the groups involved entertainment news versus hard news. Historically, young adults have had the least interest in hard news, according to a national report.[55] However, studies also have shown how editors have misjudged the interest level of hard news among adults.[56] The participants of the present study, regardless of age, were split on whether newspapers should have a mix of hard news and entertainment or only hard news. One participant said entertainment sells but hard news does not. Part of the issue here is many of these participants see newspapers as hard news mostly, not entertainment, and the thought of adding entertainment news to something that traditionally is not, felt uncomfortable for some. The irony here is that these young adults are turned off by print newspapers in their present state, but when asked to change the content several wanted to keep it somewhat the same. What they wanted was the news presented differently – shorter, with more color and pictures, jumpless articles and an easier-to-understand style of writing. This is an area in which more research is needed – the presentation of news, in addition to making news connect to young adults and the public in general.

Other ideal newspaper findings of both age groups included: having more color on each page and more photographs; offering specialized newspapers, meaning people could pick which sections are delivered (i.e. local news only or the front page and sports); and putting out an age-specific newspaper.

Differences in "ideal" newspaper between groups

The first of two differences between the age groups on their ideal newspaper was that the older age group (25-29) wanted fewer negative news stories more so than the younger age group (18-24). This finding is consistent with reports and studies that have shown that people feel the news media report on too much negative news.[57] Yet, crime

news is among the top news interest of all age groups, behind weather.[58] The present study showed the same finding in the secondary data analysis results. Overall, half of the focus group participants reported having an interest in crime news. And while several participants in both groups mentioned how the news was heavily negative, the participants in the younger age group (18-24) spent more time justifying why negative news, crime specifically, is needed. This finding not only shows negative news as a nonuse reason, adding to previous findings, but it shows how a group of young adult participants (18-24) tended to justify why it is covered. This difference could be that the younger age group has grown up seeing more violence in the media, and therefore are more immune to it. The attitude of some of the younger participants (18-24) is that they have accepted there is crime in their city or community, they just want to know where it is so as to avoid that area. This study did not control for what part of each city the participants were recruited from. A possible study could examine how interest in certain news topics, like crime, based on one's location in a city. The part of town participants live in could play a role in one's opinion of crime news coverage. Also, half the participants in the older age group (25-29) had children; only a few did in the youngest age group. When a few of the older participants talked about crime they would often refer to their children in the same breath. They were concerned about their children's safety. This finding points to how one's stage in life – raising a family, buying a new home, starting a job — affects the news some of these participants pay attention to.

The second, small difference found between the two groups on their ideal newspaper was a wrap-up of stories. Interestingly, this is what weekly newspapers do best. While only a few participants in the younger age group mentioned this idea, it is worth noting. This wrap-up idea, however, satisfies a need-to-know feeling for major news stories a person may have missed during the week. This points to the motivating

factor of not being ignorant of what's happening around a person, or the value of conversation material. A wrap-up of news stories idea saves readers' time. Also, this want by the younger age group could stem from their less traditional news media use.

Critique of young adult newspapers

The last focus group research question asked, What are the opinions of 18- to 24-year-olds and 25- to 29-year-old nonreaders of print newspapers regarding a printed newspaper geared at young adults? Only one difference between the two age groups emerged during the critique sessions of the young adult newspapers and that was that several of the older age group participants commented about the lack of political or presidential news coverage. These focus group discussions were held in April, May and June of 2008, only months before the U.S. presidential election. Previous research has shown that young adults are less interested in political news compared to older age groups.[59] This finding, however, says the opposite. It shows several of the older young adult participants (25-29) were indeed interested. They noticed quickly when political coverage was missing from the mix of stories. This lack of news coverage on politics and the presidential race was noticed in all three cities in all the older age group discussions. Participants compared the space given to "other news" and that given to political news to prove their point. And of the few stories that covered the candidates, they provided little information in regard to the election, i.e. how much Vice President Dick Cheney made, according to a few participants.

In 2008, there was a heightened interest in the election by young adults.[60] This finding – that the older young adults (25-29) had a greater want for political news — is consistent with research that shows how age is positively correlated with voting.[61] Also, the older age group is more likely to be settled in their communities than the younger age group (18-24), which tends to move around more – a major reason cited for low voter

registration.[62] Young adults have long been criticized for their low levels of political engagement.[63] This study is inconsistent with that finding for the majority of the focus group participants planed to vote in the 2008 U.S. presidential election and several of the older group participants wanted more political news related to the election.

Defining the young adult newspaper

One of four major findings that showed similarities between the two age groups on their critique of the young adult newspaper was how many couldn't define what the print medium was. Was it an entertainment guide? A tourist magazine? A free advertisement paper? These are a sample of questions that surfaced at the start of the discussions by both age groups. In Dallas and San Antonio, several participants did not know where to get *Quick* or *210SA*. The print medium was new to many of the participants, which allowed the present study to capture the first impression of many of the participants. This was not the case in Chicago with the *RedEye*, even though all of Chicago participants were chosen because they had never read the *RedEye* or had read it one day a week. This quandary— what is this print medium? — opened the critique discussions on its own.

Features they liked

Local listings: A second major similarity between the two groups showed how participants almost unanimously favored the local event listings in the newspaper. No other feature in the young adult newspapers was praised more than the page or pages of event listings. This feature was acknowledged as being useful, informative, helpful and one-of-a-kind. One participant said he would not even know where to look online for this listing of local events. Another even kept a page of bar listings from the previous year. A few participants who had lived in the city their entire lives remarked how they too found

these listings informative. This content satisfied his need to know what was happening event-wise around him as well as his social need. These same two needs surfaced in other group discussions when discussing the event listings. Hanging out with friends, social need, is important to today's young adults for they want to be able to balance both work and play, according to generational experts.[64]

Snippets of information: A third major similarity between the groups was how these participants read information presented in small snippets on the sides of pages, more than the full text stories themselves. When examining the content that was discussed in the focus groups, they were more likely to address this breakout material content than full text stories. This snippet material was described as funny, useful, and interesting, according to a few participants. While this feature – breaking out information into small chunks on the page — is not new to newspaper layout, more research is needed on how well this presentation of information does to inform the public. These snippets of information along the sides of pages and at the bottom of stories grabbed these participants' attention, but how many actually remembered the information? And what type of information is best used for these snippets? Future research should experiment with the physical presentation of a news story, not just on a page but within the story itself to measure informativeness and recall. Breakout material on a page did grab these participants' attention, but did it inform?

Other liked features: Similarities between the two groups also worth noting were how participants in both groups liked: the tabloid size of the newspaper; the shorter stories; color on almost every page; how the stories did not stop and continue on another page; and the easier-to-read language. Participants in every single focus group complimented these features, repeatedly.

Dislikes

Advertisements: A fourth major similarity was the dislike of the advertisements on the pages – for all three newspapers. The ads were described as too big, obtrusive and offensive. This finding is consistent with previous research that has shown advertisements as reason for not reading newspapers.[65] The advertisements created an unpleasant experience for a few because they could not stop noticing them as they turned the page. Several participants suggested moving the advertisements to the back of the section. A few countered by saying doing so would make the newspaper appear to have less content. Several participants spoke vehemently about the disruption of the ads on their experience of reading the newspaper. The participants recognized that advertisements allow the newspaper to be free, but they disrupted their reading experiences. A future study could include advertisements alongside editorial content to measure positive or negative emotion and its influence on what was read. This study looked specifically at editorial content, not advertisements.

In summary

The focus group findings showed how these young adults, regardless of age, wanted choice in their media consumption – through a table of contents front page, delivery options; a portable format to read at any time; even on getting multiple perspectives to make their own decision on a news story or issue. They want news presented differently – shorter with more of a focus on local news. The few differences that surfaced between the two groups were: the younger group tended to justify the coverage of negative news, while the older group wanted less of it; the older group noticed the sparse political coverage in the young adult newspapers, more so than the youngest age group; and a few participants in the younger group mentioned a wrap-up of stories to fill in news gaps they may have missed during this week. This last suggestion is

one of three values for following the news by these young participants: to not be ignorant of the news; to apply news to one's job; and to know news that directly affects them – all utility needs.

In the end, the answer to the question of whether these two groups should be studied separately is, it depends. Their ideal newspaper and critique of the youth newspaper are somewhat similar, with the exception of the want for more political news by the older age group. Dislike of reading and the effort to understand stories is an issue for the younger age group. The present study highlighted these differences, which can help future researchers when choosing age-appropriate samples for specific news media research. The news industry could greatly benefit from understanding these two age groups' uses and nonuses of print newspapers in shaping their news coverage and presentation of the news to satisfy these participants' wants and needs.

The largest downside of using focus group participants is that these findings cannot be generalized to the young adult population. However, they can provide a rich example of why a single group of participants choose not to read print and what it would take to get them to do so. More importantly, these findings are a starting point for future research. One factor that is important to consider when examining young adults' overall critiques of these youth newspapers is that the publication, location and the issue critiqued can play a role in their opinions.

The next section discusses findings from the experiment that attempted to test a few of the ideas and concerns raised in the focus group discussions: effort of reading (comprehension), snippets of information (informativeness), connecting readers to the news (relevance); and interest in hard news.

EXPERIMENT

Using the findings from the previous two methods as well as previous academic and industry results, this study experimented with storytelling device ideas that have never been tested in journalism research studies, with the exception of show writing. Also unique to this study is its focus on participants' expectations prior to reading news articles. For these reasons, this study broke new ground in research on young adults and their news reading experiences. Of the eight hypotheses for the experiment, one was fully supported and two were partially supported. Two research questions also were asked. The overall findings showed that the storytelling devices did not improve actual reading experiences, with the exception of perceived comprehension and text recall for one story. The storytelling devices, however, did improve experiences from expected to actual reading experience for the experimental group on a few factors. Surprisingly, the traditional news writing stories also showed a change from expected to actual reading experiences on one story: politics.

Comprehension

A major finding of the experiment showed the experimental group's perceived comprehension for the Supreme Court gun ruling story (alternative story form) was significantly higher than that of control group. The experimental group's story was chunked into parts in a question-and-answer format. This finding suggests that something in the "chunking" of the text made the story feel more comprehensible for the experimental group, for the facts remained the same in both the experimental and control stories. Did this positive experience result from reading the story in small doses? Did the look and feel of it create a sense of ease when reading? Participants were not asked to explain why they felt like they understood the story well, which makes pinpointing the

reason behind the cause challenging. Presenting stories in a different format got the experimental group's attention, as the manipulation check findings showed. Perhaps future experimental research that tests alternative ways of presenting textual stories can ask these deeper questions to get at the why. Other time-saving story devices for future researchers to examine include: summaries of stories posted above the full text of stories; brief news items with just the facts and no quotes; or short news items with online search keywords at the bottom, so audiences can get more information online if they want to. What each of these storytelling device ideas has in common is that they could potentially speed up reading time. In fact, a manipulation check question of the present study asked participants in both groups if they thought they could read through the Supreme Court ruling story quickly. On a five-point scale, the experimental group participants were more likely to score it as such than the control group. Future research that examines ways to make news stories more of a "quick read" should time readers of comparable speed when they read the piece to measure if these storytelling devices do indeed speed up reading time. Also, if "lack of time" is arguably the most cited reasons for not reading print newspapers, more ways to speed up and aid reading – i.e. news in smaller doses, summarized, given as highlights — is needed. A weakness to the perceived comprehension measurement is that the questions asked participants on a 7-point scale if the story was easy to understand or not easy to understand. This measurement does not actually measure comprehension, but perceived comprehension. There's a difference. How one *believes* they understood a story is not the same as how one actually understood it. The next finding, however, tried to measure comprehension using text recall.

A second major comprehension finding was that the experimental group had significantly higher text recall scores on the story context article (Fannie Mae and Freddie Mac) than the control group. This hypothesis was fully supported. For the

experimental version of this story, three devices were added – recent context, background information and a definition. What this finding suggests is that adding recent information (for those readers who may not have been following the story); explaining difficult concepts (to encourage understanding); and giving background information (to provide prior knowledge) added to what the experimental group took away from the story. A weakness in using these text recall questions, however, is that they too do not measure comprehension necessarily – did participants synthesize the information — instead it measured what they remembered facts-wise.

Storytelling devices

When determining how well the storytelling devices improved actual reading experiences on the variable they were meant to increase (i.e. relevance, interest, perceived comprehension and informativeness), all four hypotheses were not supported. In other words, for the experimental group, relevance was not higher on the relatedness story (politics); interest was not higher on the show article (state news); perceived comprehension was not higher on the story context article (business); and informativeness was not higher on the alternative story form (Supreme Court ruling) – when compared to the control group's actual reading experiences. The very thing that each of these storytelling devices was meant to do, did not happen, for these storytelling features did not add anything to actual reading experiences. What stayed the same in both versions of each story were the facts, regardless of any manipulation. What did change for three of the four stories was how the information was presented – a why-you-should-care box was added to the politics story (relatedness article); a human face was added to the state politics story (show article); text was chunked into parts for the Supreme Court ruling story (alternative story form article). No matter how differently the information

was presented, the findings showed no difference in actual reading experiences on the variables being examined for their respective stories.

At the start of the present experiment, participants were instructed to read the stories at a pace they would normally read an article and answer a few questions after each article. Perhaps these participants were reading the stories with the goal of remembering what they read, not necessarily for enjoyment or interest. However, improved text recall adds to prior knowledge. And prior knowledge and familiarity with a topic can add to interest in that topic later on. A 1994 experimental study conducted a similar study in that participants read passages from news articles, as well as passages from literary text.[66] The researcher found that those readers allocated different mental processing when reading different genres. In that study, readers who read the literary text constructed stronger representations of the general surface structure while readers of the news articles constructed stronger causal-situation representations. It is possible, the participants in the present study, all of whom were college students, may have been doing the same – reading the news stories with the goal of understanding the news, not enjoying it or connecting to it. In doing so, the possible strength of these storytelling devices did not come through. Also, a laboratory setting in an enclosed environment does not mirror a real-life setting, a disadvantage of an experiment. A second possible reason for the non-significant findings could be that the storytelling devices implemented were not affecting solely one dependent variable but a combination of dependent variables, or maybe not the dependent variable it was intended for. In other words, adding a why-you-should-care box, changing the age of the sources and adding a local dateline may be improving perceived comprehension and interest, but not relevancy. This was the case for the experimental group, whose perceived comprehension and interest ratings significantly increased from their expected reading experiences on the politics story. A third possible

reason for non-significant findings could be that while the manipulation checks showed a percentage of the experimental group had paid attention to the parts of the stories that had been manipulated, the devices were not enough on their own. Trying to improve the relevancy of story for young adults by changing the age of a source and adding a local dateline does not automatically make a story more relevant. Interest in a story can be both value triggered (when new information relates to a person's values, desires and preferences) or knowledge-triggered (when new information connects with prior knowledge).[67] These contributing factors – interest, prior knowledge, values — were not controlled for.

Expected reading experiences

While the previous finding showed the storytelling devices did not improve the actual reading experiences for the experimental group when compared to the control group – with the exception of perceived comprehension and text recall on the alternative story form article, some improvement did occur between expected reading experiences and actual reading experiences for the experimental group, a hypothesis that was partially supported. In other words, something happened within that nexus between expectations and actual experience for the experimental group. For the relatedness article (politics), perceived comprehension significantly increased as did interest. And for the alternative story form article, perceived comprehension increased significantly. Expectations play a critical role in the uses and gratifications approach model in that they help shape media choice and gratifications sought.[68] For example, people who want to know about the problems of subprime mortgage loans may choose to turn to a news medium they feel will explain it best. This human behavior is often based on past experiences, communication with others, and inferences and deduction – all of which influence expectations and future decisions. Scholars Philip Palmgreen and J.D. Rayburn

postulated that gratifications sought from the media are a function of people's beliefs, or expectations, and the affective evaluations they attached to media attributes.[69] Expectancies also are key to expectancy-value theory. Using this theory, people ask themselves "Can I do this task?" When applied to understanding hard news stories, readers may ask themselves this very question to determine if they will read a story.

In the present study's findings, participants in the experimental group believed the politics story would be less easy to understand and interesting than it actually was for them after reading it, according to a pre- and post comparison of their responses. What wasn't asked in this study was why these participants gave significantly lower scores on perceived comprehension and interest for a politics story in the first place. It can be argued that asking people what they expect a news story to be like based on the news topic (i.e. health care stances of Sens. Barack Obama and John McCain) may be somewhat difficult for them to answer. Topic interest can be elicited by a single word or a paragraph.[70] More research is needed to understand the expectations, or beliefs, that people, not just young adults, have prior to media exposure as well as how to operationally define these expectations. Because this study is exploratory in nature, the groups (experimental and control) were compared and examined separately to compare expected reading experiences and actual reading experiences. The one-group pre-questionnaire/post-questionnaire design has weak internal validity because there is no control group. This design increases the chances of other confounding variables, such as experimental isolation, maturation among participants (i.e. anxiety) or history (i.e. a feeling of wanting to finish the study), because there is no other group to compare it to.[71] However, a finding from this one-group pre-questionnaire/post-questionnaire design, in particular for the control group, suggests the possibility that the traditional news writing style, inverted pyramid, is experimental material on its own.

Inverted Pyramid style

In its traditional written form, news articles are stuffed with the facts at the start of stories and then these facts become less significant and then taper off, called inverted pyramid style. This writing style was, and still is, done for trimming purposes in newspaper and wire copy. The present study examined any changes from expected reading experiences and actual reading experiences and found one significant finding: Interest significantly increased from expected reading experiences to actual reading experiences for the relatedness article (politics) for the control group. The control group's version of the story was not manipulated. There are a couple of possibilities as to why this happened. First, these young adults were plugged into the 2008 U.S. presidential election already; three-fourths had either already voted or planned to vote in the November election, which took place the week after the experiment. Second, the influence of news media coverage outside this experiment may have hurt the internal validity of it. That being said, interest should have increased even more so for the experimental group because participants were randomly placed into groups. But it did not. This finding, however, extends previous research that shows young adults have a low interest in politics.[72] For these participants, they brought a low interest to the health care/politics story, but that situational interest increased when exposed to the story regardless of the writing.

A similar finding in favor of straightforward traditional news writing occurred for the control group when comparing its change from expected to actual reading experiences to the experimental group's change on the relatedness story (politics). Relevance significantly increased from expected to actual reading experiences for the control group but decreased, only slightly, for the experimental group. This study treated the traditional writing story as a base to start from, meaning a change from expected to actual reading

experiences was not supposed to happen for the control group. But change did occur. Stories for the control group were presented as is, with slight trimming. (The one exception was a sentence that was added to the show article story for the control group that was similar to the experimental group.) While these participants were randomly placed into the control or experimental group, more participants in the control group mentioned a personal link to the heath care/politics story than the experimental group after reading the story, according to the manipulation check findings. However, more participants in the experimental group could correctly state the age of the story's main source – who was younger at age 23 — and the dateline location — which was the city these participants lived in — more so than the control group. So attention to the facts age and location occurred, but these devices did not increase relevancy at all, neither did the Why-You-Should-Care box.

More research and testing are needed in examining the traditional style of newspaper writing on relevance, interest, comprehension and informativeness. For this study, this style of writing was not a strong base to start from for, as this study shows, change from expected to actual reading experiences did occur for non-manipulated stories written in this style. Also, future research should examine news stories that do not pertain to people's daily lives directly— like the nomination of a Supreme Court justice — to measure the impact of relatedness devices, i.e. age and locale.

Overall, this study showed that the storytelling devices played a small role between expected and actual reading experiences for the experimental group on two of the four stories. Perceived comprehension and text recall of the alternative story form article also were higher for the experimental group than the control group on actual reading experiences. These storytelling devices partially changed the reading experiences from expected experiences. This study has laid the groundwork for future research to

explore innovative ways to make news writing more digestible, interesting to read, relevant to lives yet still informative. Also, more research is needed on traditional news writing itself.

SUGGESTIONS FOR THE NEWS INDUSTRY

Based on the findings of this study and the results of previous research on young adults and their news interests, choices, uses and nonuses, the final section of this study offers ways for the industry to reach this audience, with the goal of keeping them.

Answering the why-should-I-care question

Making a news story relevant is not as easy as including younger sources or having a local dateline, as the non-significant experimental findings of this study showed. Making a news story relevant is not a new idea. Researcher Ruth Clark suggested this approach to the news industry in her 1979 study.[73] But what is not happening now is more journalists making the effort to connect the public to stories. That's not to say quoting younger sources or reporting from one's hometown do not make a difference, for these aspects might for certain news stories or topics; that was not the case for relatedness story in this study. So how can journalists make news stories, of little interest to young adults, more relevant? It starts with connecting the abstract or distant feeling with a person's life. In covering Judge Sonia Sotomayor's nomination for the U.S. Supreme Court, the first question on audiences' minds was, who is she? But the next question answered by journalists that same day should examine her viewpoints and previous rulings, and how they may influence future rulings on topics of interest to this age group — i.e. immigration or homosexuality, to name a few — essentially why someone should care whom the next U.S. Supreme Court justice is and how it ultimately could affect future rulings. Maybe the why-should-I-care device should not be as simple as breakout box

material for a story, as was done in this study, but should *be* the story. Although when reading the young adult newspapers in this story, participants repeatedly pointed out the breakout material, side notes, as something they read. Perhaps there is a good balance. Pulled out text, meaningful text, caught these focus group participants' attention – something print news and online news organizations should think about. More research is needed on defining relevance in regard to the connection young adults make with the news.

Know young adults' interests

As previous research shows, interest can be categorized as personal and situational. This study looked at both when it comes to young adults' news interests. Weather, crime, education, entertainment, the environment, and people in the community and Washington events are of interest to more than half of the youngest age group (18-24), according to this study's findings. Crime is the second most followed news topics by both the 18-24 and 25-29 age groups. Upon closer examination of their responses, these young adults do want to know what's happening in their neighborhoods, crime-wise, more so than what's happening across town. If they could type in their zip code and get crime news, they would, one participant said. But they still want positive news, too, like how they can help in their community. Perhaps this is why weekly newspapers were read more than any other type of print news, including magazines, across age groups. Could this be the trend of daily print newspapers soon; a once-a-week publication?

According to the focus group findings, both age groups (18-24 and 25-29) want to be in-the-know of what's new, especially in their communities – a new business, gadget, band, upcoming event. These are the kinds of stories several of the participants remember and talk about with friends and colleagues, and they also are the types of stories they prefer longer and more in-depth. Other stories they found interesting during their

critiques of the *210SA*, *Quick* and *RedEye* include stories about health, technology, best bets for the weekend, and the environment. Participants in every focus group praised the local listing of events in the young adult newspaper, which satisfied their need to know what's happening in their cities, socially.

Also, what is interesting in a story may be the very thing that drew the journalist to the story in the first place. For example, the present study took a news topic often considered of low interest — local government — and attempted to increase situational interest among young adults. In the experiment, a "human face," also called little person, big picture, was added to the state politics story for the experimental group. No significant findings were found for interest for the experimental group compared to the control group. But a manipulation check result, however, showed a percentage of the participants recalled a quote in the story that stood out for them. This result touches on the idea that what readers find interesting in a news article can be as small as a colorful quote or an unusual statistic. It may not be about the writing – what the experiment manipulated — but about a part of a story that a person took away after reading it. Both groups took away this same point of the story. The question journalists must ask is: what makes a story "interesting" or something readers will remember? The answer could be the very thing that drew the journalist to the story in the first place, meaning the selling point(s), or in this case the contradiction (i.e. adding more facilities when beds are empty). In other words, spelling out for the reader why a story is a story may bring about interest in something deemed uninteresting to begin with. Maybe what's most interesting is that colorful quote that journalists often save for the end of stories that could be moved to the beginning. Perhaps an example or metaphor that illustrates a point is what readers would find most interesting.

From the start, news organizations are faced with the hurdle of low-interest news topics – such as state politics. So to get young adults reading these stories more, journalists must get past this low-interest resistance by young adults already in place; a difficult, but not impossible task. Even the traditional news story – the one without a human face added — produced higher interest scores, which suggests that straight-forward writing, in this case, can increase interest levels for these participants. The key for journalist is focusing on what is new in the story, providing needed background information, and connecting the story to readers' lives and/or community.

Know their goals and worries, help them live their lives

If journalists want to better understand today's young adults, they should start with understanding their beliefs, worries and goals. In other words, get to know them. Who are today's young adults? They are the most diverse of any generation before them, a trait that lends itself to young adults being more open-minded about people of color; they are less cynical about the government compared to their grandparents and early Gen-X parents; they are more tolerant of people's sexual orientation and take a more non-violent stance in dealing with other countries; they have grown up with computers and the Internet as early as elementary school, but know technology's negatives, too; they worry about money —with the youngest age group stressed more about college, and under-35s concerned about careers; in their 30s, they start to worry about family and relationships; getting rich is a top goal, then, as they grow older, they turn to wanting to become a leader, helping others and becoming more spiritual. These topics point to how the news media could provide advice, information and guidance for young adults as they go through these life stages. The news media could give useful tips, explain difficult concepts or issues and report on the various dimensions, or breadth and depth, of each of these topics and life stages. By understanding their goals, journalists again can provide

information on how to help others versus talking about it; embrace religion stories; provide related and useful explanations on investing, savings, loans and purchasing. These are present and future news consumers, and ultimately the next leaders of the U.S. who will make public policy decisions based on their beliefs and values. Understanding this next-news audience can and should influence news coverage, especially in an age where news has become more specialized – both in print, on the radio, TV and online.

Explain the news

News organizations are notorious for writing to their audience for certain news topics. For example, audiences who are likely to read the business sections of newspapers or news sites tend to be older and more affluent. So already, editors of business sections are shutting out younger audiences from the very topic they worry about most and hope to gain more of: money. Business news editors don't want to "dumb" down news stories for an audience that may or may not read their content or out of fear of losing their loyal following. Future research should test this assumption: Would explaining and defining concepts for non-regular readers of business news frustrate business readers who may already know these concepts? If yes, is this loss worth the gain in new readers? If no, why would business editors be hesitant to try? Like young adults' want for effortless news reading, the act of explaining, providing a why-you-should-care element and/or an example takes effort on the journalists' part. Journalism has become effortless reporting. These story elements take considerable time to think about – connecting readers to stories. The "effort" of consuming the news should move away from audience members and back to journalists. Including these devices so that audiences can better relate to and understand stories should feel like work and effort to journalists. Unfortunately, the immediacy of online news has often replaced this part of the reporting. There's little time, on the journalists' part, to stop and think about making stories connect with audiences

and provide examples or metaphors that help them better understand complex topics. When young adults say reading news takes considerable effort, as many participants did in the focus groups, the news media are doing something wrong. And as more journalists enter the field, they are more educated and their writing reflects this, continuing this tradition of complicated writing.

According to the secondary data analysis findings, one out of five Americans ages 18-24 mentioned a dislike of reading or not being a reader as their reason for not reading a print newspaper — that is more than any other nonuse reason mentioned by this age group. So are these young adults turned off from reading news or reading in general? In 1982, young adults (18-34) had the highest literary reading rate (reading novels, plays, poetry and short stories) than any age group. Twenty years later, they had the lowest rate.[74] Why has reading for pleasure become more of a *past* time for younger Americans? Is it carving out time to read? The effort of reading? Has reading for school replaced reading for fun? Or is reading news in general boring? One third of the youngest American adults, ages 18-24, and almost half of those ages 25 to 29 say they enjoy keeping up with the news regularly, according to the present findings. Enjoyment was not mentioned as a value for following the news by any of the focus group participants. Following the news "sometimes" is the norm for most of this youngest age group; almost one out of five hardly ever or never follow it. Understanding the reasons behind this "effort or reading" issue is essential for both researchers and society, in general, for reading, in large part, is how knowledge, and interests, develops. This area of research relates to all fields of study.

One reason that hard news topics, like business, could be of low interest to young adults is that these stories often are written in a way that makes them difficult to understand; these stories have been called dry and less entertaining, and therefore quick

to lose readers' attention — the very thing that is essential to keep this age group tuning in. Two findings from the present study support this reasoning. First, the issue of newspaper writing being difficult to understand was raised several times during the focus group discussions in both age groups. "You shouldn't have to sit with a dictionary or thesaurus" a 20-year-old college student said. This feeling of effort – in understanding complex or difficult language — surfaced again in the experiment. When participants were asked whether they expected to have an easy or difficult time understanding a story about mortgage loan giants Fannie Mae and Freddie Mac their expectations were lower than their actual reading experiences. This expectation of hard-to-understand business stories illustrates how repeated experiences of feeling like one doesn't understand something can be reinforced, and could influence future actions.

Newspapers: Go local or go niche

The young adults interviewed in this study do want to know and learn about the community they live in, but more specifically about *their* part of town, not so much about what's happening across town. Interestingly, as the reach of news expands with technology, the young adult participants interviewed in this study want news specific to their location. Leave the global and national news for online, was the near consensus of these young adults. Several participants added a caveat to non-local news: if media outlets do cover national and world news, it should be major news events only, the ones people should know about, but cover it briefly. This reasoning is because most young adults interested in national or world news are turning to online or other electronic sources for it, not their local print newspaper. Local TV news is still the most tuned into news medium for all age groups, followed by cable news for the two youngest age groups, according to the secondary data analysis findings. For the young adult newspaper, the local events garnered much praise by most of the participants. Participants

in all eight focus groups referred to the young adult newspaper in their city as something they would pick up to know what's going on in their community. Here, the young adult newspaper is satisfying a need. Socializing with friends is an escape; reading print newspapers is not. These young adult newspapers have figured out how to carve a niche and satisfy this social need. The problem is, most major news media are trying to do it all – carry local, national and international news and be entertaining. These newspapers should pick what they do best – in these three newspapers, participants said, it was the local listings — and then do this well.

Several participants mentioned customized print newspapers that fit around their lifestyles and interests. Examples included: Choosing if they wanted a newspaper delivered the night before; determining how they wanted it delivered, with mail being a popular choice mentioned in nearly every group; picking where they want it delivered, with a handful suggesting at their workplace; and deciding what sections they wanted to read (i.e. sports and entertainment; local news only; the front page only; etc.) Print newspapers, as they are now, decide all of this for them. Once again, these responses on specialized media point to choice that these age groups want when it comes to news consumption. They want to decide when, how and where they will consume the news; they don't want the media to tell them.

In closing

This study started with a simple question: Will newspapers be around in 20 years? Their survival hinges on the next generation of news consumers, and more of today's young adults under 30 are not turning to print for their news. According to the present findings, if print newspapers are to survive, they must:

- Feel effortless to get and read
- Be search-friendly

- Produce specialized or niche content
- Allow for on-demand accessibility – any time, anywhere
- Explain the news by connecting to readers
- Work in conjunction with other media, versus competing
- Go portable in size
- Go local

These suggestions are based on the findings from this multi-method study that examined data from three national surveys, discussed media use and the news with more than 60 young adults in three cities; and experimented with storytelling devices to increase interest, comprehension, relevancy and informativeness. These ideas represent what the eight focus groups pictured when describing their "ideal" newspaper. These areas of change address the top nonuse reasons given by young audiences on why they do not read print newspapers – time, access, portability and convenience. And these suggestions could apply to any type of news media, not just print newspapers. Today's young adults have more news choices than any generation before them; they also have more ways of getting information quickly. These facts get quickly lost when scholars and the media industry talk about why fewer young adults are picking up print news. What often doesn't get said is fewer adults in every age group are reading print newspapers less.

Today's young adults hear about news, then Google it. They go to check their email, then stop and read the headlines on these portal sites. This is how many of the focus group participants, who have a strong interest in following the news, described their news consumption. News use is not premeditated for them. It's either right now or stumbled upon, and they are getting it from multiple sources. These ways of getting news is impetrative to understand. Most young adults interested in the news are not getting

their news from one single source. Many are turning to a single site that aggregates news from various sources.

Fulfilling a need of the audience is a major goal every news media outlet should have. In other words, each news station, newspaper, magazine, radio show, podcast or blog needs to find out what need it fulfills best in its specific community, and then do it well. Informing the public of the news is every news outlet's goal. This goal is outdated. The days of trying to do it all also are gone with the Internet. Multiple sources of news are the norm, especially for young adults. So the questions that news outlets need to ask themselves is: What are their audiences' needs? What need can they satisfy best? And can they commit themselves to doing it well? For example, a local TV station may cover local sports like no other station in town – game highlights, practices, profiles, behind he scenes, and players to watch. Local sports coverage is its niche. Local sports is where this station should put a large percentage of its resources and its staff; and it should be at the core of their business model, instead of trying to do it all.

This is the challenge that traditional news media face – how can a news medium stand apart with an increasing number of ways to get news? This answer lies in the very question: stand apart. To do this, the news media need to understand this audience – its beliefs, wants and needs. And then address them, in their own way. Here are a few inconsistencies with today's young adults and journalism: Today's young adults worry about money and want successful careers, but they have a low interest in business and financial news stories. Young adults do express an interest in politics, but many feel they don't have a voice when they read or watch the news. This next generation is the most college-educated of any generation, but a noticeable percentage do not like to read. Instead of blaming young adults for a low interest in business and political news or not enjoying reading, journalists should be asking themselves: What is the news media doing

that makes some of this demographic tune out? If newspapers want to be a player in this spectrum of news choices, they are going to have to work a lot harder and make drastic changes outlined in this study.

All hope is not lost for newspapers. They still have a purpose, but what that purpose is needs to change and become so specialized for that community or audience. It is about focus and knowing what an audience wants, not what the news industry thinks it wants. Print newspapers will not survive if they do not consider this next generation of news consumers in their long-term plans or make drastic changes, including those mentioned in the present study. Most young adults interested in the news are turning to local TV news or going online. Here, hope lies in newspapers' presence online. They just won't be called "newspapers" but something else. Online newspapers have reach, but unfortunately online – in regard to staffing and financial resources — has taken a backseat to the print medium. Give audiences, especially young adults, a reason to turn to a news medium, especially online.

Change is not happening soon enough, and the answers lie in the very demographic who will determine each of their fates: young adults.

---

[1] Seth C. Lewis, "Where Young Adults Intend to Get Their News in Five Years," *Newspaper Research Journal* 29, no. 4 (Fall 2008): 36-52; Cory L. Armstrong and Steve J. Collins, "Reaching Out: Newspaper Credibility among Young Adult Readers," *Mass Communication & Society* 12, no. 1 (January-March 2009): 97-114; Amy Zerba, "Narrative Storytelling: Putting the Story Back in Hard News to Engage Young Audiences," *Newspaper Research Journal* 29, no. 3 (Summer 2008): 94-102.
[2] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."
[3] Papacharissi and Rubin, "Predictors of Internet Use."
[4] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."
[5] Ibid; Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."

[6] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."; The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."
[7] Mindich, *Tuned Out: Why Americans under 40 Don't Follow the News*, 47-48.
[8] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."; The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."
[9] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."; Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."; Stone and Roger V. Wetherington Jr., "Confirming the Newspaper Reading Habit."; Renita Coleman and Maxwell McCombs, "The Young and Agenda-Less? Exploring Age-Related Differences in Agenda Setting on the Youngest Generation, Baby Boomers, and the Civic Generation," *Journalism & Mass Communication Quarterly* 84, no. 3 (Autumn 2007): 495-508; Putnam, *Bowling Alone: The Collapse and Revival of American Community*; Lauf, "Research Note: The Vanishing Young Reader, Sociodemographic Determinants of Newspaper Use as a Source of Political Information in Europe, 1980-1998."; Peiser, "Cohort Trends in Media Use in the United States."
[10] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."
[11] Stone and Roger V. Wetherington Jr., "Confirming the Newspaper Reading Habit."
[12] Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*; Howe and Strauss, *Millennials Rising: The Next Great Generation*; Arnett, *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*.
[13] Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*, 186, 206; Twenge, *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before*, 214.
[14] Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*, 303.
[15] Don Tapscott, *Grown up Digital: How the Net Generation Is Changing the World* (New York: McGraw Hill, 2009), 206; Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*, 279.
[16] Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*, 269, 72; Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."; The Pew Research Center For the People & The Press,

"Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."

[17] Morley Winograd and Michael D. Hais, *Millennial Makeover: Myspace, Youtube and the Future of American Politics* (New Brunswick, NJ: Rutgers University Press, 2008), 82; Twenge, *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before*.

[18] Twenge, *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before*, 104-09; Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*, 284.

[19] Twenge, *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before*, 79.

[20] Winograd and Hais, *Millennial Makeover: Myspace, Youtube and the Future of American Politics*, 5, 241; Twenge, *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before*, 5, 241.

[21] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."; Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."; Lipschultz, "The Nonreader Problem: A Closer Look at Avoiding the Newspaper."; Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers".

[22] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."

[23] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."

[24] The Readership Institute, "Minneapolis Star Tribune 'Experience Newspaper' Study," May 2005, http://www.readership.org/experience/experience_results.pdf.

[25] Bentley, "No Newspaper Is No Fun — Even Five Decades Later."; Katz, Blumler, and Gurevitch, "Utilization of Mass Communication by the Individual."; Berelson, "What 'Missing the Newspaper' Means."; Katz, Hass, and Gurevitch, "On the Use of the Mass Media for Important Things."

[26] McQuail, Blumler, and Brown, "The Television Audience: A Revised Perspective."; Lain, "Steps toward a Comprehensive Model of Newspaper Readership."

[27] de Bock, "Gratification Frustration During a Newspaper Strike and a Tv Blackout."

[28] Mindich, *Tuned Out: Why Americans under 40 Don't Follow the News*, 37-39, 60-66.

[29] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment," 31.

[30] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep," 24; Lipschultz, "The Nonreader Problem: A Closer Look at Avoiding the Newspaper."; Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."; Zerba, "Physical

News: Why Some Young Adults Don't Read Newspapers"; Amy Zerba, "Are Reasons for Not Reading News Medium Specific?," in *Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication* (Chicago: University of Texas at Austin, August 2008).

[31] Project for Excellence in Journalism, "State of the News Media 2007."

[32] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."

[33] Tapscott, *Grown up Digital: How the Net Generation Is Changing the World*, 34.

[34] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."

[35] Wartella, "Newspapers and Citizenship: Young Adults' Subjective Experience of Newspapers."; Zerba, "Growing up with Parents Who Read and Watch the News: What Is the Effect on College Students?"; Zerba, "Newspapers and Routine Images Young Adults Attach to Them."

[36] Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers"; Zerba, "Are Reasons for Not Reading News Medium Specific?."

[37] Clark, "Changing Needs of Changing Readers."; Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep," 24; Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers"; Zerba, "Are Reasons for Not Reading News Medium Specific?."

[38] Clark, "Changing Needs of Changing Readers."; Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep," 24; Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."; Zerba, "Are Reasons for Not Reading News Medium Specific?."

[39] Danielson and Bryan, "Readability of Wire Stories in Eight News Categories."; Johns and Wheat, "Newspaper Readability."; Razik, "A Study of American Newspaper Readability."

[40] Schunk, Pintrich, and Meece, *Motivation in Education: Theory, Research and Applications*, 44.

[41] Wartella, "Newspapers and Citizenship: Young Adults' Subjective Experience of Newspapers."

[42] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep," 24; Lipschultz, "The Nonreader Problem: A Closer Look at Avoiding the Newspaper."; Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."

[43] Hicks, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*, 185; The Pew Research Center For the People & The Press, "A Portrait of 'Generation Next' How Young People View Their Lives, Futures and Politics," 30.

[44] Zukin et al., *A New Engagement: Political Participation, Civic Life, and the Changing American Citizen*, 34-35.
[45] Lee, "Media Effects on Political Disengagement Revisited: A Multiple-Media Approach."; Shah et al., "Nonrecursive Models of Internet Use and Community Engagement: Questioning Whether Time Spent Online Erodes Social Capital."
[46] Elden Rawlings, "What Editors and Young People Think of Newspapers: Testing a Method for Measuring Reader Expectations," *Newspaper Research Journal* Prototype Edition (April 1979): 23-29.
[47] Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers", 9.
[48] Amy Zerba, "Reaching Young Adults Begins with Change," in *Women, Men and News: Divided and Disconnected in the News Media Landscape*, ed. Paula Poindexter, Sharon Meraz, and Amy Schmitz Weis (New York: Routledge, 2008), 170; Kanaley and Heavens, "Fannie, Freddie: Housing Bedrock; They Hold or Insure Half of Mortgages. Here's How the Government Is Helping Them Weather the Crisis."
[49] Project for Excellence in Journalism, "The State of the News Media 2005," 2005, http://www.stateofthenewsmedia.org/2005/ (accessed October 25, 2007).
[50] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."
[51] Ibid.
[52] Flowerday, Schraw, and Stevens, "The Role of Choice and Interest in Reader Engagement."
[53] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep."; Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers"; Zerba, "Are Reasons for Not Reading News Medium Specific?."; Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."
[54] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."
[55] The Pew Research Center For the People & The Press, "News Audiences Increasingly Politicized: Online News Audience Larger, More Diverse."
[56] Atkin, Burgoon, and Burgoon, "How Journalists Perceive the Reading Audience."
[57] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."; Ruth Clark, "Changing Needs of Changing Readers," May 1979.
[58] The Pew Research Center For the People & The Press, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment."
[59] Putnam, *Bowling Alone: The Collapse and Revival of American Community*.

[60] CIRCLE: The Center for Information & Research on Civic Learning and Engagement, "Turnout by Education, Race and Gender and Otehr 2008 Youth Voting Statistics," November 2008, http://www.civicyouth.org/?p=324 (

[61] U.S. Census Bureau U.S. Department of Commerce, "Voting and Registration in the Election 2008."; U.S. Census Bureau, "Voting and Registration in the Election of November 2004."; Putnam, *Bowling Alone: The Collapse and Revival of American Community*.

[62] U.S. Census Bureau American Fact Finder, "2005 American Community Survey Geographic Mobility by Selected Characteristics in the United States."

[63] Zukin et al., *A New Engagement: Political Participation, Civic Life, and the Changing American Citizen*.

[64] Arnett, *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*; Howe and Strauss, *Millennials Rising: The Next Great Generation*.

[65] Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep," 24; Poindexter, "Daily Newspaper Non-Readers: Why They Don't Read."

[66] Zwaan, "Effect of Genre Expectations on Text Comprehension."

[67] Hidi and Baird, "Strategies for Increasing Text-Based Interest and Students' Recall of Expository Texts."

[68] Katz, Blumler, and Gurevitch, "Utilization of Mass Communication by the Individual."

[69] Palmgreen and II, "An Expectancy-Value Approach to Media Gratifications," 64.

[70] Ainley, Hidi, and Berndorff, "Interest, Learning and the Psychological Processes That Mediate Their Relationship."

[71] Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Designs for Research* (Chicago: Rand McNally and Co., 1967).

[72] The Pew Research Center For the People & The Press, "News Audiences Increasingly Politicized: Online News Audience Larger, More Diverse."; U.S. Census Bureau, "Voting and Registration in the Election of November 2004."; Zerba, "Physical News: Why Some Young Adults Don't Read Newspapers".

[73] Clark, "Changing Needs of Changing Readers."

[74] National Endowment for the Arts, "The Arts and Civic Engagement: Involved in Arts, Involved in Life."

Appendix 1: Example of flier for recruiting focus group participants

Front

[newsmediaresearch.com]

chicago • dallas • **san antonio**

Earn $50 in two hours

what: We want to hear about your news media habits — how you get and don't get your news. Come share your opinions with others your age who have similar news media habits as you. If you qualify and participate in the small group discussion, you will receive $50 in cash. It's that easy.

about the research: I am a University of Texas at Austin graduate student who is studying the news media habits of young adults. I am not trying to sell you anything. This research has been approved by The University of Texas at Austin. Your responses and any contact information will be kept confidential.

do you qualify? To see if you qualify for the small group discussion in your area, please go to **www.newsmediaresearch.com** and answer nine questions. You must be between the ages of 18 to 29.

a bonus: One person who completes the questionnaire will be randomly selected to receive a $25 gift certificate to Amazon.com or Best Buy, your choice. You do not have to qualify for the future group discussion ($50) for the chance at this gift certificate bonus.

small group discussion: For info on the discussion date, time and site in San Antonio, go to www.newsmediaresearch.com.

info? email azerba@mail.utexas.edu

Back

[newsmediaresearch.com]

2008 calendar

january						
su	m	tu	w	th	f	sa
		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		

february						
su	m	tu	w	th	f	sa
					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	

march						
su	m	tu	w	th	f	sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

april						
su	m	tu	w	th	f	sa
		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			

may						
su	m	tu	w	th	f	sa
				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

june						
su	m	tu	w	th	f	sa
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					

july						
su	m	tu	w	th	f	sa
		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		

august						
su	m	tu	w	th	f	sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

september						
su	m	tu	w	th	f	sa
	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				

october						
su	m	tu	w	th	f	sa
			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	

november						
su	m	tu	w	th	f	sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24	25	26	27	28	29

december						
su	m	tu	w	th	f	sa
	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			

Appendix 2: Web site for focus group participation

file:///amyzerba/Users/amyzerba/Desktop/documents/newsmediaresearch/questionnaire.htm

Getting Started Latest Headlines

[newsmediaresearch.com]

home survey chicago dallas san antonio the researcher

survey :: do you qualify?

Please answer the following nine questions to see if you qualify for the two-hour small group discussion that pays $50 for participating. The answers and contact information you provide here will be kept confidential and used only by the researcher. As a bonus, one person will be randomly chosen to receive a $25 gift card to Best Buy or Amazon.com, your choice, for taking the survey. You do not have to qualify for the small group discussion study ($50) to have a chance at this bonus gift card.

1. What city do you live in?

- chicago
- dallas
- san antonio

2. In a typical week, how often would you say you read a daily print newspaper (not a college print newspaper)?

- no days
- 1 day a week
- 2 days a week
- 3 days a week
- 4 days a week
- 5 days a week
- 6 days a week
- Every day

3. In a typical week, how often would you say you read the weekly 210SA print newspaper?

- no days
- 1 day a week
- 2 days a week
- 3 days a week
- 4 days a week
- 5 days a week
- 6 days a week
- Every day

4. How interested are you in keeping up with the news?

- Not at all
- Not much
- Some
- A lot

5. What is your age?

6. What is your gender?

- female
- male

7. If you qualify, would you be interested in participating in a group discussion with other local young adults who answered the above questions similar to you? You would receive $50 cash for participating in the two-hour small group discussion. Dinner will be provided. You also would be helping a University of Texas at Austin graduate student with her dissertation research. Would you be interested in participating in this discussion?

- Yes
- No

8. Please provide the best way to reach you if you are selected for the $25 Amazon.com or Best Buy gift certificate for completing this survey. One person will be randomly chosen. Also, this contact information will be used if you are interested in participating in the future small group discussion (question 7). This information will not be shared with anyone and will be kept confidential.

name first and last name

email

phone xxx-xxx-xxxx (optional)

9. At what location did you learn about this discussion group project?

- Craigslist
- Restaurant / bar
- Library
- Recreation center
- Coffee house

Submit questionnaire Submit

Appendix 3: Example of a version of the Craigslist.com job ad posting

GET PAID TO SHARE YOUR OPINIONS

We want to hear about your news media habits, that is how you get and do not get your news. Come share your opinions with others your age who have similar news media habits and or non-news habits as you. If you qualify and participate in the small group discussion, you will receive fifty dollars in cash on site. I am not trying to sell you anything. I am a graduate student at the University of Texas at Austin who studies young adults and their news media nonuse and use. I want to hear your opinions in response to simple questions in a casual group setting of eight to ten people. This research has been approved by The University of Texas at Austin and is conducted in partnership with the San Antonio Express News. You must be between the ages of 18 to 29 to participate.

To see if you qualify for the small group discussion that will be held on Saturday, April 12 in downtown San Antonio, please reply to this posting and I will send you a link to a short questionnaire of eight questions. Again, you must be between the ages of 18 to 29 to take the survey. A bonus: One person will be randomly selected to receive a gift certificate to Best Buy or Amazon dot com, your choice, just for taking the online survey. You do not have to qualify or participate in the small group discussion to be considered for this gift certificate.

Appendix 4: Recruitment/screener questionnaire for San Antonio

Name and Phone Number called _____

Hello, my name is _____ and I'm calling from _____. We're looking for young adults in the San Antonio area to participate in a study that involves discussing your news interests – that is what interests you news-wise, where you get your news and where you do not get your news. You would get paid $60 cash for taking the time to participate in a small, very casual group discussion with other San Antonio residents your age. Just so you know, this research has the approval of the University of Texas at Austin and is conducted in partnership with the San Antonio Express-News.

I have just a few questions to see if you are a match for this study. Would you mind answering a few, short, very easy questions?

(Age: Recruit one-half 18-24, one-half 25-29)

Are you between the ages 18-29? (Terminate if not between 18-29).

2. Are you taking any college courses at the present time?
(Please recruit only one-third *or less* of college students)

3. In a typical week, how often would you say you read a daily PRINT newspaper? (If college student add: This does not include a printed college newspaper.)

Never or seldom
1 to 2 days a week (Terminate if he/she reads 1 to every day a week)
3 to 4 days a week
5 to 6 days a week
Every day

4. In a typical month, how often would you say you read the print version of 210SA, the weekly newspaper here in San Antonio?

Never or Seldom
Once a month
Two or three times a month (Terminate if he/she reads twice to every week)
Every week

5. How interested are you in keeping up with the news?

A lot
Some
Not much (terminate if he/she is "not much" or "not at all" interested)
Not at All

6. And may I ask your age? _____

Congratulations. You are a match for the type of person this researcher is looking to hear from. The small group discussion will be two hours on Saturday, June 7 from [11:30 a.m.-1:30 p.m. if between the ages of 25-29] or [2:30 p.m.-4:30 p.m. if between ages 18-24] at the Central Library in downtown San Antonio. The group discussion involves talking about your news interests and how you get your news and how you do not. Again, you will be with other people your age who answered these questions similar to you. Since we will be sending you a letter confirming the time, date and location of the discussion, I will need your name, address and phone number. This information will not be shared with anyone.

Name (CHECK SPELLING) _____
Address: _____ Unit No. _____
City: _____ Zip Code: _____
Best phone number to reach you: _____

We will also call to remind you about the group discussion on Saturday, June 7. What is the best time of day to call you at this number?

_____

Thank you very much for agreeing to participate. We look forward to hearing your opinions about your news interests and how you get your news and how you do not.

Appendix 5: Recruitment/screener questionnaire for Dallas

Name and Phone Number called _____

Hello, my name is _____ and I'm calling from _____. We're looking for young adults in the Dallas area to participate in a study that involves discussing your news interests – that is what interests you news-wise, where you get your news and where you do not get your news. You would get paid $60 cash for taking the time to participate in a small, very casual group discussion with other Dallas residents your age. Just so you know, this research has the approval of the University of Texas at Austin and is conducted in partnership with The Dallas Morning News.

I have just a few questions to see if you are a match for this study. Would you mind answering a few, short, very easy questions?

(Age: Recruit one-half 18-24, one-half 25-29)

Are you between the ages 18-29? (Terminate if not between 18-29).

2. Are you taking any college courses at the present time?
(Please recruit only one-third *or less* of college students)

3. In a typical week, how often would you say you read a daily PRINT newspaper? (If college student add: This does not include a printed college newspaper.)

Never or seldom
1 to 2 days a week (Terminate if he/she reads 1 to every day a week)
3 to 4 days a week
5 to 6 days a week
Every day

4. In a typical month, how often would you say you read the print version of Quick, the weekly newspaper here in Dallas?

Never or Seldom
Once a month
Two or three times a month (Terminate if he/she reads twice to every day)
Every week

5. How interested are you in keeping up with the news?

A lot
Some
Not much (terminate if he/she is "not much" or "not at all" interested)
Not at All

6. And may I ask your age? _____

Congratulations. You are a match for the type of person this researcher is looking to hear from. The small group discussion will be two hours on Saturday, May 3 from **[11:30 a.m.-1:30 p.m. if between the ages of 25-29]** or **[2:30 p.m.-4:30 p.m. if between ages 18-24]** at the Central Library downtown on Young Street. The group discussion involves talking about your news interests and how you get your news and how you do not. Again, you will be with other people your age who answered these questions similar to you. Since we will be sending you a letter confirming the time, date and location of the discussion, I will need your name, address and phone number. This information will not be shared with anyone.

Name (CHECK SPELLING) _____
Address: _____ Unit No. _____
City: _____ Zip Code: _____
Best phone number to reach you: _____

We will also call to remind you about the group discussion on May 3. What is the best time of day to call you at this number?

_____

Thank you very much for agreeing to participate. We look forward to hearing your opinions about your news interests and how you get your news and how you do not.

Appendix 6: Recruitment/screener questionnaire for Chicago

Name and Phone Number called _____

Hello, my name is _____ and I'm calling from _____. We're looking for young adults in the Chicago area to participate in a study that involves discussing your news interests – that is what interests you news-wise, where you get your news and where you do not get your news. You would get paid $75 cash for taking the time to participate in a small, very casual group discussion with other Chicago residents your age. Just so you know, this research has the approval of the University of Texas at Austin and is conducted in partnership with The Chicago Tribune's *RedEye*.

I have just a few questions to see if you are a match for this study. Would you mind answering a few, short, very easy questions?

(Age: Recruit one-half 18-24, one-half 25-29)

Are you between the ages 18-29? (Terminate if not between 18-29).

2. Are you taking any college courses at the present time?
(Please recruit only one-third *or less* of college students)

3. In a typical week, how often would you say you read a daily PRINT newspaper? (If college student add: This does not include a printed college newspaper.)

Never or seldom
1 to 2 days a week (Terminate if he/she reads 1 to every day a week)
3 to 4 days a week
5 to 6 days a week
Every day

4. In a typical month, how often would you say you read the print version of *RedEye,* the weekly newspaper here in Chicago?

Never or Seldom
One day a week
Two or three days a week (Terminate if he/she reads 2 days or more)
Four or more days a week

5. How interested are you in keeping up with the news?

A lot
Some
Not much (terminate if he/she is "not much" or "not at all" interested)
Not at All

6. And may I ask your age? _____

Congratulations. You are a match for the type of person this researcher is looking to hear from. The small group discussion will be two hours on Saturday, May 17 from **[11:30-1:30 p.m. if between ages 25-29]** or **[2:30-4:30 p.m. if between the ages of 18-24]** at the Chicago Public Library at 400 South State Street downtown. The group discussion involves talking about your news interests and how you get your news and how you do not. You will be with other people your age who answered these questions similar to you. After participating in the two-hour discussion, you will receive $75 cash on site as a thank you for your time. Since we will be sending you a letter confirming the time, date and location of the discussion, I will need your name, address and phone number. This information will not be shared with anyone.

Name (CHECK SPELLING) _____
Address: _____ Unit No. _____
City: _____ Zip Code: _____
Best phone number to reach you: _____

We will also call to remind you about the group discussion on Saturday, May 17. What is the best time of day to call you at this number?

_____

Thank you very much for agreeing to participate. We look forward to hearing your opinions about your news interests and how you get your news and how you do not.

If you have any questions, there is a Web site you can go to called www.newsmediaresearch.com that can answer any questions you may have about the study.

Appendix 7: Confirmation letter to San Antonio participants

«Title»«First_Name»«Last_Name»
«Address_Line_1»
«City»«State»«ZIP_Code»

Dear «Title»«Last_Name»:

Thank you for accepting our invitation to participate in our research study regarding your news media interests, habits and non-habits. This study has been approved by the University of Texas at Austin and is conducted in partnership with the San Antonio Express-News.

Creative Consumer Research (CCR) is a company that specializes in recruiting groups of people for informal studies on various products or services. We subscribe to the code of ethics of the Market Research Association and maintain careful procedures to assure confidentiality, anonymity, privacy, and the highest standards in our methods of collecting data of all kinds. At no time will you be asked to purchase or endorse a product or service.

Specific information is as follows:

LOCATION: Central Library, 600 Soledad Street, Room 6.3 sixth floor
DATE: Saturday, June 7, 2008
TIME: 11:15 a.m.-1:30 p.m. for participants ages 25-29 **
2:15 p.m.-4:30 p.m. for participants ages 18-24 **
INCENTIVE: $60 cash
PARKING: Central Library garage on Soledad Street. Take ticket for reimbursement.

STUDY WEBSITE: Want study info/map to library? Visit www.newsmediaresearch.com.

* It is important that you participate during the designated time for your age group for research purposes. We will double check birth years on your ID. **

** If you arrive late, you will not be able to participate in the discussion and will not receive the incentive, so please give yourself enough travel time.

Please <u>DO NOT BRING GUESTS OR CHILDREN</u> as they cannot be admitted to the discussion and you will not be allowed to participate or receive an incentive.

We will confirm your attendance 24 to 48 hours prior to the discussion. If you are away from your phone, please call in to confirm; otherwise, you may be considered canceled.

For security reasons, we will ask to see your photo identification with date of birth, such as a valid drivers license. Finally, if you have any questions, please call us at 520-7025.

Thank you for participating in our research study. We look forward to meeting you.

Sincerely,

Miguel Pantoja,
Manager

Directions to Central Library in San Antonio (Library Phone: 210-207-2500)

The brightly colored building of the downtown library is bordered by Soledad, Navarro, Augusta and Giraud streets, a half-block north of the River Walk. It is adjacent to Baptist Medical Center and Fox Tech High School.

The Room: The room is on the library's sixth floor, 6.3. When you enter the main lobby/entrance from the garage, take an immediate right. Look for the "News Media Focus Group" sign in the main lobby pointing to the elevator. You will want to take the elevator in the Gallery, which will be on your left in a small hallway. Take this elevator to the sixth floor. Make a right out of the elevator and the room is straight ahead. 6.3.
Parking: The Central Library garage is located on the south side of the library and the entrance is on Soledad Street. Please take a garage ticket when you enter, and bring it with you to the discussion so that we may give you a parking voucher. We cannot pay for your parking if you park elsewhere.

DIRECTIONS FROM NORTH, NORTHEAST or NORTHWEST San Antonio
Via US-281 S: Exit IH-35 S. Exit upper level at Brooklyn/McCullough. Take access road to Main. Left on Main. Left on first street after bank (Giraud). Left at stop sign.
Via IH-35 South: Take lower level to Lexington/Main/San Pedro exit. Take access road to Main. Left on Main. Left on first street after bank (Giraud) Left at stop sign.
Via IH-10 East: Exit IH-35 N to Austin. Exit Brooklyn/McCullough. Right on McCullough, 0.3 miles to Augusta St. Right on Augusta to library.

DIRECTIONS FROM SOUTH, SOUTHEAST or SOUTHWEST San Antonio

Via US-281/IH-37 North: Exit Commerce. Left on Commerce, 0.3 miles to Soledad. Right on Soledad to library.

Via IH-10 West: Exit 37 N. Use directions for 281/37 North, above.

IH-10 W: Exit 37 North. Use directions for 281/37 North, above.

Via IH-35 North: Exit lower level at San Pedro/Main. Right at second intersection (Main). Left on first street after bank (Giraud). Left at stop sign.

Via US-90: Exit IH-35 N. Use directions for IH-35 North, above.

Appendix 8: Confirmation letter to Dallas participants

Date: Saturday, May 3, 2008
Time: 11:30 a.m. to 1:30 p.m. for those ages 25-29*
2:30 p.m. to 4:30 p.m. for those ages 18-24*
We ask that you arrive 10-15 minutes early, please **
Where: J. Erik Jonsson Library, the downtown library, at 1515 Young Street.

* It is important that you come during the time set aside for your age group for research purposes. Birth years on your ID will be checked at check-in.

**If you arrive late, or if you are not on our list of respondents, you will not be able to participate in the discussion and will not receive the incentive. The discussion starts promptly at the designated time.

Please do not bring guests or children, as they cannot be admitted to the discussion.

Location: The downtown library at 1515 Young Street is located at the corner of Young and Ervay streets, across from City Hall. The entrance to the underground parking garage is located on the Wood Street side of the building. The library phone number is 214-670-1433. Directions to the library are attached.

Room. We will be hosting the small group discussion in the McDermott Room on the eighth floor of the library. Take the main elevator up to the eighth floor. Exit the elevator hallway and take a left. Walk about 40 feet. Go around the information desk and turn right. The glass-office room is tucked away in the corner.

Parking. Your parking in the underground garage at the library will be paid for. The garage is next to the former Federal Reserve Bank parking lot on the back side of the Urban Market. Wood Street runs one-way going east. To enter the garage, use the first ramp; the second ramp is an exit and the third ramp is the loading dock. Please enter the garage and take a parking ticket when you enter. Bring that parking ticket to the group discussion and we will validate it for you.

Site: For more information about the study, please visit www.newsmediaresearch.com

Directions to J. Erik Jonsson Library, the downtown library, at 1515 Young Street

FROM NORTH

From North Dallas From Central Expressway (US 75)

1. Take Central Expressway south.
2. Make a left exit to Downtown/Live Oak St.
3. Turn right on Live Oak St.
4. Turn left on St. Paul.
5. Turn right on Jackson and then turn left on Akard St.
6. Turn left on Wood St.
7. Turn right into the underground parking garage.

From I-35 (Stemmons Freeway)

1. Take I-35/Stemmons Freeway south.
2. Exit at #429A (to I-45 Houston).
3. Exit right at Field St./Griffin St. and follow Griffin.
4. Proceed through downtown, past the Earle Cabell Federal Bldg. and McDonald's.
5. Turn left on Wood St.
6. Proceed through several lights until you pass Akard St.
7. Turn right into the underground parking garage.

From Dallas North Tollway

1. Take the Tollway south through the last toll booth.
2. Move to the left and proceed on Harry Hines toward Dallas
3. Veer right onto Field St.
4. Veer right onto Griffin St.
5. Take Griffin past the Earle Cabell Federal Bldg. and McDonald's.
6. Turn left on Wood St.
7. Proceed through several lights until you pass Akard St.
8. Turn right into the underground parking garage.

From SMU

1. Take Hillcrest/Abbott to Harvard and left on Harvard.
2. Turn right on Cole.
3. Proceed south on Cole/Carlisle to Cedar Springs.
4. Turn left on Cedar Springs, follow overhead downtown signs across Harry Hines to Field.
5. Turn left on Field St.
6. Veer onto Griffin St. and pass the Earle Cabell Federal Bldg. and McDonald's.
7. Turn left ontWood St.
8. Proceed through several lights until you pass Akard St.
9. Turn right into the underground parking garage.

From Ross Ave. / Live Oak St. / Elm St. or Mckinney Ave.

1. Proceed toward downtown on Ross, Live Oak, Elm or McKinney.
2. Turn left on St. Paul.
3. Proceed to Jackson and turn right.
4. Turn left on Akard St.
5. Turn left on Wood St.
6. Turn right into the underground parking garage.

FROM SOUTH

From Oak Cliff (I-30 / R. L. Thornton Freeway)

1. Take I-35 North
2. Veer onto I-30 East and take the right exit onto Griffin St.
3. Following signs to Griffin, pass through Convention Center (a tunnel through the building).
4. Proceed on Griffin St. and turn right on Wood St.
5. Proceed through several lights until you pass Akard St.
6. Turn right into the underground parking garage.

From I-45 & Hwy 175 / Hawn Freeway

1. Take I-45 North.
2. Exit from right lane to I-30 West.
3. Take I-30 West and exit from right lane at Ervay/Downtown.
4. Turn right on Ervay St. and proceed past the library to Jackson St.
5. Turn left on Jackson St.
6. Turn left on Akard St.
7. Turn left on Wood St.
8. Turn right into the underground parking garage.

FROM THE EAST

From East Dallas (I-30 / R. L. Thornton Freeway)

1. Take I-30 West and exit left onto Ervay St.
2. Follow the access road and, at the second traffic light, turn right on Ervay St.
3. Proceed on Ervay past the library and turn left at Jackson St.
4. Turn left on Akard St.
5. Turn left on Wood St.
6. Turn right into the underground parking garage.

From Garland Rd. (South of White Rock Lake Spillway)

1. Pass the spillway and turn right on Gaston Rd.
2. Proceed past Baylor Medical Center and turn left on Hawkins St..
3. Turn right on Elm.

4. Turn left on St. Paul.
5. Turn right on Jackson.
6. Turn left on Akard St.
7. Turn left on Wood St.
8. Turn right into the underground parking garage.

FROM THE WEST

From Ft. Worth & Mid-Cities (I-30 / Tom Landry Freeway)

1. Take I-30 east to Dallas. As you approach downtown, take the Downtown/Commerce exit (second lane to left). Stay on Commerce.
2. Turn right on Griffin St.
3. Turn left on Wood St.
4. Proceed through several lights until you pass Akard St.
5. Turn right into the underground parking garage.

Appendix 9: Confirmation letter to Chicago participants

Act One Research Services, Inc.

Ph# 312-266-8000 • Fax 312.266.8855

Thank you for agreeing to join in on this market research focus group.

Date: Saturday, May 17, 2008
Time: 11:15 a.m. to 1:30 p.m.
Incentive: $75.00

Location- Harold Washington Library Center at 400 South State Street (312) 747-4300, Room 8S14 & 15
http://www.chipublib.org/branch/details/library/harold-washington/p/Directions/

If you arrive late, or if you are not on our list of respondents, you will not be able to participate in the discussion and will not receive the incentive. The discussion starts promptly at the designated time.

Please do not bring guests or children, as they cannot be admitted to the discussion.

Location: The downtown central library at 400 South State Street is located at the corner of East Van Buren Street and South State Street. Directions to the library via the "L" are below.

Room. We will be hosting the small group discussion in Meeting Room 8S14 & 15. The room is on the eighth floor of the library, the Visual and Performing Arts floor. When you enter the library from State Street, take the escalator in the main lobby to the third floor. Once on the third floor, take the main elevator to the eighth floor. When you get off the elevator on the eighth floor, walk straight ahead toward the back wall. You'll pass the information desk on your left and rows of music records on your right. Take a right at the back wall walkway. The room will be at the end of the hall on your right. Rooms 14 and 15.

Directions (take the L): The most convenient and cost-effective way to get to the downtown public library is to take the L. If you do drive, parking at a nearby lot will cost you at least $10. The group discussion is two hours, but if you drive, allow yourself 15 minutes for walking to the lot and finding the meeting room.

Orange, Pink, Brown, Purple lines: Get off at Library stop. Exit toward State Street. Go straight and the red brick library building will be on your right at the Van Buren and State intersection. The library entrance is on State Street.

Blue line: Get off at Jackson stop. Exit toward Van Buren. When you exit this direction, you'll actually be on Dearborn Street. Walk to Van Buren Street just ahead and take a left. The library will be a couple blocks on right, on the corner of Van Buren Street and State Street. The entrance to the library is on State Street, diagonal from Panera Bread.

Red line: Get off at Jackson stop. Exit toward Van Buren Street. This exit will bring you out on State Street and you'll see the red brick library in front of you. Walk down State Street and cross Van Buren Street to get to the library entrance on State.

Researcher's phone number on May 17, 2008: 512-699-2347

Web site: Want to know more about the study? Visit www.newsmediaresearch.com

Please remember to bring government issued photo I.D. Your participation is very important to us. If you must cancel please contact our office as soon as possible so we may have opportunity to replace you, 312-266-8000. Please do not send anyone in your place. And please be punctual. If you do not arrive in time for the beginning of the study you cannot participate and you will not receive an incentive.

This study is for research purposes ONLY and is not a solicitation for business or an attempt to sell you anything. Your opinions will be kept strictly confidential and no personal information, nor proprietary information on your company will be collected.

Thanks again
Act One Research

Appendix 10: Focus group questionnaire

Your FIRST name _____ Your age _____

San Antonio: June 7, 2008

I. ONLINE NEWS

1. In a typical week, how often would you say you read stories on news Web sites? Please circle your answer.

a. No days
b. One day
c. Two days (skip to Q3)
d. Three days (skip to Q3)
e. Four days (skip to Q3)
f. Five days (skip to Q3)
g. Six days (skip to Q3)
h. Every day (skip to Q3)

2. If you answered no days or 1 day to the above question, what would you say is the primary reason you don't read stories on news Web sites regularly? (Then skip to Q4)

3. If you answered 2 or more days to the first question, what would you say is the primary reason you like reading stories on news Web sites? Please explain. Also, what site do you go to most for news?

II. TELEVISION NEWS

4. In a typical week, how often would you say you watch TV news? Please circle your answer.

a. No days
b. One day
c. Two days (skip to Q6)
d. Three days (skip to Q6)
e. Four days (skip to Q6)
f. Five days (skip to Q6)
g. Six days (skip to Q6)
h. Every day (skip to Q6)

5. If you answered no days or one day in the above question, what would you say is the primary reason you don't watch TV news?

6. If you answered two days or more to question 4, what would you say is the primary reason you like watching TV news? Explain. Which type of TV news do you watch the most – local news, network news (ABC, NBC, CBS), cable news (CNN, FOX, MSNBC)?

III. OTHER MEDIA USE

7. How often do you watch, listen or read certain TV, radio and print media? For each program, circle the number that best describes you.

	Never	Hardly Ever	Sometimes	Regularly
Watch the national nightly network news on CBS, ABC or NBC	1	2	3	4
Watch cable news CNN, FOX, MSNBC, CNBC	1	2	3	4
Watch local news	1	2	3	4
Listen to National Public Radio	1	2	3	4
Watch news magazine shows 60 minutes, 20/20, dateline, etc.	1	2	3	4
Watch ESPN sports news	1	2	3	4
Watch late night TV shows Letterman, Leno, Conan, etc.	1	2	3	4
Watch the Daily Show with Jon Stewart	1	2	3	4
Read news magazines Time, U.S. News, Newsweek	1	2	3	4
Read other magazines ESPN, Glamour, People, Details, etc.	1	2	3	4
Read Internet News Web sites such as AOL News, Yahoo, Google	1	2	3	4
Read Network TV news sites Such as CNN.com, ABCnews.com, MSNBC.com	1	2	3	4

Read Web sites of major national newspapers like Washingtonpost.com NYTimes.com, USAToday.com	1	2	3	4

III. OTHER MEDIA USE cont.

Q7 CONTINUED. How often do you watch, listen or read certain TV, radio and print media? For each program, circle the number that best describes you.

	Hardly Never	**Ever**	**Sometimes**	**Regularly**
Read local newspaper Web sites	1	2	3	4
Read local TV news Web sites	1	2	3	4
Read online blogs where people discuss news events	1	2	3	4

IV. NEWS TOPIC INTEREST

8. On a scale of 1 to 5, with "1" being "Not at all" and "5" being "A lot," how interested are you in the following news topics?

	Not at All				**A lot**
Sports	1	2	3	4	5
Business/finance	1	2	3	4	5
International affairs	1	2	3	4	5
Local government	1	2	3	4	5
Religion	1	2	3	4	5
People and events in your community	1	2	3	4	5
Entertainment	1	2	3	4	5
Consumer news	1	2	3	4	5
Science and Technology	1	2	3	4	5
Health News	1	2	3	4	5
Crime	1	2	3	4	5
Culture and the arts	1	2	3	4	5
Weather	1	2	3	4	5
Iraq War	1	2	3	4	5
Supreme Court rulings	1	2	3	4	5
U.S. presidential race	1	2	3	4	5
News about political figures and events in Washington	1	2	3	4	5

V. POLITICAL INTEREST (please circle your answer)

9. Do you plan to vote in the upcoming U.S. presidential election in November?

a. Yes
b. No
c. Undecided
d. I cannot vote for other reasons

10. On a scale of 1 to 5, with "1" being "Not at all" and "5" being "A lot," how interested are you in news about politics?

1 2 3 4 5

11. If you answered "1" or "2" for the above question, why, would you say, do you have a low interest in political news? Please explain.

VI. DEMOGRAPHICS
For the next questions, please circle the answer that best describes you.

12. Are you male or female?

a. Male
b. Female

13. Are you of Hispanic origin or descent – such as Mexican, Puerto Rican, Cuban or some other Latino background?

a. Yes
b. No (skip to Q15)

14. (If Hispanic) are you white Hispanic; black Hispanic; or some other race?

a. White Hispanic
b. Black Hispanic
c. Some other race _____

15. (If non-Hispanic) what is your race?

a. African-American or Black
b. Asian
c. Hawaiian or Pacific Islander
d. Indian or American-Indian
e. Native American
f. White
g. Other or mixed race

16. What is the last level of education that you have completed?

a. Less than high school
b. High school graduate
c. Some college, no 4-year degree (including associate degree)
d. College graduate (B.S., B.A., or other 4-year-degree)
e. Some graduate school (no degree)
f. Graduate school degree (Masters, Ph.D.)
g. Law Degree
h. Professional / Technical School degree
i. Other _____

17. Are you:

a. Single
b. In a Relationship
c. Married
d. Divorced
e. Widowed

18. Do you own a home or rent?

a. Own a home/apartment/condo
b. Rent a home/apartment/condo

19. Do you have children?

a. No
b. Yes

20. Do you work part-time or full-time at a job?

a. Part-time
b. Full-time
c. Not currently employed

Thank you for completing this survey. The researcher will collect these at the end of the discussion.

Appendix 11: Focus group discussion guide

I. INTRODUCTION (5 minutes)

Welcome. My name is Amy Zerba. I am a graduate student researcher from the University of Texas at Austin here today to learn more about you, how you get your news and how you don't get it.

There are three things each of you have in common — reasons why I've selected you to take part in this study.

1. All of you are between the ages of 18-24 (or 25-29).

2. You all reported that you seldom or never read a printed newspaper in a typical week. Same with the newspaper 210SA – never or seldom or once a month.

3. Third, all of you have some interest in following the news.

You fit the profile of the type of young adult I want to hear from. I would first like to go over some guidelines for our discussion.

1. There is no right or wrong answer to any of the questions I will be asking. First, I am here to hear what you have to say to some of my questions.

2. Please respect others' opinions. This means giving time to let others speak. I would like to hear from everyone in this room.

3. Feel free to get up and get more food and drinks at any time. Also, if you need to use the restroom, it is located around the corner. You may get up and go at any time.

4. I will provide your cash incentive at the end of the discussion.

5. I also will answer any **questions** you may have concerning the study after the discussion. OK. Let's begin.

II. PARTICIPANT INTRODUCTIONS (20 minutes – ice breaker)

I would like to go around the room and introduce ourselves.

One of the things that each of you have in common is that you follow the news. When we go around the room, please tell everyone your first name, how long you've lived in this city, and I would also like for you to tell me why you, personally, value following the

news. You can take a moment to jot down your answer on the back of the piece of paper in front of you – Why do you value following the news? We'll get started afterward.

III. NONUSE REASONS. (30 minutes)

As I said, one of the characteristics all of you share is that you choose not to read a print newspaper regularly. Why don't you take a minute to jot down one or two reasons why you choose not to read the print newspaper regularly. And then let's talk about some of the reasons you never or seldom read newspapers. (Go around the table. Place sticker on Time, Inconvenience, and Relevancy.)

Time. Some people say they don't have time to read the printed newspaper. In your opinion, how does reading a printed newspaper take time? Think about this for a few seconds a jot down your thoughts. Afterward, we'll talk about some of the meanings behind this statement.

Inconvenience. Some people say that printed newspapers are inconvenient. What do people mean when they say newspapers are inconvenient? Please spend a few seconds thinking about the word "inconvenience" and how it pertains to print newspapers. Then we'll talk about your responses.

Relevance. Some young people say that printed newspaper stories are not relevant to their lives. What do people mean when they say newspaper stories are not relevant? Please write down your thoughts on the word "relevant" and how newspaper stories might be considered irrelevant to people your age. We'll talk about these responses afterward.

[50 minutes reached]

IV. ONLINE NEWS

Some of you remarked on your surveys that you do not read online news regularly. You may get your news elsewhere, but you typically do not read online. I'd like to talk about some of those reasons. Now.

For those of you who do read news online, tell me why?

V. IMPROVEMENT SUGGESTIONS (20 minutes)

Now let's talk about if you could build your perfect daily print newspaper, one that you would make time to read every day, what would you want it to be like? I really would like to hear some of your suggestions. Let's take a minute to jot down a description of your ideal printed newspaper. And then we'll go around the room for this question. I want you to share your best ideas.

(Think about how you would like the stories presented for your lifestyle, the type of stories, how you would want them written, what the paper would look like.) A newspaper that fits your needs.

Amy: Write on board – story presentation, how stories are written, types of stories, overall look of newspaper, how do you want it to satisfy your daily needs for your lifestyle.

(A participant suggests an idea and the moderator asks for the participant to describe that idea then asks if anyone else wrote down this idea, and the moderator asks the person who had the similar idea if that was what he/she was thinking about; Moderator moves on to the next person.).

Are there any other ideas that you would really like to add about this hypothetical print newspaper?

Moderator will read back the list of ideas for confirmation and any clarification.

V. NEWSPAPER FOR YOUNG ADULTS (40 minutes)

Something metro daily newspapers are doing now, well some for several years, are publishing a free print newspapers with news aimed at young adults. In your city, you have [*210SA*, *Quick* or *RedEye*]. I am going to pass out this newspaper and I would like for you to spend 15 minutes with it. Read it, as if you had 15 minutes today to read the print newspaper. I want you to look through the newspaper like you normally would read a print newspaper. No need to study it. If an article interests you, feel free to read it. If you would, circle the articles that interest you using the marker in front of you. In the next 15 minutes, I would like for you to get through as much of the newspaper as you can, but again, don't rush yourself. Take your time, so that you can get a good feel for it.

[An evaluation form is handed out for participants to write down their thoughts.]

On the form, I would like for you to jot down at least three things you like about this newspaper and at least 3 things you don't like. Remember, think about the content, the articles themselves. Get a feel for how they are written.

Group reads for 15 minutes.

Does anybody need more time? Moderator gives a few more minutes.

After 10 minutes, the moderator will open up the discussion about reviews of the printed newspaper – likes and dislikes. Go around the room.

VI. CLOSING (10 minutes)

Are there any comments that you would like to add to the discussion that we did not have time earlier to talk about?

I would like to thank you for your time in helping me with my research. All of your opinions and ideas are tremendously helpful. I would like to collect your questionnaires now along with the newspapers you have read. Please write your first name on that newspaper. There are more newspapers in the corner if you would like to take one home. I have money to give each of you, which I will need to get your signature that you received it. Again, thank you.

Appendix 12: Focus Group critique form for young adult newspaper

Your FIRST name _____ Your age _____

San Antonio: June 7, 2008

YOUNG ADULT NEWSPAPER EVALUATION
Please answer the following questions after you have spent 15 minutes reading and flipping through the newspaper.

1. On a scale of 1 to 5, with "1" being "Not at All" and "5" being "Very Much," how does this newspaper measure up to your hypothetical ideal newspaper for news? In other words, is this a print newspaper you could see yourself reading regularly? Please circle the number.

1 2 3 4 5

2. What, if anything, did you like about this newspaper? Please provide at least THREE examples.

1.

2.

3.

3. What, if anything, did you not like? Please at least THREE provide examples.

1.

2.

3.

Appendix 13: Example of email to recruit volunteers

Subject line: Help UT student, earn money

Hi Lisa, Joel, Shelley and Best Buddies officers and members,

My name is Amy Zerba, I'm a graduate student in the School of Journalism here at the University of Texas at Austin.

I was writing to see if Best Buddies would be interested in raising funds for your group, while helping a UT student in the process. Think of it as community service. I am seeking student volunteers to participate in a research study here at UT. I would pay each volunteer from your group $10 for their time.

The project lasts 90 minutes in a reserved room in UT's Student Union. So if you have five volunteers, that's $50 for Best Buddies; 10 volunteers and your organization will receive $100 for completing the 90-minute study - you get the math. The deadline to sign up (via email) is this Thursday, Oct. 16.

This isn't one of those spam emails or gimmicks you get to buy something. This study is part of my dissertation research here at UT and has been approved by the University of Texas (#2008-09-0160). This study is paid for by a UT journalism research fellowship.

The research study involves participants: taking a pre-survey, reading four stories and answering questions, and taking a post-survey. That's it. It's quite simple actually.

There will be several 90-minute session times offered the week of Oct. 27-31 to choose from, and volunteer participants from your organization can come at different times.

The $10-per-volunteer checks would be made payable to Best Buddies or a charity of your choice, not individuals. Each volunteer would receive the check right after completing the study, on site. We are seeking organizations who can provide a minimum of four volunteers (that's $40 for Best Buddies), but more are welcome.

Also, participants must be between the ages of 18-29. Names of participants will not be linked to information collected.

If you think you might have a minimum of four members who are interested in volunteering their time and raising money for Best Buddies events, could you please respond to this email no later than this Thursday, Oct. 16 with a list of members' names and their email addresses? I will then contact them personally with session times to

choose from. Participants must reserve a spot in a single 90-minute session, for room space is limited.

I look forward to hearing from you. Thanks so much for your time. Please write with any questions.

Amy Zerba
Ph.D. candidate
School of Journalism
University of Texas at Austin
azerba@mail.utexas.edu

Appendix 14: Example of reply email sent to volunteers

Hi (name here)

Thanks so much for your interest in participating in a 90-minute study, as part of my dissertation research. It's an easy way to raise money for Best Buddies ($10 per volunteer) or a charity of your choice plus you're helping a fellow UT student out. As you may already know, the study involves: taking a pre-survey, reading four news stories, answering questions and taking a post-survey. That's it.

Each of you had remarked that you are available Monday, Oct. 27 to help out in one session. I've listed times below for Monday (and other days) that are available. If you are still interested in participating, could you email me the session you would like to sign up for and I'll put you down. I'll send you a confirmation email, as well as a friendly reminder email a few days prior to your session.

** The reservation deadline is Tuesday, Oct. 21. ** Thank you in advance for your time. I will look for your RSVP. Please write or call with any questions you may have.

Amy Zerba
University of Texas at Austin

All sessions take place in Texas Governor's Room in Student Union Room 3.116
Monday, Oct. 27
9:30 a.m.-11 a.m.
11:30 a.m.-1 p.m.
1:30 p.m.-3 p.m.

Tuesday, Oct. 28
1:30 p.m.-3 p.m.
3:30 p.m.-5 p.m.

Wed., Oct. 29
5 p.m.-6:30 p.m.

Thursday, Oct. 30
9:30 a.m.-11 a.m.
11:30 a.m.-1 p.m.

Friday, Oct. 31
9:30 a.m.-11 a.m.

Appendix 15: Pre-questionnaire for experiment participants

No. _____

STEP ONE: Survey on News Reading

Instructions: Your honesty in answering these questions is important to the validity of this study.

Ask ALL

1. In a typical week, how often would you say you read the print version of the *The Daily Texan*?

___ No days
___ 1 day
___ 2 days
___ 3 days
___ 4 days
___ 5 days

2. In a typical week, how often would you say you read a printed daily newspaper (NOT *The Daily Texan*)?

___ No days
___ 1 day
___ 2 days
___ 3 days
___ 4 days
___ 5 days
___ 6 days
___ Every day

3. In a typical week, how often would you say you read daily news articles online?

___ No days
___ 1 day
___ 2 days
___ 3 days
___ 4 days
___ 5 days
___ 6 days
___ Every day

4. On a scale of 1 to 5, please circle how **relevant** the following news stories are to your personal life?

	Not At All Relevant				Very Relevant
U.S. Government seizes control of Fannie Mae, Freddie Mac	1	2	3	4	5
Supreme Court rules Constitution protects right to own gun	1	2	3	4	5
Texas Youth Commission's plan to add facilities draws criticism	1	2	3	4	5
Plans for health care coverage differs between Obama, McCain	1	2	3	4	5

<u>Ask ALL</u>

5. On a scale of 1 to 5, please circle how familiar you are with the following news stories, with "1" being "Not At All" and "5" being "Very Much"?

	Not At All				Very Much
U.S. Government seizes control of Fannie Mae, Freddie Mac	1	2	3	4	5
Supreme Court rules Constitution protects right to own gun	1	2	3	4	5
Texas Youth Commission's plan to add facilities draws criticism	1	2	3	4	5
Plans for health care coverage differs between Obama, McCain	1	2	3	4	5

6. On a scale of 1 to 5, please circle how much you enjoy reading the following news media, with "1" being "Not At All" and "5" being "Very Much"?

	Not At All				Very Much
Books unrelated to school	1	2	3	4	5
Print news magazines (*Time, Newsweek*, etc.)	1	2	3	4	5
Consumer magazines (*Men's Health, Cosmopolitan*, etc.)	1	2	3	4	5
Printed newspapers	1	2	3	4	5
Online news Web sites i.e. CNN.com, Statesman.com, Google News, MSNBC.com, etc.	1	2	3	4	5

7. Pretend you are not taking part in a study right now. On a scale of 1 to 5 with "1" being "Not At All" and "5" being "Very Much," please circle how **interested** you would be in reading the following news stories?

	Not At All				Very Much
U.S. Government seizes control of Fannie Mae, Freddie Mac	1	2	3	4	5
Supreme Court rules Constitution protects right to own gun	1	2	3	4	5
Texas Youth Commission's plan to add facilities draws criticism	1	2	3	4	5
Plans for health care coverage differs between Obama, McCain	1	2	3	4	5

ASK ONLY TWO GROUPS (Group A: Control Pre and Post and Group C: Experimental Pre and Post)

8. If you were given a story to read about **how Sens. Barack Obama and John McCain's health care plans differ**, what do you expect your experience reading this article to be like? Please place an "x" on the line that best represents how you expect your reading experience to be like overall.

(For example, if a person expected this story to be "somewhat" useful, they would place an "x" closer to that word: Useful _ _ x _ _ _ _ Not Useful).

Easy to Understand	_	_	_	_	_	_	_	Not Easy to Understand
Informative	_	_	_	_	_	_	_	Not Informative
Not Relevant to My Life	_	_	_	_	_	_	_	Relevant to My Life
Enjoyable to Read	_	_	_	_	_	_	_	Not Enjoyable to Read
Not Interesting	_	_	_	_	_	_	_	Interesting

9. If you were given a story to read about **how the U.S. government seized control of Fannie Mae and Freddie Mac**, what do you expect your experience reading this article to be like? Please place an "x" on the line that best represents how you expect your reading experience to be like overall.

Easy to Understand	_	_	_	_	_	_	_	Not Easy to Understand
Informative	_	_	_	_	_	_	_	Not Informative
Not Relevant to My Life	_	_	_	_	_	_	_	Relevant to My Life
Enjoyable to Read	_	_	_	_	_	_	_	Not Enjoyable to Read
Not Interesting	_	_	_	_	_	_	_	Interesting

10. If you were given a story to read about **how the Texas Youth Commission's plan to add facilities is drawing criticism**, what do you expect your experience reading this article to be like? Please place an "x" on the line that best represents how you expect your reading experience to be like overall.

Easy to Understand	_	_	_	_	_	_	_	Not Easy to Understand
Informative	_	_	_	_	_	_	_	Not Informative
Not Relevant to My Life	_	_	_	_	_	_	_	Relevant to My Life
Enjoyable to Read	_	_	_	_	_	_	_	Not Enjoyable to Read
Not Interesting	_	_	_	_	_	_	_	Interesting

ASK ONLY TWO GROUPS (Group A: Control Pre and Post and Group C: Experimental Pre and Post)

11. If you were given a story to read about **how the Supreme Court ruled that the Constitution protects the right for a person to own a gun**, what do you expect your experience reading this article to be like? Please place an "x" on the line that best represents how you expect your reading experience to be like overall.

Easy to Understand	_	_	_	_	_	_	_	Not Easy to Understand
Informative	_	_	_	_	_	_	_	Not Informative
Not Relevant to My Life	_	_	_	_	_	_	_	Relevant to My Life
Enjoyable to Read	_	_	_	_	_	_	_	Not Enjoyable to Read
Not Interesting	_	_	_	_	_	_	_	Interesting

Ask ALL

12. On a scale of 1 to 5, please circle how interested you are in reading news stories about the following topics with "1" being "Not At All" and "5" being "Very Much"?

	Not At All				Very Much
Crime	1	2	3	4	5
Accidents	1	2	3	4	5
Weather	1	2	3	4	5
Entertainment News	1	2	3	4	5
Education	1	2	3	4	5
Environment	1	2	3	4	5
Health Care	1	2	3	4	5
Business	1	2	3	4	5
Supreme Court Cases	1	2	3	4	5
Iraq News	1	2	3	4	5
Local Politics	1	2	3	4	5
State Politics	1	2	3	4	5
National Politics	1	2	3	4	5
International Politics (non-U.S.)	1	2	3	4	5
Science and Health News	1	2	3	4	5
Religion	1	2	3	4	5
Sports	1	2	3	4	5

ASK ALL

13. On a scale of 1 to 5 with 1 being "Not At All" and 5 being "Very Much," please circle how interested you are in reading the following types of news?

	Not At All				**Very Much**
Campus News	1	2	3	4	5
Local News	1	2	3	4	5
Your Hometown News	1	2	3	4	5
State News	1	2	3	4	5
National News	1	2	3	4	5
International News	1	2	3	4	5

14. On a scale of 1 to 5 with "1" being "Not at All" and "5" being "Very Much," please circle how interested you are in keeping up with the news?

Not At All				**Very Much**
1	2	3	4	5

15. Are you a U.S. or non-U.S. citizen?

___ U.S. Citizen
___ Non-U.S. Citizen(Skip to Q18)

16. Do you plan to vote in this year's 2008 U.S. presidential election?

___ No
___ Yes
___ Yes, I voted early already
___ Undecided
___ Can't vote for other reasons

17. Generally speaking, do you identify yourself as a

___ Republican
___ Democrat
___ Independent
___ Other _____

18. What is your age? _____

19. Are you:

___ Male
___ Female

ASK ALL

20. What is your year in school?

___ Freshman
___ Sophomore
___ Junior
___ Senior
___ Master's Student
___ Ph.d. Student
___ Other _____

21. What is your race or ethnic group?

___ Caucasian or White
___ African-American or Black
___ Hispanic or Latino
___ Asian American
___ Native American
___ Indian-American (Family comes from the country of India)
___ Arab-American
___ Other _____

22. Is English the language you speak most fluently? In other words, do you speak it most often?

____ Yes ____ No

23. Do you own or rent a place to live?
____ Own a home / condo / townhome
____ Rent an apartment / house
____ Live with family / friends

24. Do you have health-care coverage?

____ Yes
____ No (skip Q25)

25. What type of health insurance do you have?

___ I have student health insurance.
___ I'm under my parent(s) health insurance.
___ I have employer-based, non-UT health insurance.
___ I pay for individual health insurance.
___ I have UT faculty / staff health insurance.
___ Other _____

You have finished Part 1.

Thank you for filling out this survey. Please hand this survey to the researcher. You'll then receive a packet of folders containing four stories and questionnaires **(Part 2).**

U.S. government takes control of mortgage giants

By ALAN ZIBEL
and MARTIN CRUTSINGER
The Associated Press

WASHINGTON — The Bush administration seized control Sunday of troubled mortgage giants Fannie Mae and Freddie Mac, aiming to stabilize the housing market turmoil that is threatening financial markets and the overall economy.

Treasury Secretary Henry Paulson is betting that the government takeover of the two firms will eventually lead to lower mortgage rates, spur homebuying demand and slow the plunge in home prices that has ravaged many areas of the country.

Fannie Mae and Freddie Mac, which the government started in 1938 and 1970, respectively, originated to help provide funds for buying homes during tough economic times. The two firms don't deal with consumers directly. Instead, they buy loans from lenders, like banks, so that these lenders can offer more loans to people. Together, the two companies hold or guarantee about half of the nation's home loans, or $5.4 trillion of home mortgages.

As home prices have fallen, so have the value of the mortgages the two companies purchased from banks and other lenders, lowering their small cushion of capital. As more of the loans they had backed went bad – meaning homeowners defaulted on their loans by not making monthly payments — Fannie and Freddie were no longer able to raise money from private sources so that they could buy more loans from lenders.

The potential losses facing each company, as a result of soaring mortgage defaults, could cost taxpayers tens of billions of dollars, but Paulson stressed that the financial impacts if the two companies had been allowed to fail would be far more serious.

"A failure would affect the ability of Americans to get home loans, auto loans and other consumer credit and business finance," Paulson said.

But more importantly, "Fannie Mae and Freddie Mac are so large and so interwoven in our financial system that a failure of either of them would cause great turmoil in our financial markets here at home and around the globe," he added in a televised announcement.

The companies have lost $14 billion in the last year and are likely to pile up billions more in losses until the housing market begins to recover.

The Treasury Department said it will immediately inject $1 billion in each of the companies through the purchase of senior preferred stock – which are stocks that trade like common stocks on Wall Street but have fixed pay-outs, and if a company goes bankrupt, those holding preferred stocks get paid before those holding common stock in that company; hence the word "preferred." The government could boost its investment to as much as $100 billion each over time if the funds are needed to keep the companies afloat as losses mount. In exchange, the government will receive warrants entitling it to purchase ownership stakes of 79.9 percent in each company.

Officials defended this approach by saying it underscores the importance of the trillions in mortgage debt that each company either holds or guarantees and the need to make sure that investors in this country and abroad keep buying this debt.

In addition, officials said the Treasury Department plans to purchase $5 billion in mortgage-backed debt from the two companies later this month.

The two companies had nearly $36 billion in preferred shares outstanding as of June 30, according to filings with the Securities and Exchange Commission.

U.S. government takes control of mortgage giants

By ALAN ZIBEL
and MARTIN CRUTSINGER
The Associated Press

WASHINGTON — The Bush administration seized control Sunday of troubled mortgage giants Fannie Mae and Freddie Mac, aiming to stabilize the housing market turmoil that is threatening financial markets and the overall econ-omy.

Treasury Secretary Henry Paulson is betting that providing fresh capital to the two firms will eventually lead to lower mortgage rates, spur homebuying demand and slow the plunge in home prices that has ravaged many areas of the country.

The potential losses facing each company, as a result of soaring mortgage defaults, could cost taxpayers tens of billions of dollars, but Paulson stressed that the financial impacts if the two companies had been allowed to fail would be far more serious.

"A failure would affect the ability of Americans to get home loans, auto loans and other consumer credit and busi-ness finance," Paulson said.

But more importantly, "Fannie Mae and Freddie Mac are so large and so interwoven in our financial system that a failure of either of them would cause great turmoil in our financial markets here at home and around the globe," he added in a televised announcement.

The companies, which together own or guarantee about $5 trillion in home loans, about half the nation's total, have lost $14 billion in the last year and are likely to pile up billions more in losses until the housing market begins to re-cover.

Both companies were placed into a government conservatorship that will be run by the Federal Housing Finance Agency, the new agency created by Congress this summer to regulate Fannie and Freddie.

The Treasury Department said it will immediately inject $1 billion in each of the companies through the purchase of senior preferred stock, paying 10 percent interest, and could boost its investment to as much as $100 billion each over time if the funds are needed to keep the companies afloat as losses mount. In exchange, the government will receive warrants entitling it to purchase ownership stakes of 79.9 percent in each.

Officials defended this approach by saying it underscores the importance of the trillions in mortgage debt that each company either holds or guarantees and the need to make sure that investors in this country and abroad keep buying this debt.

In addition, officials said the Treasury Department plans to purchase $5 billion in mortgage-backed debt from the two companies later this month.

The impact on existing common and preferred shares, which have slumped in value in the last year, will depend on how investors react to Paulson's assertion that they must absorb the cost of further losses first.

The Federal Reserve and other federal banking regulators said in a joint statement Sunday that "a limited number of smaller institutions" have significant holdings of common or preferred stock shares in Fannie and Freddie, and that regulators were "prepared to work with these institutions to develop capital-restoration plans."

The two companies had nearly $36 billion in preferred shares outstanding as of June 30, according to filings with the Securities and Exchange Commission.

Under government control, the companies will be allowed to expand their support for the mortgage market over the next year by boosting their holdings of mortgage securities they hold on their books from a combined $1.5 trillion to $1.7 trillion.

Appendix 18: Reading experience evaluation for story context article

No. _____

Fannie Mae and Freddie Mac Story

1. Please place a mark on the line that best represents how you would describe this news story overall. (For example, if a person found the story to be "somewhat" useful, they would place an "x" closer to that word: Useful _ _ x _ _ _ _ Not Useful.)

Easy to Understand	_	_	_	_	_	_	_	Not Easy to Understand
Informative	_	_	_	_	_	_	_	Not Informative
Not Relevant to My Life	_	_	_	_	_	_	_	Relevant to My Life
Enjoyable to Read	_	_	_	_	_	_	_	Not Enjoyable to Read
Not Interesting	_	_	_	_	_	_	_	Interesting

2. On a scale of 1 to 5, with "1" being "Not at All Likely" and "5" being "Very Likely," please circle the number that represents the likelihood you would read, watch or listen to more on this news story online?

Not At All Likely				Very Likely
1	2	3	4	5

You have finished Part 2.

Thank you for reading these stories and answering the questions. Please hand this packet to the researcher. You'll then receive a post-questionnaire **(Part 3).**

Appendix 19: Text recall questionnaire for story context article

No. _____

Recall Questions for Fannie Mae and Freddie Mac Story

Instructions: The following questions are meant to measure how much you remember and/or know after reading the Fannie Mae and Freddie Mac story. Please answer them in as much detail as you possibly can. The more details you can provide for each question (descriptions, quotes, facts, summaries), the better.

1. What do Fannie Mae and Freddie Mac do?

2. Please describe what this news story is about? In other words, why is it news?

3. The Treasury Department said it will inject $1 billion in each company through what kind of stock? (What is the stock called?)

4. Based on the story, why are Fannie Mae and Freddie Mac in financial trouble?

You have finished Part 3.

Thank you for reading answering these questions. Please hand this sheet to the researcher. You'll then receive a debriefing handout – it's a blue sheet of paper **(Part 4).**

Appendix 20: Relatedness article for experimental group

Obama, McCain differ on more health-care coverage

By Tony Pugh
Staff Writer

AUSTIN — Susana Espinoza of Austin is a poster child for what's wrong with American health care.

The 23-year-old mother of two earns about $39,000 a year, but can't afford employer-based health coverage for herself and her sons. And she earns too much for her children to get coverage under Medicaid or Texas' state children's health-insurance program.

So in an unfortunate compromise that leaves her feeling guilty, Espinoza covers only herself through her job-based plan; her children go uninsured.

When her son broke his arm playing, Espinoza borrowed money from friends and took out costly payday loans to cover the $1,800 medical bill. "I'm still paying off the loans," she said.

Presidential hopefuls Barack Obama and John McCain think they have solutions to Espinoza's problem.

McCain, a Republican, would provide Espinoza with a $5,000 tax credit, which would help her buy coverage in the private market. Obama, a Democrat, would expand eligibility in government insurance programs for children and the poor and provide income-based subsidies to help her afford coverage.

Like most people, Espinoza knew little of either candidate's plans to overhaul the nation's dysfunctional health-care system.

But that's likely to change as the presidential race sharpens its focus on the policy differences that define and separate Obama and McCain.

Nowhere are those differences more striking than in health care.

Obama's proposed universal health-care plan embodies the Democratic Party goal of covering the 47 million Americans who lack health insurance. Employers, insurers, individuals and the government all would have greater roles in assuring coverage through a number of proposals designed to close gaps in the system.

"It builds on the existing system and recognizes that we're not starting from scratch," said M. Gregg Bloche, health care adviser for Obama.

McCain's plan no longer would exempt employees' health benefits from income taxes. Instead, he'd provide refundable tax credits of $2,500 for individuals and $5,000 for families to help purchase private insurance.

"If you put $5,000 per family in America on the table, insurance companies ought to be able to figure out a product they can buy. That's something that happens in every other part of the economy. It ought to be able to happen in insur-ance too," Douglas Holtz-Eakin, policy adviser for McCain.

Under Obama's plan, children — but not adults — would be required to have health insurance. He plans to expand state children's health insurance programs and Medicaid.

Associated Press

When Susana Espinoza's son, David, broke his arm, she had to borrow money and take out loans to pay for the $1,800 in medical bills. The 23-year-old says she can't afford employer-based health coverage for her and her two sons.

Why You Should Care

Nearly one in four Texans don't have health insurance. People often forgo health insurance for several reasons: they're in good health and expect to stay that way; don't see a need for it; or can't afford it. However, a serious injury, accident or illness can happen at any time and possibly cost thousands out of pocket.

Two plans: McCain's plan gives individuals $2,500 and families $5,000 in tax credits to buy private insurance; Obama's plan expands eligibility in government insurance for kids and low-income families.

Advice: For information about the different health care plans offered — for college students, parents, individuals, unemployed, seniors, people with disabilities — check out **www.texashealthoptions.com.**

Source: Texas Department of Insurance

Appendix 21: Non-relatedness article for control group

Obama, McCain differ on more health-care coverage

By Tony Pugh
Staff Writer

WASHINGTON — Susana Espinoza of San Diego is a poster child for what's wrong with American health care.

The 35-year-old mother of two earns about $39,000 a year, but can't afford employer-based health coverage for herself and her sons. And she earns too much for her children to get coverage under Medicaid or California's state children's health-insurance program.

So in an unfortunate compromise that leaves her feeling guilty, Espinoza covers only herself through her job-based plan; her children go uninsured.

When her son broke his arm playing, Espinoza borrowed money from friends and took out costly payday loans to cover the $1,800 medical bill. More than three years later, "I'm still paying off the loans," she said.

Presidential hopefuls Barack Obama and John McCain think they have solutions to Espinoza's problem.

McCain, a Republican, would provide Espinoza with a $5,000 tax credit, which would help her buy coverage in the private market. Obama, a Democrat, would expand eligibility in government insurance programs for children and the poor and provide income-based subsidies to help her afford coverage.

Like most people, Espinoza knew little of either candidate's plans to overhaul the nation's dysfunctional health-care system.

Associated Press

When Susana Espinoza's son, David, broke his arm, she had to borrow money and take out loans to pay for the $1,800 in medical bills. The 35-year-old says she can't afford employer-based health coverage for her and her two sons.

But that's likely to change in the coming months as the presidential race sharpens its focus on the policy differences that define and separate Obama and McCain.

Nowhere are those differences more striking than in health care.

Obama's proposed universal health-care plan embodies the Democratic Party goal of covering the 47 million Americans who lack health insurance. Employers, insurers, individuals and the government all would have greater roles in assuring coverage through a number of proposals designed to close gaps in the system.

"It builds on the existing system and recognizes that we're not starting from scratch," said M. Gregg Bloche, health care adviser for Obama. "One can't impose sudden radical change on the system from the top down. There are real limitations to what can be accomplished centrally with respect to health care."

McCain's plan follows Republican orthodoxy of trying to make the private-insurance marketplace more affordable and competitive by radically altering the tax treatment of health-care benefits.

For years employers have been able to exclude the cost of health benefits from their employees' taxable incomes, but self-employed workers and those who buy private coverage don't have the same tax benefit. To level the playing field, McCain no longer would exempt employees' health benefits from income taxes. Instead, he'd provide refundable tax credits of $2,500 for individuals and $5,000 for families to help purchase private insurance.

"If you put $5,000 per family in America on the table, insurance companies ought to be able to figure out a product they can buy. That's something that happens in every other part of the economy. It ought to be able to happen in insur-ance too," Douglas Holtz-Eakin, policy adviser for McCain.

Kenneth Thorpe, a health economist, put the figure at 5 million to 7 million people, because two-thirds of uninsured Americans would require higher tax credits to pay for family coverage, he said, which averages $12,000 a year — $4,500 for individuals.

At those prices, the credits likely could pay only for catastrophic coverage, said Mark Pauly, a health-care management professor at the University of Pennsylvania.

Under Obama's plan, children — but not adults — would be required to have health insurance. He plans to expand state children's health insurance programs and Medicaid.

Appendix 22: Reading experience evaluation for relatedness story

No. _____

Obama, McCain Health Care Story

1. Please place a mark on the line that best represents how you would describe this news story overall. (For example, if a person found the story to be "somewhat" useful, they would place an "x" closer to that word: Useful _ _ x _ _ _ _ Not Useful.)

Easy to Understand	_	_	_	_	_	_	_	Not Easy to Understand
Informative	_	_	_	_	_	_	_	Not Informative
Not Relevant to My Life	_	_	_	_	_	_	_	Relevant to My Life
Enjoyable to Read	_	_	_	_	_	_	_	Not Enjoyable to Read
Not Interesting	_	_	_	_	_	_	_	Interesting

2. On a scale of 1 to 5, with "1" being "Not at All Likely" and "5" being "Very Likely" please circle the number that represents the likelihood you would read, watch or listen to more on this news story online?

Not At All Likely Very Likely
1 2 3 4 5

** Please do not refer back to the story to answer the next three questions. **

3. Politics aside, please tell me why, or why not, this story is relevant to your life based solely on what you just read.

4. About how old is Susana Espinoza?

5. What city and state does Susana Espinoza live in?

Youth agency's talk of expansion draws criticism

By Eric Dexheimer and Mike Ward
Staff Writers

A social worker at Crockett State School hands Billy Byers a pile of new clothes: a yellow polo shirt, pocketless jeans and white sneakers. It's what the Texas Youth Commission gives all its new releases.

"I don't know why every TYC kid who gets out needs a new set of clothes," says Whitney Warrick, Billy's primary social worker. "They just throw them away."

But Billy says he is going to keep his. "Put the whole set up on the wall so I can look at them and remember," the 19-year-old said.

As a teenager, Billy was charged with numerous crimes, including assault, theft, unauthorized burning, speeding and curfew violations. He was given countless chances to straighten up — drug prevention, community service, anger management and intensive home supervision. In January 2006, he was sentenced to nine months at the last stop for juvenile delinquents, the Texas Youth Commission.

He had nearly six months remaining at the Youth Commission's Crockett State School when the Legislature, concerned that the lockups had grown too big and too unruly and were no place for juveniles who'd committed lesser, nonviolent of-fenses, ordered the agency to let minor offenders like Billy go. More violent offenders in TYC facilities commit crimes such as murder, sexual assualt, aggravated assault, arson and robberies.

With legislative leaders pushing for more community-based programs, Texas Youth Commission officials are considering opening new lockups and halfway houses across the state.

But the new report on ongoing reforms made public Monday drew fire from Senate Criminal Justice Committee Chairman John Whitmire, who questioned why the troubled agency has proposed to build more facilities while its juvenile offender population is shrinking.

Under one plan, two state-run lockups and eight halfway houses could be added.

In the report requested by the Legislature, outgoing Conservator Richard Nedelkoff says the Youth Commission has identified a site where a lockup to house 150 youths could be built for as much as $25 million in the Houston area, which is home to almost a quarter of the agency's inmates.

The agency also is exploring the possibility of leasing vacant 48-bed lockups outside Kerrville and Lubbock and is looking for sites in El Paso and the Midland/Odessa area.

Whitmire criticized the plan, calling it "the latest mess from this broken agency."

"Twenty-two percent of their beds are vacant right now, and they're proposing to build a bunch of new units run by the state? That's crazy," said Whitmire, D-Houston, chairman of a committee overseeing reforms at the Youth Commission in the aftermath of sex-abuse reports at TYC facilities in 2007.

Whitmire said he was surprised Nedelkoff did not recommend closing any of the state lockups in remote, rundown rural areas.

Whitmire has proposed doing away with the troubled agency and distributing its programs among state agencies or perhaps creating a new one with a limited mission: to ensure community-based rehabilitation and treatment programs.

Nedelkoff cites similar goals in summarizing his plans. "We must build capacity in facilities as well as services provided in order to most efficiently and effectively serve (offender) needs while simultaneously protecting the public," the report says.

Youth agency's talk of expansion draws criticism

By Eric Dexheimer and Mike Ward
Staff Writers

With legislative leaders pushing for more community-based programs, Texas Youth Commission officials are considering opening a string of new lockups and halfway houses across the state.

But the new report on ongoing reforms made public Tuesday drew fire from Senate Criminal Justice Committee Chairman John Whitmire, who questioned why the troubled agency has proposed to build more facilities while its juvenile offender population is shrinking.

Texas Youth Commission facilities house juvenile offenders who have committed crimes such as aggravated assault, sexual assault, robberies, arson and murder.

Under one plan, two state-run lockups and eight halfway houses could be added.

In the report requested by the Legislature, outgoing Conservator Richard Nedelkoff says the Youth Commission has identified a potential site where a secure lockup to house 150 youths could be built for as much as $25 million in the Houston area, which is home to almost a quarter of the agency's inmates.

The agency also is exploring the possibility of leasing vacant 48-bed lockups outside Kerrville and Lubbock and is looking for possible sites in El Paso and the Midland/Odessa area.

Agency spokesman Jim Hurley said the report is the product of months of study and research by agency officials. The Legislature "called for regionalization, and this is the way Richard (Nedelkoff) wants to go," he said.

The plan drew immediate criticism from Whitmire, who characterized it as "the latest mess from this broken agency."

"Twenty-two percent of their beds are vacant right now, and they're proposing to build a bunch of new units run by the state? That's crazy," said Whitmire, D-Houston, chairman of a committee overseeing reforms at the Youth Commission in the aftermath of a sex-abuse scandal in 2007 that triggered a housecleaning of management.

The agency has been in conservatorship - for state government, the equivalent of a business receivership - ever since.

Nedelkoff "needs to go back to the drawing board" he said, "I'm fed up. More than a year later, this is still a broken agency that's still headed in the wrong direction."

Whitmire said he was surprised Nedelkoff did not recommend closing any of the state lockups in "remote, rundown rural areas." And, he said, the plan does not include plans to embrace community-based treatment programs.

"We need a new model," Whitmire said. "I don't think they can give it to us."

Hurley said Nedelkoff's plan would be a big step toward incarcerating youth offenders closer to home where they can stay connected with their families, a stated goal of lawmakers.

He said Nedelkoff proposed several options for new facilities to give lawmakers a choice on how to spend $25 million in bonds that lawmakers authorized in 2007 for a new "facility in an urban setting."

Whitmire has proposed doing away with the troubled agency and distributing its programs among state agencies or perhaps creating a new one with a limited mission: to ensure community-based rehabilitation and treatment programs.

Nedelkoff cites similar goals in summarizing his plans. "We must build capacity in facilities as well as services provided in order to most efficiently and effectively serve (offender) needs while simultaneously protecting the public," the report says.

Appendix 25: Reading experience evaluation for show article

No. _____

Texas Youth Commission Expansion Story

1. Please place a mark on the line that best represents how you would describe this news story overall. (For example, if a person found the story to be "somewhat" useful, they would place an "x" closer to that word: Useful _ _ x _ _ _ _ Not Useful.)

Easy to Understand	_	_	_	_	_	_	_	Not Easy to Understand
Informative	_	_	_	_	_	_	_	Not Informative
Not Relevant to My Life	_	_	_	_	_	_	_	Relevant to My Life
Enjoyable to Read	_	_	_	_	_	_	_	Not Enjoyable to Read
Not Interesting	_	_	_	_	_	_	_	Interesting

2. On a scale of 1 to 5, with "1" being "Not at All Likely" and "5" being "Very Likely" please circle the number that represents the likelihood you would read, watch or listen to more on this news story online?

Not At All Likely Very Likely

1 2 3 4 5

**** Please do not refer back to the story to answer the next three questions. ****

3. What part of this story, if any, grabbed your interest?

4. As best you can, please describe the type of juvenile criminal inside Texas Youth Commission facilities.

5. What was the criticism against adding Texas Youth Commission facilities?

Appendix 26: Alternative story form article for experimental group

High court affirms gun rights in historic decision

What is the Supreme Court ruling on owning a gun?

For the first time the Supreme Court declared that the Constitution protects a person's right to possess guns. The 5-4 ruling ended the decades-long debate over whether the Constitution's Second Amendment protects a person's right to own guns no matter what, or whether that right is somehow tied to people serving in organized militias — a once-vital, now-archaic grouping of citizens. The court had not conclusively interpreted the Second Amendment since its ratification in 1791.

The Second Amendment reads:

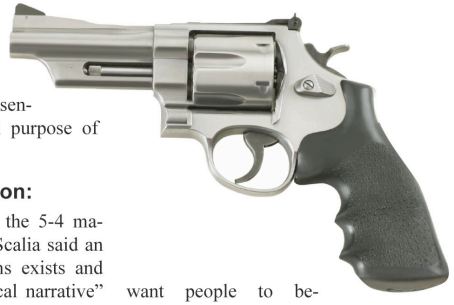
The amendment reads, "A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed."

Are all guns anywhere OK?

The ruling did not remove all gun-control laws. For example, felons and the mentally ill may not possess firearms. Guns still are banned from schools and other "sensitive places," like government buildings. And some laws regulating the sale of guns will stay.

How did this gun case begin?

Dick Anthony Heller, 66, an armed security guard, sued the District of Columbia after it rejected his application to keep a handgun at his home a short distance from the Supreme Court. In its recent ruling, the Supreme Court ruled in Heller's favor. The court said that D.C.'s ban on all handguns and the requirement that rifles and shotguns must disassembled or secured by trigger locks was too strict, for it made those firearms essentially useless for the lawful purpose of self-defense.



Supreme Court's opinion:

In writing the opinion for the 5-4 majority vote, Justice Antonin Scalia said an individual right to bear arms exists and is supported by "the historical narrative" both before and after the Second Amendment was adopted.

Court's dissenting opinion:

Justice John Paul Stevens wrote that the majority opinion on the bench want people to believe that the framers of the Constitution 200 years ago wanted to limit what elected officials could do in regulating people's use of weapons. This evidence "is nowhere to be found."

Appendix 27: Non-alternative story form article for control group

High court affirms gun rights in historic decision

By Mark Sherman
Associated Press

Silent on central questions of gun control for two centuries, the Supreme Court found its voice Thursday in a 5-4 decision affirming the right to have guns for self-defense in the home and addressing a constitutional riddle almost as old as the republic over what it means to say the people may keep and bear arms.

The court had not conclusively interpreted the Second Amendment since its ratification in 1791. The amendment reads: "A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed."

The basic issue for the justices was whether the amendment protects an individual's right to own guns no matter what, or whether that right is somehow tied to service in a state militia, a once-vital, now-archaic grouping of citizens. That's been the heart of the gun control debate for decades.

Writing for the majority, Justice Antonin Scalia said an individual right to bear arms exists and is supported by "the historical narrative" both before and after the Second Amendment was adopted.

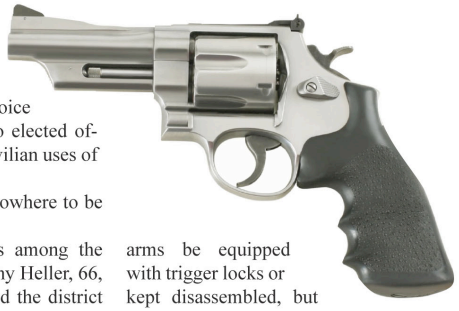
Scalia said nothing in the ruling should "cast doubt on long-standing prohibitions on the possession of firearms by felons or the mentally ill, or laws forbidding the carrying of firearms in sensitive places such as schools and government buildings."

In a dissent he summarized from the bench, Justice John Paul Stevens wrote that the majority "would have us believe that over 200 years ago, the Framers made a choice to limit the tools available to elected officials wishing to regu-late civilian uses of weapons."

He said such evidence "is nowhere to be found."

The capital's gun law was among the nation's strictest. Dick Anthony Heller, 66, an armed security guard, sued the district after it rejected his application to keep a hand-gun at his Capitol Hill home a short distance from the Supreme Court.

The U.S. Court of Appeals for the District of Columbia ruled in Heller's favor and struck down D.C. requirements that fire-



arms be equipped with trigger locks or kept disassembled, but left intact the licensing of guns. The district al-lows shotguns and rifles to be kept in homes if they are registered, kept unloaded and taken apart or equipped with trigger locks.

Appendix 28: Reading experience evaluation for alternative story form

No. _____

Gun Rights Ruling Story

1. Please place a mark on the line that best represents how you would describe this news story overall. (For example, if a person found the story to be "somewhat" useful, they would place an "x" closer to that word: Useful _ _ x _ _ _ _ Not Useful.)

Easy to Understand	_	_	_	_	_	_	_	Not Easy to Understand
Informative	_	_	_	_	_	_	_	Not Informative
Not Relevant to My Life	_	_	_	_	_	_	_	Relevant to My Life
Enjoyable to Read	_	_	_	_	_	_	_	Not Enjoyable to Read
Not Interesting	_	_	_	_	_	_	_	Interesting

2. On a scale of 1 to 5, with "1" being "Not at All Likely" and "5" being "Very Likely" please circle the number that represents the likelihood you would read, watch or listen to more on this news story online?

Not At All Likely				Very Likely
1	2	3	4	5

** Please do not refer back to the story to answer the next two questions. **

3. Describe how this story was written, from a reader's perspective?

4. Based on the way the story was written, did you feel you could read through it quickly? Please answer on a scale of 1 to 5, with "1" being "Not At All" and "5" being "Very Much."

Not At All				Very Much
1	2	3	4	5

Bibliography

"Behind the Curve." *Quick*, May 2, 2008, 12.

"Judges Reinstated." *Quick*, May 2, 2008, 6.

"Weather." *Quick*, May 2, 2009, 3.

201SA. "Stacey's Sports Bar." *210SA*, June 4-10, 2008.

210SA. "Half-Assed? The Alamo City Is Kinda Earth-Friendly, but We've Still Got a Long Way to Go." *210SA*, April 9-15, 2008.

Ainley, Mary, Suzanne Hidi, and Dagmar Berndorff. "Interest, Learning and the Psychological Processes That Mediate Their Relationship." *Journal of Educational Psychology* 94, no. 3 (September 2002): 545-61.

Alexander, Patricia A., Tamara L. Jetton, and Jonna M. Kulikowich. "Interrelationship of Knowledge, Interest and Recall: Assessing a Model of Domain Learning." *Journal of Educational Psychology* 87, no. 4 (December 1995): 559-75.

Armstrong, Cory L., and Steve J. Collins. "Reaching Out: Newspaper Credibility among Young Adult Readers." *Mass Communication & Society* 12, no. 1 (January-March 2009): 97-114.

Arnett, Jeffrey Jensen. *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*. New York, N.Y.: Oxford University Press Inc., 2004.

Associated Press Online. "Rather Advises Reading a Newspaper." (August 10, 2001).

Atkin, Charles K., Judee K. Burgoon, and Michael Burgoon. "How Journalists Perceive the Reading Audience." *Newspaper Research Journal* 4, no. 2 (1983): 51-63.

Atkinson, John W. "Motivational Determinants of Risk-Taking Behavior." *Psychological Review* 64, no. 6 (November 1957): 359-72.

Atkinson, John W., and David Birch. *Introduction to Motivation*. 2nd ed. New York: D. Van Nostrand Company, 1978.

Audit Bureau of Circulations, March 31, 2007, http://www.accessabc.com (accessed September 3, 2007).

Bandura, Albert. *Self-Efficacy: The Exercise of Control*. New York: W.H. Freeman, 1997.

Barnhurst, Kevin G., and Ellen Wartella. "Newspapers and Citizenship: Young Adults' Subjective Experience of Newspapers." *Critical Studies in Mass Communication* 8, no. 2 (June 1991): 195-209.

———. "Young Citizens, American Tv Newscasts and the Collective Memory." *Critical Studies in Mass Communication* 15, no. 3 (September 1998): 279-305.

Bearden, William O., Jesse E. Teel Jr., and Richard M. Durand. "Descriptive Audience Profiles of Different Daily Newspaper Sections." *Journal of Applied Communications* 6, no. 1 (April 1978): 31-36.

Becker, Lee B. "Secondary Analysis." In *Reserach Methods in Mass Communication*, edited by Guido H. Stempell III and Bruce H. Westley, 2nd ed. Englewood Cliffs, NJ: Prentice-Hall Inc. , 1989.

———. "Measurement of Gratifications." *Communication Research* 6, no. 1 (January 1979): 54-73.

Becker, Lee B., Erik L. Collins, and Jeffrey W. Fruit. "Personal Motivations and Newspaper Readership." *ANPA News Research Report* no. 25 (January 25, 1980): 6-9.

Bentley, Clyde. "No Newspaper Is No Fun — Even Five Decades Later." *Newspaper Research Journal* 22, no. 4 (Fall 2001): 2-15.

Berelson, Bernard. "What 'Missing the Newspaper' Means." In *Communications Research 1948-1949*, edited by Paul F. Lazarsfeld and Frank N. Stanton, First ed. 111-29. New York: Harper & Brothers, 1949.

Bernt, Joseph P., Frank E. Fee, Jacqueline Gifford, and Guido H. Stempel III. "How Well Can Editors Predict Reader Interest in News?" *Newspaper Research Journal* 21, no. 4 (Spring 2000): 2-10.

Blumberg, Stephen J., and Julian V. Luke, "Wireless Substitution: Early Release of Estimates Based on Data from the National Health Interview Survey, July - December 2006," May 14, 2007, http://www.cdc.gov/nchs/data/nhis/earlyrelease/wireless200705.pdf (accessed January 8, 2007).

Blumler, Jay G., and Denis McQuail. *Television in Politics: Its Uses and Influence*. Chicago: University of Chicago Press, 1969.

Bocknek, Gene. *The Young Adult: Development after Adolescence*. Monterey, CA: Brooks/Cole Publishing Co., 1980.

Bogart, Leo. "The Public's Use and Perception of Newspapers." *Public Opinion Quarterly* 48, no. 4 (Winter 1984): 709-19.

Bossard, James Herbert Siward, and Eleanor S. Boll. *Ritual in Family Living: A Contemporary Study*. Philadelphia: University of Pennsylvania Press, 1950.

Bostian, Lloyd R., and Tomas E. Byrne. "Comprehension of Styles of Science Writing." *Journalism Quarterly* 61, no. 3 (1984): 676-79.

Bressers, Bonnie, and Lori Bergen. "Few University Students Reading Newspapers Online." *Newspaper Research Journal* 23, no. 2,3 (Spring/Summer 2002): 32-45.

Buckingham, David. *The Making of Citizens: Young People, News and Politics*. London: Routledge, 2000.

Burgoon, Judee K., and Michael Burgoon. "Predictors of Newspaper Readership." *Journalism Quarterly* 57, no. 4 (Winter 1980): 589-96.

Carter, Cynthia. "Talking About My Generation: A Critical Examination of Children's Bbc Newsround Web Site Feedback and Chat About War, Conflict and Terrorism." In *Children and Media in Times of War and Conflict*, edited by Dafna Lemish and Maya Gotz. 121-42. Cresskill, N.J.: Hampton Press, 2007.

Catalano, Kevin. "On the Wire: How Six News Services Are Exceeding Readability Standards." *Journalism Quarterly* 67, no. 1 (Spring 2000): 97-103.

Center for Disease Control National Vital Statistics Reports, "Births: Final Data for 2002," Dec. 17, 2003, http://www.cdc.gov/nchs/data/nvsr/nvsr52/nvsr52_10.pdf (accessed November 4, 2007).

Chaffee, Steven H., and Sun Yuel Choe. "Newspaper Reading in Longitudinal Perspective: Beyond Structural Constraints." *Journalism Quarterly* 58, no. 2 (Summer 1981): 201-11.

Chaffee, Steven H., and Joan Schleuder. "Measurement and Effects of Attention to Media News." *Human Communication Research* 13, no. 1 (Fall 1986): 76-107.

Chyi, Hsiang Iris, and Dominic Lasorsa. "Access, Use and Preferences for Online Newspapers." *Newspaper Research Journal* 20, no. 4 (Fall 1999): 2-13.

Clark, Ruth. "Changing Needs of Changing Readers." The American Society of Newspaper Editors, 1979.

Cobb-Walgreen, Cathy J. "Why Teenagers Do Not 'Read All About It'." *Journalism Quaterly* 67, no. 2 (Summer 1990): 340-47.

Coleman, Renita, and Maxwell McCombs. "The Young and Agenda-Less? Exploring Age-Related Differences in Agenda Setting on the Youngest Generation, Baby Boomers, and the Civic Generation." *Journalism & Mass Communication Quarterly* 84, no. 3 (Autumn 2007): 495-508.

Collins, Steve J. "Level of on-Campus Activities Predicts Student Paper Readership." *Newspaper Research Journal* 24, no. 4 (Fall 2003): 102-05.

Collins, Steve J., and Cory L. Armstrong. "U of Florida Students Prefer Campus Paper to Free Daily." *Newspaper Research Journal* 29, no. 1 (Winter 2008): 77-89.

Covington, Martin V. *Making the Grade: A Self-Worth Perspective on Motivation and School Reform*. New York: Cambridge University Press, 1992.

Cox, Kathleen E., and John T. Guthrie. "Motivational and Cognitive Contributions to Students' Amount of Reading." *Contemporary Educational Psychology* 26, no. 1 (2001): 116-31.

Culbertson, Hugh M., Dru Evarts, Patricia Bayer Richard, Karin Sandell, and Guido H. Stempel III. "Media Use, Attention to Media and Agenda Richness." *Newspaper Research Journal* 15, no. 31 (Winter 1994): 14-29.

Dalton, Russell J. *The Good Citizen: How a Younger Generation Is Reshaping American Politics*. Washington D.C.: CQ Press, 2008.

Danielson, Wayne A., and Sam Dunn Bryan. "Readability of Wire Stories in Eight News Categories." *Journalism Quarterly* 41, no. 1 (Winter 1964): 105-06.

de Bock, Harold. "Gratification Frustration During a Newspaper Strike and a Tv Blackout." *Journalism Quarterly* 57, no. 1 (Spring 1980): 61-66, 78.

Deci, Edward L., Robert J. Vallerand, Luc G. Pelletier, and Richard M. Ryan. "Motivation and Education: The Self-Determination Perspective." *Educational Psychologist* 26, no. 3&4 (1991): 325-46.

Demers, David Pearce. "Does Personal Experience in a Community Increase or Decrease Newspaper Reading?" *Journalism & Mass Communication Quarterly* 73, no. 2 (Summer 1996): 304-18.

Dexheimer, Eric. "Billy's World." *Austin American-Statesman*, April 27, 2008, A1.

Donnelly, Laura. "Proximity, Not Story Format, Improves News Awareness among Readers." *Newspaper Research Journal* 26, no. 1 (Winter 2005): 59-65.

Downie Jr., Leonard, and Robert G. Kaiser. *The News About the News: American Journalism in Peril*. New York: Vintage Books, 2002.

Drew, Dan, and David Weaver. "Voter Learning in the 1992 Presidential Election: Did the 'Nontraditional' Media and Debates Matter?" *Journalism & Mass Communication Quarterly* 72, no. 1 (Spring 1995): 7-17.

Duin, Julia. *Quitting Church: Why the Faithful Are Fleeing and What to Do About It*. Grand Rapids, MI: Baker Books, 2008.

Eccles Parson, Jacquelynne S., and Allan Wigfield. "Motivational Beliefs, Values, and Goals." *Annual Review of Psychology* 53, no. 1 (2002): 109-32.

Eisner, Jane. *Taking Back the Vote: Getting American Youth Involved in Our Democracy*. Boston, MA: Beacon Press, 2004.

Elliott, William R., and William L. Rosenberg. "The 1985 Philadelphia Newspaper Strike: A Uses and Gratifications Study." *Journalism Quarterly* 64, no. 4 (Winter 1987): 679-87.

Emig, Arthur G. "Communitiy Ties and Dependence on Media for Public Affairs." *Journalism & Mass Communication Quarterly* 72, no. 2 (Summer 1995): 402-11.

Eveland Jr., William P., Jack M. McLeod, and Edward M. Horowitz. "Communication and Age in Childhood Political Socialization: An Interactive Model of Political Development." *Journalism & Mass Communication Quarterly* 75, no. 4 (Winter 1998): 699-718.

Feather, Norman T. "Values, Valences, Expectations, and Actions." *The Journal of Social Issues* 48, no. 2 (Summer 1992): 109-24.

Ferguson, Douglas A., and Elizabeth M. Perse. "The World Wide Web as a Functional Alternative to Television." *Journal of Broadcasting & Electronic Media* 44, no. 2 (Spring 2000): 155-74.

Finnegan Jr., John R., and Kasisomayajula Viswanath. "Community Ties and Use of Cable Tv and Newspapers in a Midwest Suburb." *Journalism Quarterly* 65, no. 2 (Summer 1988): 456-63, 73.

Fishbein, Martin, and Icek Ajzen. *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research*. Reading, MA: Addison-Wesley Publishing Company, 1975.

Flowerday, Terri, Gregory Schraw, and Joseph Stevens. "The Role of Choice and Interest in Reader Engagement." *The Journal of Experimental Education* 72, no. 2 (Winter 2004): 93-114.

Fowler Jr., Gilbert Len "The Comparative Readability of Newspapers and Novels." *Journalism Quarterly* 55, no. 3 (Autumn 1978): 589-92.

Fowler Jr., Gilbert Len, and Edward J. Smith. "Readability of Newspapers and Magazines over Time." *Newspaper Research Journal* 1, no. 1 (November 1979): 3-8.

Galloway, John J., and F. Louise Meek. "Audience Uses and Gratifications: An Expectancy Model." *Communication Research* 8, no. 4 (October 1981): 435-49.

Gallup Poll library staff. phone call, April 24, 2006.

Garner, Ruth, Mark G. Gillingham, and C. Stephen White. "Effects of 'Seductive Details' on Macroprocessing and Microprocessing in Adults and Children." *Cognition and Instruction* 6, no. 1 (1989): 41-57.

Goetz, Ernest T., Mark Sadoski, Zhaleh Fatemi, and Rebecca Bush. "That's News to Me: Readers' Responses to Brief Newspaper Articles." *Journal of Reading Behavior* 26, no. 2 (1994): 125-38.

Graber, Doris A. *Processing the News: How People Tame the Information Tide*. New York: Longman Inc., 1984.

Graves, Michael F., Maureen C. Prenn, Jason Earle, Mary Thompson, Vivian Johnson, and Wayne H. Slater. "Commentary: Improving Instructional Text: Some Lessons Learned." *Reading Research Quarterly* 26, no. 2 (Spring 1991): 110-22.

Griffin, Jeffrey L., and Robert L. Stevenson. "The Effectiveness of Locator Maps in Increasing Reader Understanding of the Geography of Foreign News." *Journalism Quarterly* 71, no. 4 (Winter 1994): 937-46.

Guthrie, John T., and Allan Wigfield. "How Motivation Fits into the Science of Reading." *Scientific Studies of Reading* 3, no. 3 (1999): 199-205.

———. "How Motivation Fits into a Science of Reading." *Scientific Studies of Reading* 3, no. 3 (1999): 199-205.

Hargrove, Thomas, and Guido H. Stempel III. "Exploring Reader Interest in International News." *Newspaper Research Journal* 23, no. 4 (Fall 2002): 46-51.

Hartman, John K. "How 21-34 Year Olds Perceive Competing Newspapers in a Small-to-Medium Sized Market." *Newspaper Research Journal* 5, no. 1 (Fall 1983): 91-100.

———. "USA Today and Young-Adult Readers: Can a New-Style Newspaper Win Them Back?" *Newspaper Research Journal* 8, no. 2 (Winter 1987): 1-14.

Heider, Don, Maxwell McCombs, and Paula M. Poindexter. "What the Public Expects of Local News: Views on Public and Traditional Journalism." *Journalism & Mass Communication Quarterly* 82, no. 4 (Winter 2005): 952-67.

Henke, Lucy L. "Perceptions and Use of News Media by College Students." *Journal of Broadcasting & Electronic Media* 29, no. 4 (Fall 1985): 431-36.

Heuer, Friderike, and Daniel Reisberg. "Vivid Memories of Emotional Events: The Accuracy of Remembered Minutiae." *Memory & Cognition* 18, no. 5 (1990): 496-506.

Hicks, Rick and Kathy. *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*. Wheaton, IL: Tyndale House Publishers, 1999.

Hidi, Suzanne. "Interest and Its Contributions as a Mental Resource for Learning." *Review of Educational Research* 60, no. 4 (Winter 1990): 549-71.

Hidi, Suzanne, and William Baird. "Strategies for Increasing Text-Based Interest and Students' Recall of Expository Texts." *Reading Research Quarterly* 23, no. 4 (Autumn 1988): 465-83.

Hilliard, Robert D. "Nut Grafs: A Powerful Tool for Attracting, Holding Readers." *Newspaper Research Journal* 12, no. 3 (Summer 1991): 76-90.

Hollander, Barry A. "The New News and the 1992 Presidential Campaign: Perceived Vs. Actual Political Knowledge." *Journalism & Mass Communication Quarterly* 72, no. 4 (Winter 1995): 786-98.

Howe, Neil, and William Strauss. *Millennials Rising: The Next Great Generation*. New York, N.Y.: Vintage Books, 2000.

Iran-Nejad, Asghar. "Cognitive and Affective Causes of Interest and Liking." *Journal of Educational Psychology* 79, no. 2 (June 1987): 120-30.

Jacquelynne S. Eccles (Parson), Terry F. Adler, Robert Futterman, Susan B. Goff, Judith L. Meece, and Carol Midgley. "Expectancies, Values, and Academic Behaviors." In *Achievement and Acheivement Motives: Psychological and Sociological*

Approaches, edited by J. T. Spence. 75-146. San Francisco, CA: W.H. Freeman and Company, 1983.

Joan Shorenstein Center on the Press Politics and Public Policy at John F. Kennedy School of Government at Harvard University, "Young People and News," July 2007, http://www.ksg.harvard.edu/presspol/carnegie_knight/young_news_web.pdf (accessed August 21, 2007).

Johns, Jerry L., and Thomas E. Wheat. "Newspaper Readability." *Reading World* 18, no. 2 (December 1978): 141-47.

———. "Newspaper Readability: Two Crucial Factors." *Journal of Reading* 27, no. 5 (February 1984): 432-34.

Kanaley, Reid, and Alan J. Heavens. "Fannie, Freddie: Housing Bedrock; They Hold or Insure Half of Mortgages. Here's How the Government Is Helping Them Weather the Crisis." *Philadelphia Inquirer*, July 15, 2008.

Katz, Elihu. "Mass Communication Research and the Study of Popular Culture: An Editorial Note on a Possible Future for This Journal." *Studies in Public Communication* 2, (Summer 1959): 1-6.

Katz, Elihu, Jay G. Blumler, and Michael Gurevitch. "Utilization of Mass Communication by the Individual." In *The Uses of Mass Communication: Current Perspectives on Gratifications Research*, edited by Jay G. Blumler and Elihu Katz. 19-32. Beverly Hills: Sage Publications, 1974.

Katz, Elihu, Hadassah Hass, and Michael Gurevitch. "On the Use of the Mass Media for Important Things." *American Sociological Review* 38, no. 2 (April 1973): 164-81.

Kelly, Jean, Jan Knight, Lee Anne Peck, and Guy Reel. "Straight/Narrative? Writing Style Changes Readers' Perceptions of Story Quality." *Newspaper Research Journal* 24, no. 4 (Fall 2003): 118-22.

Kimball, Penn. "People without Papers." *Public Opinion Quarterly* 23, no. 3 (Autumn 1959): 389-98.

Kovach, Bill, and Tom Rosenstiel. *Elements of Journalism: What Newspeople Should Know and the Public Should Expect*. New York: Three Rivers Press, 2001.

Lain, Laurence B. "Steps toward a Comprehensive Model of Newspaper Readership." *Journalism Quarterly* 63, no. 1 (Spring 1986): 69-74, 121.

Lancaster, Lynne C., and David Stillmann. *When Generations Collide*. New York: HarperCollins Publishers Inc., 2002.

Larkin, Ernest F., Gerald L. Grotta, and Phillip Strout. "The 21-34 Year Old Market and the Daily Newspaper." *ANPA News Research Report* no. 1 (April 8, 1977): 1-7.

Lauf, Edmund. "Research Note: The Vanishing Young Reader, Sociodemographic Determinants of Newspaper Use as a Source of Political Information in Europe, 1980-98." *European Journal of Communication* 16, no. 2 (June 2001): 233-43.

Lee, Tien-Tsung. "Media Effects on Political Disengagement Revisited: A Multiple-Media Approach." *Journalism & Mass Communication Quarterly* 82, no. 2 (Summer 2005): 416-33.

Lehnert, Eileen. "The Youth Market's Ideal Newspaper." *Newspaper Research Journal* 2, no. 3 (April 1981): 3-15.

Lewin, Kurt. *A Dynamic Theory of Personality: Selected Papers of Kurt Lewin*. New York: McGraw-Hill Book Company, Inc., 1935.

Lewis, Seth C. "Next-Generation News Consumers: An Exploratory Study of Young Adults and Their Future with News and Newspapers." In *Presented at the annual meeting of the Association for Education in Journalism and Mass Communication*. Washington, D.C., August 2007.

———. "Where Young Adults Intend to Get Their News in Five Years." *Newspaper Research Journal* 29, no. 4 (Fall 2008): 36-52.

———. "Where Young Adults Intend to Get News in Five Years." *Newspaper Research Journal* 29, no. 4 (Fall 2008): 36-52.

Life Course Associates, "High School Class of 200 Survey," April-May 1999, http://www.lifecourse.com/news/ms_hssurvey.html (accessed August 21, 2007).

Link, Michael W., Michael P. Battaglia, Martin R. Frankel, Larry Osborn, and Ali H. Mokdad. "Reaching the U.S. Cell Phone Generation: Comparison of Cell Phone Survey Results with and Ongoing Landline Telephone Survey." *Public Opinion Quarterly* 71, no. 5 (2007): 814-39.

Lipschultz, Jeremy Harris. "The Nonreader Problem: A Closer Look at Avoiding the Newspaper." *Newspaper Research Journal* 8, no. 4 (Summer 1987): 59-69.

McCombs, Maxwell, and Paula M. Poindexter. "The Duty to Keep Informed: News Exposure and Civic Obligation." *Journal of Communication* 33, no. 2 (Spring 1983): 88-96.

McDaniel, Mark A., Paula J. Waddill, Kraig Finstad, and Tammy Bourg. "The Effects of Text-Based Interest on Attention and Recall." *Journal of Educational Psychology* 92, no. 3 (2000): 492-502.

McKenna, Michael C., Dennis J. Kear, and Randy A. Ellsworth. "Children's Attitudes toward Reading: A National Survey." *Reading Research Quarterly* 30, no. 4 (October/November/December 1995): 934-56.

McLeod, Jack M., and Lee B. Becker. "Testing the Validity of Gratification Measures through Political Effects Analysis." In *The Uses of Mass Communications: Current Perspectives on Gratifications Research*, edited by Jay G. Blumler and Elihu Katz. 137-64. Beverly Hills, CA: Sage Publications, Inc., 1974.

McQuail, Dennis, Jay G. Blumler, and J.R. Brown. "The Television Audience: A Revised Perspective." In *Sociology of Mass Communication*, edited by Dennis McQuail. 135-65. Harmondsworth, England: Penguin, 1972.

Mindich, David T. Z. *Tuned Out: Why Americans under 40 Don't Follow the News*. New York, N.Y.: Oxford University Press, 2005.

Moy, Patricia, Edith Manosevitch, Keith Stamm, and Kate Dunsmore. "Linking Dimensions of Internet Use and Civic Engagement." *Journalism & Mass Communication Quarterly* 82, no. 3 (Autumn 2005): 571-86.

Moznette, James, and Galen Rarick. "Which Are More Readable: Editorials or News Stories?" *Journalism Quarterly* 45, no. 2 (Summer 1968): 319-21.

National Center for Education Statistics, "Digest of Education Statistics," Fall 2006, http://nces.ed.gov/programs/digest/d06/tables/dt06_007.asp?referrer=report (accessed September 28, 2007).

National Endowment for the Arts, "Reading at Risk: A Survey of Literary Reading in America," June 2004, http://www.nea.gov/pub/ReadingAtRisk.pdf (accessed October 31, 2009).

———, "The Arts and Civic Engagement: Involved in Arts, Involved in Life," June 2005, http://www.nea.gov/pub/CivicEngagement.pdf (accessed September 25, 2009).

Newspaper Association of America, "Daily Newspaper Readership Trends - Education (1998-2006)," 2007, http://www.naa.org/docs/Research/Education_Daily_National_Top50_98-06.pdf (accessed October 28, 2007).

———, "Daily Newspaper Readership Trends - Age (1998-2006)," 2007, http://www.naa.org/docs/Research/Age_Daily_National_Top50_98-06.pdf (accessed October 28, 2007).

Ogbu, John U. "Understanding Cultural Diversity and Learning." *Educational Researcher* 21, no. 8 (November 1992): 5-14, 24.

Ormrod, Jeanne Ellis. *Human Learning*. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2003.

Paek, Hye-Jin, So-Hyang Yoon, and Dhavan V. Shah. "Local News, Social Integration, and Community Participation: Hierarchical Linear Modeling of Contextual and Cross-Level Effects." *Journalism & Mass Communication Quarterly* 82, no. 3 (Autumn 2005): 587-606.

Palmgreen, Philip. "Uses and Gratifications: A Theoretical Perspective." In *Communication Yearbook 8*, edited by R.N. Bostrom. Beverly Hills, CA: Sage, 1984.

Palmgreen, Philip, and J.D. Rayburn II. "An Expectancy-Value Approach to Media Gratifications." In *Media Gratifications Research: Current Perspectives*, edited by Karl Erik Rosengren, Lawrence A. Wenner and Philip Palmgreen. 61-72. Beverly Hills, CA: Sage Publications, Inc., October 1985.

———. "Gratifications Sought and Media Exposure: An Expectancy Value Model." *Communication Research* 9, no. 4 (1982): 561-80.

Palmgreen, Philip, Lawrence A. Wenner, and Karl Erik Rosengren. "Uses and Gratifications Research: The Past Ten Years." In *Media Gratifications Research: Current Perspectives*, edited by Karl Erik Rosengren, Lawrence A. Wenner and Philip Palmgreen. 11-37. Beverly Hills, CA: Sage Publications, Inc., 1985.

Papacharissi, Zizi, and Alan M. Rubin. "Predictors of Internet Use." *Journal of Broadcasting & Electronic Media* 44, no. 2 (Spring 2000): 175-96.

Payne, Gregg A., Jessica J.H. Severn, and David M. Dozier. "Uses and Gratifications Motives as Indicators of Magazine Readership." *Journalism Quarterly* 65, no. 4 (Winter 1988): 909-13, 59.

Peiser, Wolfram. "Cohort Trends in Media Use in the United States." *Mass Communication & Society* 3, no. 2&3 (Spring/Summer 2000): 185-205.

Penrose, Jeanne, David H. Weaver, Richard R. Cole, and Donald Lewis Shaw. "The Newspaper Nonreader 10 Years Later: A Partial Replication of Westley-Severin." *Journalism Quarterly* 51, no. 4 (Winter 1974): 631-38.

Pew Research Center for the People & the Press, "Online Papers Modestly Boost Newspaper Readership: Maturing Internet News Audience Broader Than Deep," July 30, 2006, http://people-press.org/reports/pdf/282.pdf (accessed September 25, 2009).

Pintrich, Paul R., and Dale H. Schunk. "Motivation in Education: Theory, Research and Applications." 2nd ed. Upper Saddle River, NJ Merrill-Prentice Hall, 2002.

Poindexter, Paula. "Trouble in the News Media Landscapte." In *Women, Men, and News: Divided and Disconnected in the News Media Landscape*, edited by Paula Poindexter, Sharon Meraz and Amy Schmitz Weiss. 3-16. New York: Routledge, 2008.

Poindexter, Paula M. "Daily Newspaper Non-Readers: Why They Don't Read." *Journalism Quarterly* 56, no. 4 (Winter 1979): 764-70.

Poindexter, Paula M., Don Heider, and Maxwell McCombs. "Watchdog or Good Neighbor?: The Public's Expectations of Local News." *The Harvard International Journal of Press/Politics* 11, no. 1 (2006): 77-88.

Poindexter, Paula M., and Dominic L. Lasorsa. "Generation X: Is Its Meaning Understood?" *Newspaper Research Journal* 20, no. 4 (Fall 1999): 28-36.

Poindexter, Paula M., and Maxwell E. McCombs. "Revisiting the Civic Duty to Keep Informed in the New Media Environment." *Journalism & Mass Communication Quarterly* 78, no. 1 (Spring 2001): 113-26.

Press, The Pew Research Center For The People & The. "Public's News Habits Little Changed by Sept. 11," http://people-press.org/reports/pdf/156.pdf (accessed November 16, 2009).

Project for Excellence in Journalism, "The State of the News Media 2004," 2004, http://www.stateofthemedia.com/2004/ (accessed November 4, 2009).

———, "The State of the News Media 2005," 2005, http://www.stateofthenewsmedia.org/2005/ (accessed October 25, 2007).

———, "State of the News Media 2005," 2005, http://www.stateofthemedia.org/2005/ (accessed September 25, 2009).

———, "The State of the News Media 2006," 2006, http://www.stateofthenewsmedia.org/2006/ (accessed October 28, 2007).

———, "State of the News Media 2007," 2007, http://www.stateofthemedia.org/2007/narrative_overview_intro.asp?media=1 (accessed September 25, 2009).

———, "The State of the News Media 2009," 2009, http://www.stateofthemedia.org/2009/narrative_online_audience.php?media=5&cat=2 (accessed November 4, 2009).

Pugh, Tony. "Mccain, Obama Promise More Health-Care Coverage, Differently." *McClatchy-Tribune News Service*, June 10, 2008.

Putnam, Robert D. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster Paperbacks, 2000.

Raeymaeckers, Karin. "Newspaper Editors in Search of Young Readers: Content and Layout Strategies to Win New Readers." *Journalism Studies* 5, no. 2 (May 2004): 221-32.

———. "Research Note: Young People and Patterns of Time Consumption in Relation to Print Media." *European Journal of Communication* 17, no. 3 (September 2002): 369-83.

Rarick, Galen R. "Differences between Daily Newspaper Subscribers and Nonsubscribers." *Journalism Quarterly* 50, no. 2 (Summer 1973): 265-70.

Rayburn II, J.D., and Philip Palmgreen. "Merging Uses and Gratifications and Expectancy-Value Theory." *Communication Research* 11, no. 4 (October 1984): 537-62.

Razik, Taher A. "A Study of American Newspaper Readability." *The Journal of Communication* 19, no. 4 (December 1969): 317-24.

Readership Institute, "Reinventing the Newspaper for Young Adults," April 2005, www.readership.org/experience/startrib_overview.pdf (accessed November 4, 2009).

Rubin, Alan M. "Media Effects: Advances in Theory and Research." In *Media Effects: Advances in Theory and Research*, edited by Jennings Bryant, 2nd ed. 525-48. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., 2002.

Ryan, Richard M., and Edward L. Deci. "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions." *Contemporary Educational Psychology* 25, (2000): 54-67.

Sadoski, Mark, Ernest T. Goetz, and Enrique Avila. "Concreteness Effects in Text Recall: Dual Coding or Context Availability." *Reading Research Quarterly* 30, no. 2 (Autumn 1995): 278-88.

———. "Concreteness Effects in Text Recall: Dual Coding or Context Availability." *Reading Research Quarterly* 30, no. 2 (Autumn 1995): 278-88.

Sadoski, Mark, Ernest T. Gomez, and Maximo Rodriguez. "Engaging Texts: Effects of Concreteness on Comprehensibility, Interest, and Recall of Four Text Types." *Journal of Educational Psychology* 92, no. 1 (2000): 85-95.

Sadoski, Mark, and Zeba Quast. "Reader Response and Long-Term Recall for Journalistic Text: The Roles of Imagery, Affect and Importance." *Reading Research Quarterly* 25, no. 4 (Autumn 1990): 256-72.

Sainsbury, Marian, and Ian Schagen. "Attitudes to Reading at Ages Nine to Eleven." *Journal of Research in Reading* 27, no. 4 (November 2004): 373-86.

Scarborough Research. "Integrated Newspaper Audience' Metric Gaines Momentum at Country's Newspapers." (April 3, 2003), http://www.scarborough.com/press_releases/INA%20FINAL%204.7.06%20CORRECTIONS.pdf (accessed November 16, 2009).

Schiefele, Ulrich. "Interest and Learning from Text." *Scientific Studies of Reading* 3, no. 3 (1999): 257-79.

Schramm, Wilbur, and David M. White. "Age, Education, Economic Status: Factors in Newspaper Reading." *Journalism Quarterly* 26, no. 2 (June 1949): 149-59.

Schunk, Dale H., Paul R. Pintrich, and Judith L. Meece. *Motivation in Education: Theory, Research and Applications*. 3rd ed. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall, 2008.

Severin, Werner J., and James W. Tankard Jr. *Communication Theories: Origins, Methods, and Uses in the Mass Media*. 5th ed. New York: Addison Wesley Longman, Inc., 2001.

Shah, Dhavan, Michael Schmierbach, Joshua Hawkins, Rodolfo Espino, and Janet Donavan. "Nonrecursive Models of Internet Use and Community Engagement:

Questioning Whether Time Spent Online Erodes Social Capital." *Journalism & Mass Communication Quarterly* 79, no. 4 (Winter 2002): 964-87.

Shalagheck, Carol. "Newspaper Reading Choices by College Students." *Newspaper Research Journal* 19, no. 2 (Spring 1998): 74-87.

Sherman, Mark. "High Court Affirms Gun Rights in Historic Decision." *The Associated Press Newswire*, June 16, 2008.

Shirey, Larry L., and Ralph E. Reynolds. "Effect of Interest on Attention and Learning." *Journal of Educational Psychology* 80, no. 2 (June 1988): 159-66.

Smith III, Hampden H. "Newspaper Readership as Determinant of Political Knowledge and Activity." *Newspaper Research Journal* 7, no. 2 (Winter 1986): 47-54.

Smith, Ron F. "How Consistently Do Readability Tests Measure the Difficulty of Newswriting." *Newspaper Research Journal* 5, no. 4 (Summer 1984): 1-8.

Smith, Ron F., and Kay L. Smith. "A Comparison of Readability Formulae as Applied to Newspaper Stories." *Journal of Reading* 28, no. 1 (October 1984): 20-23.

Smith, Ron F., and Peter Voelz. "Newspaper Stylistic Codes: A Hindrance to Understanding?" *Journalism Quarterly* 60, no. 4 (Winter 1983): 641-46, 62.

Sobal, Jeff, and Marilyn Jackson-Beeck. "Newspaper Nonreaders: A National Profile." *Journalism Quarterly* 58, no. 1 (Spring 1981): 9-13, 28.

Stamm, Keith R., Arthur G. Emig, and Michael B. Hesse. "The Contribution of Local Media to Community Involvement." *Journalism & Mass Communication Quarterly* 74, no. 1 (Spring 1997): 97-107.

Stapler, Harry. "The One-Sentence/Long-Sentence Habit of Writing Leads and How It Hurts Readership." *Newspaper Research Journal* 7, no. 1 (Fall 1985): 17-27.

Statistics, Bureau of Labor. "Volunteering in the United States, 2006." 2007.

Statistics, National Center for Education. "Digest of Education Statistics: 2006." 2006.

Stempel III, Guido H. "Readability of Six Kinds of Content in Newspapers." *Newspaper Research Journal* 3, no. 1 (October 1981): 32-37.

Stempel III, Guido H., and Thomas Hargrove. "Mass Media Audiences in a Changing Media Environment." *Journalism & Mass Communication Quarterly* 73, no. 3 (Autumn 1996): 549-88.

———. "Despite Gains, Internet Not Major Player as News Source." *Newspaper Research Journal* 25, no. 2 (Spring 2004): 113-15.

Stephens, Lowndes F. "The Influence of Community Attachment on Newspaper Reading Habits." *ANPA News Research Report* no. 17 (December 20, 1978): 2-6.

Stevenson, Robert L. "The Disappearing Reader." *Newspaper Research Journal* 15, no. 3 (Summer 1994): 22-30.

Stone, Gerald. "Race Yields to Education as Predictor of Newspaper Use." *Newspaper Research Journal* 15, no. 31 (Winter 1994): 115-26.

Stone, Gerald C., and Timothy Boudreau. "1985, 1994 Comparison of Reader Content Preferences." *Newspaper Research Journal* 16, no. 4 (Fall 1995): 13-28.

Stone, Gerald C., and Roger V. Wetherington Jr. "Confirming the Newspaper Reading Habit." *Journalism Quarterly* 56, no. 3 (Autumn 1979): 554-61, 66.

Sweet, Anne P., John T. Guthrie, and Mary M. Ng. "Teacher Perceptions and Student Reading Motivation." *Journal of Educational Psychology* 90, no. 2 (June 1998): 210-23.

Tankard, James. "Specificity, Imagery in Writing: Testing the Effects of 'Show, Don't Tell'." *Newspaper Research Journal* 17, no. 1/2 (Winter/Spring 1996): 35-48.

Tankard, James, and Laura Hendrickson. "Specificity, Imagery in Writing: Testing the Effects of 'Show, Don't Tell." *Newspaper Research Journal* 17, no. 1/2 (Winter/Spring 1996): 35-48.

Tapscott, Don. *Grown up Digital: How the Net Generation Is Changing the World*. New York: McGraw Hill, 2009.

Tewksbury, David. "What Do Americans Really Want to Know? Tracking the Behavior of News Readers on the Internet." *Journal of Communication* 53, no. 4 (December 2003): 694-710.

The Center for Information and Research on Civic Learning and Engagement, "Young Voters in the 2006 Elections," http://www.civicyouth.org/PopUps/FactSheets/FS-Midterm06.pdf (accessed November 5, 2007).

———, "2006 Civic and Political Health of the Nation Survey," 2006, http://www.civicyouth.org/PopUps/2006_CPHS_Report_update.pdf (accessed October 29, 2007).

The Pew Research Center For the People & The Press, "What Americans Know: 1989-2007, Public Knowledge of Current Affairs Little Changed by News and Information Revolutions," April 15, 2007, http://people-press.org/reports/pdf/319.pdf (accessed September 25, 2009).

———, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment," August 17, 2008, http://people-press.org/report/444/news-media (accessed September 25, 2009).

———, "Key News Audiences Now Blend Online and Traditional Sources: Audience Segments in a Changing News Environment," August 17, 2008, http://people-press.org/report/444/news-media (accessed September 25, 2009).

———, "A Portrait of 'Generation Next' How Young People View Their Lives, Futures and Politics," July 30, 2006, http://people-press.org/reports/pdf/300.pdf (accessed September 25, 2009).

———, "News Audiences Increasingly Politicized: Online News Audience Larger, More Diverse," June 8, 2004, http://people-press.org/reports/pdf/215.pdf (accessed September 25, 2009).

———, "Trends in Political Values and Core Attitudes: 1987-2007: Political Landscape More Favorable to Democrats," March 22, 2007, http://people-press.org/reports/pdf/312.pdf (accessed September 25, 2009).

Twenge, Jean M. *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before*. New York, NY: Free Press, 2006.

U.S. Census Bureau, "Total Population by Age and Sex for the United States: 2000," http://www.census.gov/population/cen2000/phc-t08/phc-t-08.pdf (accessed September 25, 2009).

———, "Census Bureau Announces Most Populous Cities," June 28, 2007, http://www.census.gov/Press-Release/www/releases/archives/population/010315.html (accessed November 1, 2009).

———, "Voting and Registration in the Election of November 2004," March 2006, http://www.census.gov/prod/2006pubs/p20-556.pdf (accessed October 30, 2007).

———, "Indicators of Marriage and Fertility in the United States from the American Community Survey: 2000 to 2003," May 2005,

http://www.census.gov/population/www/socdemo/fertility/mar-fert-slides.html (accessed September 25, 2009).

U.S. Census Bureau American Fact Finder, "2005 American Community Survey Geographic Mobility by Selected Characteristics in the United States," 2005, http://factfinder.census.gov/servlet/STSelectServlet?_ts=212353788985 (accessed November 7, 2005).

———, "2005 American Community Survey Age and Sex," 2005, http://factfinder.census.gov/servlet/STSelectServlet?_ts=212353788985 (accessed September 25, 2009).

U.S. Census Bureau U.S. Department of Commerce, "Voting and Registration in the Election 2008," 2008, http://www.census.gov/population/www/socdemo/voting.html (accessed July 25, 2009).

Uecker, Jeremy E., Mark D. Regnerus, and Margaret L. Vaaler. "Losing My Religion: The Social Source of Religious Decline in Early Adulthood." *Social Forces* 85, no. 4 (June 2007): 1667-92.

United States Department of Labor Bureau of Labor Statistics, "Number of Jobs Held, Labor Market Activity, and Earnings Growth among the Youngest Baby Boomers: Results from Longitudinal Survey," August 25, 2006, http://www.bls.gov/news.release/pdf/nlsoy.pdf (accessed September 25, 2009).

Wanta, Wayne, and Dandan Gao. "Young Readers and the Newspaper: Information Recall and Perceived Enjoyment, Readability, and Attractiveness." *Journalism Quarterly* 71, no. 4 (Winter 1994): 926-36.

Wanta, Wayne, Yu-Wei Hu, and Yi-Chen Wu. "Getting More People to Read More Newspapers: Factors Affecting Newspaper Reading." *Newspaper Research Journal* 16, no. 1 (Winter 1995): 103-15.

Ward, Mike. "Youth Agency's Talk of Expansion Draws Criticism from Lawmaker." *Austin American-Statesman*, August 6, 2008.

Westley, Bruce H., and Werner J. Severin. "A Profile of the Daily Newspaper Non-Reader." *Journalism Quarterly* 41, no. 1 (Winter 1964): 45-50, 156.

Wigfield, Allan. "Reading Motivation: A Domain-Specific Approach to Motivation." *Educational Psychologist* 32, no. 2 (1997): 59-68.

Wigfield, Allan, and Jacquelynne S. Eccles. "Expectancy-Value Theory of Achievement Motivation." *Contemporary Educational Psychology* 25, no. 1 (2000): 68-81.

Wigfield, Allan, Jacquelynne S. Eccles, Ulrich Schiefele, Robert W. Roeser, and Pamela Davis-Kean. "Development of Achievement Motivation." In *Handbook of Child Psychology*, edited by William Damon and Richard M. Lerner, 6th ed. 933-1002. Hoboken, N.J.: John Wiley & Sons, Inc., 2006.

Wigfield, Allan, and John T. Guthrie. "Relations of Children's Motivation for Reading to the Amount and Breadth of Their Reading." *Journal of Educational Psychology* 89, no. 3 (1997): 420-32.

Wigfield, Allan, Stephen Tonks, and Jacquelynne S. Eccles. "Expectancy Value Theory in Cross-Cultural Perspective." In *Big Theories Revisted*, edited by Dennis M. McInerney and Shawn Van Etten. 165-98. Greenwich, CT: Information Age Publishing, 2004.

Winograd, Morley, and Michael D. Hais. *Millennial Makeover: Myspace, Youtube and the Future of American Politics*. New Brunswick, NJ: Rutgers University Press, 2008.

Wolfe, Tom, and E.W. Johnson. *The New Journalism*. New York: Harper & Row, Publishers Inc., 1973.

Young Adult Library Association, "Best Books for Young Adults 2006," http://www.ala.org/ala/yalsa/booklistsawards/bestbooksya/06bbya.htm (accessed October 25, 2007).

Zerba, Amy. "Newspapers and Routine Images Young Adults Attach to Them." In *Unpublished manuscript*. Austin: University of Texas at Austin, 2006.

———. "Growing up with Parents Who Read and Watch the News: What Is the Effect on College Students?" Paper presented at the Association for Education in Journalism and Mass Communication, Toronto, August 2004.

———. "Physical News: Why Some Young Adults Don't Read Newspapers." Paper presented at the Association for Education in Journalism and Mass Communication, San Francisco, August 2006.

———. "Are Reasons for Not Reading News Medium Specific?" In *Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication*. Chicago: University of Texas at Austin, August 2008.

———. "Narrative Storytelling: Putting the Story Back in Hard News to Engage Young Audiences." *Newspaper Research Journal* 29, no. 3 (Summer 2008): 94-102.

Zibel, Alan. "Fannie, Freddie Rescue Plan Leave Many Anxious." *Associated Press Financial Wire*, August 21, 2008.

Zibel, Alan, and Martin Crutsinger. "U.S. Government Seizes Control of Mortage Giants." *Associated Press Online*, September 7, 2008.

Zukin, Cliff, Scott Keeter, Molly Andolina, Krista Jenkins, and Michael X. Delli Carpini. *A New Engagement: Political Participation, Civic Life, and the Changing American Citizen*. New York: Oxford University Press Inc. , 2006.

Zwaan, Rolf A. "Effect of Genre Expectations on Text Comprehension." *Journal of Experimental Psychology* 20, no. 4 (1994): 920-33.

Vita

Amy Zerba has studied the news habits and non-news habits of young adults for six years at the University of Texas at Austin. She received her bachelor's and master's degrees in journalism from the University of Florida. She has more than nine years experience as a journalist, having worked at the *Sun-Sentinel*, *Houston Chronicle, Austin American-Statesman* and presently CNN.com. She has taught four college courses as an instructor of record – web publishing, print design, editing and graphics in journalism. Her work on young adults and news has appeared in the *Newspaper Research Journal* and the book *Women, Men, and News: Divided and Disconnected in the News Media Landscape*, edited by Paula Poindexter, Sharon Meraz and Amy Schmitz Weiss.

She was born in Gainesville, Florida. Her parents, Raymond H. Zerba and Iris Zerba, also graduated from the University of Florida.

Permanent address: P.O. Box 1033, Green Cove Springs, FL 32043