THE DAILY CLIPS

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Honors college set for its debut

BY JOSH HUMPHRIES
The Daily Reflector

East Carolina University will operate an honors college for the first time this year, offering students a unique experience.

The college will open this fall with 105 students who are admitted based on academic measures.

"They need to be the most academically qualified of the applicants to ECU," Kevin Baxter, associate dean of the honors college, said. "They will be taking a new course series that has not existed before that focuses on a number of topics for the first three years including leadership, service, research and professional development."

Freshmen will be required to live in Jones Hall. Renovation of the Mamie Jenkins Building on campus is under way to house the administrative offices of the college beginning in January.

Students will take special classes and work with faculty on specialized research.

University officials decided this spring to upgrade the college's honors program to an honors college in an effort to boost recruitment and retention at ECU.

"It serves notice that the institution is interested in really making a lot of progress in terms of recruitment and retention," Baxter said. "Honors colleges are known to improve recruitment and retention rates for universities."

The University of North Carolina system placed a new priority on retention this spring with initia-
Weapons recovered in shooting death

One of the weapons, a semi-automatic rifle, was recovered from Phillip Lewis, 20, the man arrested and charged in connection with the death of Tommy Falcone, 22.

The Daily Reflector

Greenville police have recovered three weapons connected with the Monday morning shooting death of a former New Jersey resident.

One of the weapons, a semi-automatic rifle, was recovered from Phillip Lewis, 20, the man arrested and charged in connection with the death of Tommy Falcone, 22.

Information about the weapons was included in Lewis' arrest report and a case report summarizing the shooting, which occurred shortly before 4 a.m. Monday in the area of Pirates Cove and Copper Beech apartments on East 10th Street.

Greenville police said the shooting stemmed from a fight between two groups of people. They have refused to provide any additional information, including the make, model and caliber of the weapon taken from Lewis.

The other two weapons recovered in connection with the investigation are a .270-caliber Remington rifle valued at $700 and a 12-gauge Remington shotgun valued at $150.

These two weapons were recovered from the grounds of a business at 2045 Eastgate Drive, about two-tenths of a mile from where police found Falcone.

While police have released little information about the incident, defense and prosecution attorneys offered differing details about the crime.

Prosecutor Chris Johnson said Lewis had been threatened with a golf club, and his truck's window had been punched out by one of Falcone's friends.

When Lewis reported to Greenville police that his vehicle had been damaged, he was instructed to return to the scene of the incident, Owens said. Lewis told police if he returned, he likely would be assaulted.

Lewis parked his truck in the driveway of St. Paul Pentecostal Holiness Church, 3251 E. 10th St. He told police that he saw two men approach his vehicle, one wielding a golf club. Owens said Lewis fired a weapon.

Lewis was arrested in the area between the church and Pirates Cove, where Falcone was discovered, according to his arrest report.

Johnson said when police started to take Lewis into custody, he initially wouldn't put down his firearm.

Lewis was released from jail Tuesday afternoon under a $500,000 cash bond. No conditions were placed on his release, according to court documents.

WEAPONS
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FUNERAL SERVICES
A Saturday morning funeral service has been planned for Tommy Falcone, according to The Sidun Funeral Group website.

The funeral is scheduled for 10 a.m. in St. James Catholic Church in Falcone's hometown of River Bank, N.J. John E. Day Funeral Home is in charge of arrangements. A visitation is scheduled for 4-8 p.m. Friday at the funeral home, also located in River Bank, N.J.
EAST CAROLINA FOOTBALL

Pirate offense picking up speed under Riley

Young offensive coordinator pleased with ECU's progress in learning new system.

BY NATHAN SUMMERS
The Daily Reflector

East Carolina's new, heavy-artillery football offense certainly hasn't earned its wings, but it is earning a few stripes.

After a handful of August practices, the Pirates understandably have a long way to go not only to grasp the offensive blueprint of 26-year-old coordinator Lincoln Riley, but also to determine who the principle starters will be and just how quick of a step they will need to make it run properly.

Despite those question marks and a dose of summer sultriness serving as the backdrop for summer drills, the Pirates are making marked progress.

"We're on our way," said Riley, one of the first former Texas Tech staffers plucked away by first-year ECU head coach Ruffin McNeill when he left the Red Raiders last winter. "We've had a good start to camp and it's obvious these guys did a good job in the summer and put in some extra time learning the offense and throwing the ball around, and the linemen have been working on their sets.

"You can really see the improvement."

Other than heat-related issues, camp injuries have been relatively light, allowing Riley to run a five-man rotation at quarterback every day so far. But with progress comes a familiar issue — can they do it fast enough?

McNeill and Riley are both sticklers for tempo, both insisting that success or failure in the spread offense hinges on how much ECU can back opponents on their heels when in possession of the ball, and how quickly.

"We're still not as fast as we want to be but we're getting there," Riley said. "But

See RILEY, B3

RILEY

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I think we can play a lot faster tempo and we want to be able to dictate that in a game. We want to control the tempo and that's huge for a spread offense. You can tell with the guys that everything is starting to click in their minds a little faster."

The starting quarterback role is yet undefined, though transfer Domenique Davis appears to be solidifying himself as the favorite.

But it's far from over in terms of competition, as sophomore Brad Wornick and redshirt Rio Johnson have managed to keep themselves in the mix ever since seeing most of the snaps in spring ball. Behind them are true freshmen Shane Carden — who could be the long-term answer under center — and Zackary Illing.

"Dominique has really shown his maturity and has picked it up quick," Riley said of Davis, who took over as the starter at Boston College late in his redshirt freshman campaign in 2008. "He's just adapted so fast and that's one of the most impressive things about him. Brad and Rio had good springs and came out here and showed some improvement too, so they're all right there. It's going to be close."

Riley might face tougher standards that other first-year coordinators because of his age — he'll be 27 when the Pirates kick off the season Sept. 5 against Tulsa, making him the youngest coordinator in the country by three years — but he seems ready to battle the age stereotype with wide-open football.

Though his demeanor is uncommonly calm for a coach, Riley's standards are high, and he isn't about to apologize for that.

"It's not tough to grasp this playbook but I think it's tough to grasp how we want it done," he said. "We've got really good competition at a lot of spots, and only one or one-and-a-half are going to play at each position, so there has got to be some competition and there are going to be some guys that get their hearts broken on this deal, but that's part of it."

"They've got to perform or they won't be on the field and they know that."

Contact Nathan Summers at nsummers@reflector.com or (252)329-9595.
Robert C. Baker


Memorial service 10:30 a.m. Saturday, Wilkerson Funeral Home. Memorials to ECU Educational Foundation (Pirate Club), 304 Ward Sports Medicine Building, Greenville, NC 27858, or the Humane Society of Eastern Carolina, 3520 Tupper Drive, Greenville, NC 27834.
Can college students learn as well on iPads, e-books?

Updated 1d ago

By Mary Beth Marklein, USA TODAY

Compared with traditional textbooks, the iPad and other devices for reading digital bookshave the potential to save on textbook costs in the long term, to provide students with more and better information faster, and — no small matter — to lighten the typical college student’s backpack.

**COLLEGE BLOG:** Does technology change what we value in education?

**TEXTBOOKS:** E-books, new law may save college students cash

**THE KINDLE CHOICE:** Are libraries for the history “books”?

Yet the track record on campus so far for e-readers has been bumpy. Early trials of the Kindle DX, for example, drew complaints from students about clunky highlighting of text and slow refresh rates. Princeton and George Washington universities this spring found the iPad caused network problems. Federal officials in June cautioned colleges to hold off on using e-readers in the classroom unless the technology can accommodate disabled students.

Though many of those problems are being or have been addressed, some of the most tech-savvy students aren’t quite ready to endorse the devices for academic use. And some educational psychologists suggest the dizzying array of options and choices offered by the ever-evolving technology may be making it harder to learn rather than easier.

Oklahoma State University professor Bill Handy has big plans for the Apple iPad this fall. If the text messages he has received since the school announced he would test the tablet-style e-reader in some courses are any indication, students are eager to get their hands on the devices, too.

Handy, who teaches in the School of Media and Strategic Communications, is quick to stress that his intent is not to celebrate the new technology so much as to evaluate its effectiveness in the classroom.

"This is not research to prove that the iPad is great," he says. "There’s a lot riding on what direction the university might take. If it’s not beneficial, (I’ll be) glad we figured that out early in the game."
"The challenge for working in the electronic age is that we have so much access to information but we still have the same brain we always had," says Richard Mayer, psychology professor at the University of California-Santa Barbara. He focuses on how multimedia can enhance learning. "The problem is not access to information. It is integrating that information and making sense out of it."

A matter of distraction

There’s a lot to like about digital learning. Santa Clara University student Christopher Paschal, 19, for example, appreciated the search function in his economics e-textbook, and said the included video clips offered "an alternative method of learning," and eliminated "the monotony of endless pages of reading."

But ultimately, "I feel that I comprehend material better in regular textbooks," Paschal says. Why? For starters, it’s more difficult to look at a computer screen when you’re tired, he says, and harder to concentrate when Facebook, YouTube and e-mail are just a click away.

Also, he and others say, it may simply be that the technology is still unfamiliar. Whereas e-readers have taken off in the leisure-reading market, publishers have been slower to jump into the education market. Reasons vary, but one challenge for publishers is that reading for the purpose of gaining knowledge is a more complex process than reading for pleasure.

"Usually in a novel you’re going through it from start to finish. In a textbook you’re constantly flipping back and forth. You’re all over the book a lot more often," says Matt Lilek, 22, a part-time computer science major at Joliet Junior College in Illinois. "Textbook publishers haven’t had a chance to tailor things for the iPad. If publishers really get behind the iPad, I can see a day where it’s the only thing I would bring to school."

Even then, some evidence suggests students see a downside to 24/7 interactivity when it comes to preparing for exams or doing homework. During visits last fall to libraries, coffee shops and other campus hangouts to analyze how students study, a test-prep company noted that, when it was time to study, cellphones, laptops and Kindles were put away.

"In today’s ADD society, textbooks are pleasantly single-dimensional and finite," says Jeff Olson, vice president of research for Kaplan Test Prep and Admissions, whose team conducted observational studies. "When I asked study participants why they didn’t use their laptops to look something up, I heard some version of ‘because that’s my distraction.’"

More may not be better

A host of research over the past decade has shown that even the option to click hyperlinks to related material can create confusion and weaken understanding. One study found reading comprehension declined as the number of clickable links increased. A 2005 review by researchers at Carleton University in Ottawa, Canada, of 38 studies found "very little support" for the idea that all those links to additional information enrich the reader’s experience. A 2007 study published in Media Psychology raised similar concerns about add-ons such as sound and animation.

The online environment "promotes cursory reading, hurried and distracted thinking, and superficial learning," argues Nicholas Carr, who raises concerns about the long-term implications in The Shallows: What the Internet Is Doing to Our Brain, which was published in June. "The danger is you don’t encourage people to think critically and, ultimately, you don’t encourage them to think creatively."
Some of the newer devices try to mimic traditional study behavior with features such as the ability to highlight text and take notes in the margins. Still, the gee-whiz technology doesn't necessarily help students study better, suggests a study published this month in *Journal of Educational Psychology*. Students often highlight too much material, so building a highlighting function into the technology may simply enable students to continue an ineffective habit, the study found. "Worse, they may not even process or understand what they select," says study author Ken Kiewra, a professor at the University of Nebraska-Lincoln.

Despite reservations, expectations remain high for e-reader technology on campuses. Seton Hill University in Pennsylvania and George Fox University in Oregon plan to give or phase in iPads for most students starting this fall. At a ceremony Friday, each member of the UC Irvine School of Medicine's incoming class of 2014 received not only the traditional white coat, but also a shiny new iPad, pre-loaded with everything necessary for the first year of course work.

Scores of others, including Reed College and North Carolina State University, plan to offer opportunities for students to test-drive iPads. And two-thirds of campus technology chiefs predicted last fall that e-books will become an "important platform for instructional resources" within five years, according to the Campus Computing Project.


More glitches are perhaps inevitable. But the technological advances "represent very real potential to remake education for the better," says Kaplan's Olson. "The potential for the textbook to come alive with interactivity ... will make the next several years of e-book innovation fascinating to watch."
Transitioning to college with a learning disability

Programs help students make the switch from high school environment

By Erin Banco
USA TODAY

Unlike most high school kids her age, Stephanie Hunter spent the summer before her senior year in a classroom.

Hunter, now 19, was diagnosed with a learning disability in the third grade. She says her hardest class was geometry because she struggles with math problems that involve shapes and angles.

In high school, Hunter says, teachers gave her the support that she needed — tutoring and extra time to take tests. But college, she worries, would be significantly different.

That’s why she enrolled in the Project Access Summer Institute, a program for high school students with learning disabilities at Howard Community College in Columbia, Md., her hometown. The program meets weekdays for a month and costs about $550. Hunter says she learned how to seek help in college, and how to improve her study habits and test scores.

Colleges and universities across the nation are increasingly offering programs such as Project Access to help prepare incoming students who have learning disabilities. Since 2001, the number of such programs has increased tenfold, from 22 to more than 250 today, says Debra Hart, the director of education and transition for the Institute for Community Inclusion at the University of Massachusetts-Boston.

A 2008 survey by the federal government showed that more than 200,000 college students nationwide have been diagnosed with a learning disability, such as dyslexia. The Department of Education now offers grants to post-secondary schools to establish transition programs for students with learning disabilities who want to go to college, and Hart predicts that the number of such programs is “only going to increase.”

Even so, despite the increasing number of programs, advocates and others say some students with learning disabilities still go to college ill-prepared.

Linda Schnapp, assistant director of Project Access, says colleges expect students with learning disabilities to be largely self-sufficient. In high school, students might have relied on their parents for academic support and guidance. But in college, students need to advocate for themselves in order to receive the tutoring, extended time and other services they may need. Schnapp says many students “just aren’t prepared to do that” unless they attend transition programs.

How to get help before college

In video at usatoday.com you can meet a mentor — and former student — at Project Access, a program that helps students with learning disabilities prepare for college.

Hunter says one of the most important lessons she learned in Project Access was fundamental: how to request academic support from her college. The lesson might seem easy, but at many colleges, the obstacles are daunting.

Most colleges require students to submit documents explaining their disability, says James Wendorf, director of the National Center for Learning Disabilities, a non-profit advocacy group. School disability specialists and private psychologists administer standardized tests to determine whether the student has a disability. If the tests reveal a disability, the student is given documents to show to the college’s disability office.

Wendorf says the documents can’t be more than three years old — a rule that also applies to students seeking extra time on the SAT and ACT tests.

If students do not provide recent documentation, they must undergo additional tests to prove that their condition is serious and still exists, says Scott Lissner, American with Disabilities Act coordinator for Ohio State University. The cost of getting more tests can amount to $10,000 in some parts of the country, says Laura Kaloi, public policy director for the National Center for Learning Disabilities.

Most insurance companies do not cover educational testing, says Stuart Segal, director of the office for students with disabilities at the University of Michigan.

Students who can’t afford to get retested might drop out or struggle to finish school. “These kids are lost to the system,” says Joanne Simon, an attorney from New York who represents disabled students. “It limits their future.”

Schnapp says in her 14 years working at Project Access, she has seen students achieve remarkable success in college. Andy Kostas is among them.

Kostas attended Project Access in 2009 and now is a program mentor. “I think the main thing that Project Access helped him with was he knew where to get the help he needed, how to get tutors, how to get counseling,” his mother, Gail Kostas, says.

Her son plans to graduate from Howard Community College and pursue his dream of working as an athletic trainer for a professional sports team. She says it would be “pretty cool” to work for the Washington Nationals baseball team.