

# CTEC

Fall 2006

Communication Technology  
Division Newsletter

## Remember the forgotten father of the computer

DANIELA V. DIMITROVA  
Division Head



Greetings division members! In this issue, you will find a call for papers for the AEJMC Midwinter conference in Reno. Please consider submitting an extended abstract. It's a good way to

receive feedback and polish your research for the annual AEJMC convention. Jim Benjamin at Toledo is our Midwinter conference coordinator. My column in this issue will focus on the "forgotten father of the computer." Recently, I had the opportunity to be a part of a Symposium on Modern Computing in the name of John V. Atanasoff.

The symposium attracted a number of international researchers and scholars who showed deep recognition and appreciation of Atanasoff's invention. When I returned to Iowa State, I asked my students, if they have ever heard of Atanasoff. Most of them have not.

### Who was John Atanasoff?

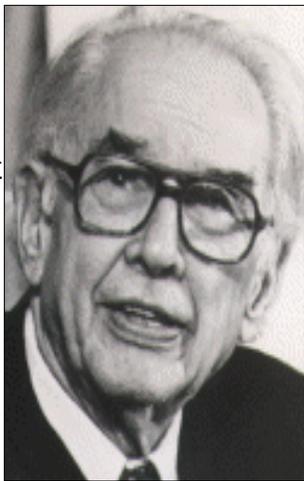
Today Atanasoff is largely recognized as the inventor of the first digital computer, the ABC. Below I explain why the invention of the ABC computer is considered watershed event in computing history. A replica of the ABC was built and is currently on display on the Iowa State campus.

John Vincent Atanasoff's academic career began at the University of Florida where he received a bachelor's degree in electrical engineering in 1925. Then he came to Iowa State College for graduate school where he finished his master's degree in mathematics in the summer of 1926 and then pursued a Ph.D. in theoretical

physics at the University of Wisconsin-Madison. He conceived and built the first digital computer during his years as a physics professor at Iowa State College, 1939-1942.

### What was the ABC?

Without going too deep into computer science jargon, let me briefly describe the four innovative computing principles that Atanasoff built into the Atanasoff-Berry Computer—or the ABC. They are: 1) Using a binary system (base-two numbers); 2) Regenerative data storage for computer memory; 3) Computation by logical action, not enumeration; 4) Used electronic elements and electricity as data carrying medium. The ABC was revolutionary in the way it used binary coding in particular. All four principles are still being used in modern computers. Atanasoff's contribution to modern computing remains



unknown to many of us. That's why Atanasoff is often referred to as "the forgotten father of the computer."

### New information and communication technologies in a global world

We live in a global world and, without doubt, are more connected than ever. Computers are the powerful machines, which connect a farmer from a remote African village to a teenager in Canada to a professor in a Chinese university. It has truly become a global village similar to

what Marshal McLuhan had envisioned.

Many innovations have contributed to this global interconnected world, including the invention of the digital computer, the Internet, and the World Wide Web. Today we can email, chat, IM, or even talk on the computer over the global network of networks. There are many inventors who have made this possible. I hope that future

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*Please print the last page of this newsletter and post it in your school or department to help promote the Midwinter Conference in Reno.*

generations will remember their fascinating stories.

For more information about Atanasoff and the ABC computer, you can visit:  
<http://www.cs.iastate.edu/jva/index.shtml>

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# Citizen media and the technology division

MARK TREMAYNE  
Vice Head



One of the dominant issues in mass communication, as evidenced by the papers and panels addressing it at the recent AEJMC conference in San Francisco, is the rise of citizen journalism or, more broadly, citizen-produced media. For example, of the 56 papers accepted by the division, nearly a third involved blogging, citizen journalism or related topics.

These papers examined user motivations, online niche journalism, political involvement, blog agenda setting, credibility and the effects of blogging and citizen journalism on mainstream media. These issues have relevance not just to the research mission of the division but also for the teaching and professional freedom and responsibilities functions and should continue to be at the forefront of our agenda. Having read many of last years conference papers and having recently edited a book on research into the blog phenomenon, I have noticed the emergence of several themes likely to grow in importance as mainstream media evolves on the web.

## Micro-local journalism

When it comes to target audiences, small is in. Mark Potts, a former reporter for the Washington Post, and a partner started Backfence.com, a venture into neighborhood-based journalism. The sites provide the kind of news currently not available, such as little league games, school plays, local events and issues. With production costs now minimal (compared to legacy media), the means exist to satisfy a demand that has probably always been there. People care about what's going on in their immediate proximity. Traditional media would benefit, as well, from tapping this demand. Such content could make a large newspaper more intimate and relevant and would certainly be cost effective because the content could come from readers themselves.

## Managed Citizen Journalism

The Backfence.com operation relies on ordinary citizens who work for free. It is an experiment in "open-source" journalism much like MyMissourian.com, a project managed by Clyde Bentley at Missouri. Empower the readers to become producers. There are two primary benefits. The obvious one is cost and the other is the proximity the writers have to the subject matter; they know the neighbor-

hood better than an outside journalist.

The drawback is the lack of training the writers will bring to the task. This is where the need for careful management is required. As Bentley has described, the jobs of editors are magnified in this environment. Editors' roles skew heavily toward the teaching or coaching aspect of the job.

## Problem-based Journalism

One thing the blogosphere has demonstrated is the power of a collective to tackle and quickly bring to bear the resources of interested citizens to a particular issue or problem. Glenn Reynolds, author of top-ranked blog Instapundit.com and law professor at Tennessee, calls this phenomenon "The Army of Davids." This potential on the web has been hailed as a possible rebirth of public journalism because it makes affordable and easy what was logistically difficult and expensive: town meetings. On an issue-by-issue basis, local online news sites could mobilize efforts to collect information, share conversation and work towards solutions.

## Database Journalism

This term has been associated with computer-assisted reporting but instead of using pre-existing databases to write stories, news outlets could generate their own databases of news content. For example, every item from the police blotter, every high school sports score, every neighborhood issue, etc. could be categorized by zip code, by type of news and other criteria. From this database one could generate highly personalized news products that could be delivered online or via other digital devices or printed as a section of local newspapers. This is the model Google and other online information providers are using to tailor content to specific audiences. This method of organization coupled with a citizen workforce feeding information via an online entry system may be one direction mass communication is headed.

## Better-quality Journalism

While some news organizations are shedding staff and resources in response to a shrinking share of audience, the opposite may be needed: a recommitment to quality. One place to go to improve quality is the audience. It may be counterintuitive to some, but the blogosphere has proven a capable entity for fact-checking. Wikipedia, the "open source encyclopedia" can be applied to news as well, if news organizations are willing to cede some control and make a leap of faith. Readers' efforts can be harnessed and put to the task of

improving news product and this can be done at little financial, but apparently great emotional cost. Experiments in this direction by mainstream media are certainly warranted.

## Issues for Research, Teaching and PF&R

The trends described above are likely to receive continued attention from the three primary missions of our association. Some questions for further research: Can a blog community function as a journalistic entity? Will the success and commercialization of such entities destroy the unique atmosphere they currently enjoy? Will increasing blog use result in decreased use of mainstream news or increased use? How will the citizenry be affected by either increased blog use or changes to prior practices of traditional media? Will such a media environment increase partisanship? Is blog use an indicator of political participation, a cause of it, or both?

If these trends grow, how should our mission as journalism and mass communication educators change? If news organizations make blogging an increasing duty for their employees, should we teach students how to write blogs? What should go in these blogs that wasn't being reported before? If news organizations turn to readers for an increasing percentage of content, should our educational mission turn more towards editing and management?

The trends outlined above pose obvious challenges for the producers of traditional media. What happens to a news organization's credibility when the audience becomes the producer of content? How can the standards of quality that emanate from newsroom routines be adapted to efficiently handle large quantities of user-produced content?

Should there be a clear distinction made between content produced by a professional and that written or produced by an amateur and will the reader appreciate the distinctions? Should the primary mission of journalism be information gathering/sharing or interpretation of that information? Is there a trend toward a more opinionated press and is that bad or good?

Each of these areas has only been minimally explored. More work is needed and the results of that work will provide further answers about what lies ahead and may even help shape a more beneficial media environment.

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# So, what is news?

## Student reactions to the 24-hour news cycle on television

MARIA FONTENOT  
PF&R Committee Chair



The 24-hour news cycle has become a staple of American television. It seems that anything can make the news because there is so much time and space to fill.

With so much time to fill, it seems as though journalists and news operations should have ample time to research stories and check sources, right? The competition is fierce among these operations and everyone wants to be the one who 'breaks the news' or have 'exclusives,' which can hinder quality.

I live and teach in Texas and many of my students are from the Dallas/Fort Worth area. When news broke that Terrell Owens of the Dallas Cowboys allegedly attempted suicide, many students were disillusioned with the coverage.

There were so many different accounts of what happened, one didn't know what or who to believe. It seemed that every outlet, including cable news networks, had their own account from their own exclusive sources. Many students asked if this is what journalism has been reduced to – pressure to break a story first and air it first, despite the facts.

This conversation led to a discussion on the media coverage of the Sago Mine tragedy in January 2006. Competition among outlets gravely impeded coverage. When one outlet reported that all of the miners were alive, the other outlets ran with it. As we now know, unfortunately, that was not the case.

Many of us went to sleep that night thinking the tragedy may not be so tragic, but woke up to the devastating and grim reality that all but one miner had perished.

How could the media get this so wrong?

I believe that these media mishaps have provided teaching moments. Journalism students can learn from these mistakes. Technology allows us, as educators, to review stories and accompanying video in the classroom and generate profound discussions.

Students can now "see and hear" stories from news sources. Most television news outlets have newscasts and stories online for consumers and educators to utilize. These sites have become invaluable in my classroom. I think the students benefit

immensely. On several occasions, I have asked them to watch two or three news clips on their own time and analyze the various aspects of the stories.

Because many students work in the afternoons and evenings, many don't have time to watch evening newscasts per se, so the web is a great alternative. Plus, they prefer watching things online than on television, so the assign-

ments generate some excitement - which couldn't make me happier

So despite the media circuses and mishaps that have disappointed consumers, educators, and students, there is a bright side – teaching moments. We can only steer our journalism students in the right direction.

I also believe students are becoming better news consumers. Though my students are critical of the 24-hour news cycle, they have become more aware of the responsibility component of journalism. They truly believe that the 24-hour news cycle has hurt television journalism. They want to become responsible and respected broadcast journalists, who don't just fill up time and space.

Maria Fontenot is an assistant professor at Texas Tech University and can be reached at [maria.fontenot@ttu.edu](mailto:maria.fontenot@ttu.edu).

# Reviewers needed for the 2007 convention

JAMES D. IVORY  
Research Chair



It seems like August's annual AEJMC convention in San Francisco just got over with, and February's Midwinter Conference in Reno is still to come, but it's already time to start thinking ahead to next year's annual convention in Washington, D. C. All of CTEC's officers will be busy with plenty of tasks all year long in order to be ready for the event, and one such job is ensuring that we have enough reviewers to handle the spate of interesting research paper submissions we're expecting.

As always, we're expecting heaps of great paper submissions from faculty and graduate students. Research papers will pour in through April 1, 2007, and we want to ensure that we've got plenty of good reviewers to handle the job of refereeing them all by May. In the past, we've always been able to count on the CTEC membership to deliver, but it's never too early to get ready for next year. We'll need a lot of CTEC members to step up to the task.

Here's a quick overview of the process this year. Every AEJMC division will use the All Academic online paper submission system for submissions to this year's annual conference (look for more information at <http://aejmc.net/ctec>, in the Spring CTEC newsletter, and in future AEJMC newsletters), and all reviewing activity will be conducted online as well. That means that reviewers will download their assigned papers and post their review scores and comments via an account created for them in the online database. The process will be similar to CTEC's online submission and review process in the past few years, except that a different provider has been adopted by AEJMC this year.

Reviewer accounts will be created by

see 2007 Convention, page 4

## 2007 Convention: Reviewers needed

March 2007, with papers assigned to reviewers as soon as possible after April 1 so that they can be completed by May. Depending on the number of reviewers available and their areas of expertise, we'll try to assign no more than about three or four papers to each reviewer to keep the task manageable.

CTEC doesn't utilize student reviewers—but plan to send in your submissions to our Jung-Sook Lee student paper competition, students!

Are you up for it? If so, please contact me, Jimmy Ivory, at [jivory@vt.edu](mailto:jivory@vt.edu), with the following information for our database:

- Your name
- Your current position and employer
- Area of specialization

- Preferred methodologies
- Whether you plan to submit a paper to CTEC in 2007 (this does not disqualify reviewers)
- Whether you plan to attend the 2007 convention in Washington (not a requirement for reviewers)
- Whether you are interested in serving as a session moderator/discussant

I'll then put you in our database and get in touch with you in early 2007. With your help, we can make sure that all CTEC paper submitters receive quality refereeing and feedback. Thanks in advance for your interest—I'm looking forward to hearing from you!

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*James D. Ivory is an assistant professor at Virginia Polytechnic Institute and State University and can be reached at [jivory@vt.edu](mailto:jivory@vt.edu).*

## Re-launch for CTEC listserv

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ITAI HIMELBOIM  
Listserv Manager

Gather your ideas, announcements and questions because the CTEC listserv will re-launch soon. Any member can ask a question or bring up an issue. Research in progress, call for papers, technology related conferences, job opportunities, current events and other communication and technology related topics are encouraged on this discussion floor. As members, you are automatically enrolled on the Listserv. We look forward to thoughtful discussions.

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## Find out what the technology division can do for you

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JACOB GROSHEK  
Membership Chair



Communication technology research continues to be one of the fastest growing and constantly evolving areas of inquiry in journalism and mass communication.

Within this rapidly expanding and vitally important field, the Communication Technology division (CTEC) has positioned itself as a forum for researchers to connect with each other.

Invitations are therefore extended to all who have an interest in better understanding the information technology that touches our lives more and more.

Membership in CTEC, which is available for \$7 per year for students and \$10 per year for non-students, does have its benefits. These benefits include but are not limited to the following:

- Increased opportunities to meet and network with people who are doing similar research.
- Find out about in-progress research and thereby stay abreast of the latest developments in the discipline.
- Learn about new techniques for teaching courses in communication technology and applying these technologies in the classroom.
- Gain insights into how communication technology is reshaping the professional

practices of journalism and mass communication.

- Automatically join the CTEC listserv, where members can discuss issues and collaborate with colleagues from all over the world.

The CTEC website (<http://www.aejmc.org>)

*Spread the word about  
the exciting new  
developments within  
our division and invite  
your colleagues and  
friends to join us.*

*There are many great  
reasons to become an  
active member.*

net/ctec) has currently been redesigned with XML-based updates and the option for user-submitted content. This will make the CTEC gateway more accessible to text and photo updates, as well as the possibility of audio and video feeds from the upcoming

midwinter and annual AEJMC conferences. As always, the CTEC website will be home for more information about the division, including newsletters, events, paper and web competitions, and officers.

To join CTEC, please visit <http://www.aejmc.org/about/memform06.html> to access the AEJMC membership form. This will allow you to add CTEC to your new or already existing AEJMC membership. If you are currently a member of CTEC, please take the time to renew your membership if you have not already done so. Another membership option is being explored for the Midwinter Conference, where individuals can join on-site at panel presentations. Hopefully, this will serve to inform potential new members of the benefits of joining CTEC who already demonstrate an interest in the field.

As always, CTEC members are encouraged to spread the word about the exciting new developments within the division and invite your colleagues, co-workers, classmates, and friends to join us as a CTEC member.

As our current members can attest, there are many great reasons to become an active member of this exciting and growing division.

Please feel free to contact me with any questions or comments you may have.

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*Jacob Groshek is a Ph.D. student at Indiana University and can be reached at [cgroshek@indiana.edu](mailto:cgroshek@indiana.edu).*

# A student's online campaign

PETER MORELLO  
Teaching Standards Committee Chair



“As Missouri goes, so goes the country.” Although that political phrase was originally coined for Maine, the State of Missouri has long held the distinction of being America’s premiere political “bellwether” or swing state. Missouri has accurately picked the winner in very U.S. presidential election since 1904 except when Missouri voters chose Illinois Governor Adlai Stevenson over the winner Dwight Eisenhower in 1956.

Both Republican and Democratic national committees poured millions of dollars in high stakes Missouri U.S. Senate races in 2002 and again in 2006. The Republican winner of the 2002 U.S. Senate race in Missouri, along with Republican winner in Minnesota, determined the balance of the U.S. Senate that year. Significant for Missouri, and for the nation, are state ballot initiatives on social issues like same-sex marriage, the right to carry concealed weapons, school vouchers, and the hottest issue in 2006 --- stem cell research. These ballot questions are taken very seriously by Show-Me-State voters.

Missouri lies in the geographic center of the country and has moved during the past decade from being a marginal “Blue” state to a decidedly “Red” state. During the past three or four national elections, the balance of power within the state has swung from overwhelmingly Democratic Kansas City and St. Louis to predominately Republican suburban and socially conservative rural Missouri. The turnout of young Missouri voters in the 2004 Presidential elections was among the highest in the nation. Young Missouri voters, through activist online sites and blogging, are becoming a potent political force in the state in defining social causes. Perhaps, the most influential of all young Missouri voters in 2006 is a disabled student named Jeff McCaffrey.

During the recent 2006 elections, McCaffrey, a business major at the University of Missouri-Kansas City, helped spearhead a statewide campaign to convince Missouri voters to approve a ballot initiative supporting stem cell research. (For specific wording of the ballot question and a summary of both sides of the issue check: <http://www.associatedcontent.com/article/68242/mis->

[souri\\_voters\\_to\\_decide\\_stemcell.html](http://www.missouricures.com)) McCaffrey, paralyzed from a spinal cord injury after a car accident, reached many young voters through a vigorous online campaign. [www.missouricures.com](http://www.missouricures.com), (Missouri Coalition for Life Saving Cures,) and [www.sssc.org/leadership](http://www.sssc.org/leadership), (Student Society for Stem Cell Research, an international organization McCaffrey brought to Missouri.) “Students vote,” he told a newspaper reporter with the Kansas City Star before the election. “We are very politically involved, and I think we will have a tremendous influence.” With the impact he has had in shaping the debate on stem cell research, McCaffrey could certainly be referring to himself.

During a recent broadcast and online debate about stem research on Kansas City Public Television [www.kcpt.org](http://www.kcpt.org) between opponents and supporters, McCaffrey disarmed pro-life opponents who call stem cell research immoral. He stated “the pro-research side is about life...Our whole intent is to pursue research in hopes of finding life-saving and healing cures.” McCaffrey hopes a cure through stem cell research will allow him to walk again.

As associate professor of broadcast journalism at UMKC, I encourage students to personalize and bring home the issues that impact them and other Missouri voters. McCaffrey, who sits in a wheelchair, told broadcast journalism student reporters at UMKC that online campaigning is a effective tool and has given him a reach he would otherwise not have had. I also require my broadcast and online journalism students who are interested in election coverage to review a mix of online campaign sites, mainstream online news sites and local issues blogs before they produce visual segments for the Internet site [www.backchannel2.org](http://www.backchannel2.org). There is much anticipation among civic journalists, political activists and others, that these sites, political blogs, and online forums may play a groundbreaking and even a key role in the 2008 U.S. Presidential elections.

As the next presidential election approaches, analysts may consider the influence of Jeff McCaffrey’s campaign and his impact on the 2006 elections in Missouri as a forerunner to what may happen nationally in 2008.

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# 2007 Midwinter Conference in Reno, NV

JIM BENJAMIN  
Mid-Winter Coordinator



Enjoy the welcoming climate of Reno, Nevada at the AEJMC Midwinter Conference. The Reynolds School of Journalism at the University of Nevada, Reno will be hosting the conference February 23-24, 2007.

The conference will follow the AEJMC Midwinter Conference tradition of a relaxed setting providing time for presentations and extended discussions as well as special events. In addition, Reno offers abundant activities outside the conference. Gaming, nightlife and world famous ski resorts in nearby Lake Tahoe are all part of this year's midwinter conference attractions.

Submit a 300 to 500 word paper abstract

or a panel proposal by December 20 to Jim Benjamin ([gradcomm@utnet.utoledo.edu](mailto:gradcomm@utnet.utoledo.edu)).

**Paper submissions:** Authors should submit research paper proposals consisting of a 300- to 500-word abstract. Do not submit full papers. The abstracts should give a clear sense of the scope of the research and the method of inquiry used. Conclusions should be highlighted for works that have been completed by the submission deadline. Do not send full research papers for consideration.

However, authors of proposals accepted for presentation at the conference must submit complete research papers, not exceeding 30 pages, to their discussant two weeks prior to the conference.

**Panel submissions:** Panel organizers should submit proposals indicating the panel title, a description of the session's

focus, the issues to be discussed, and a list of panelists (potential and confirmed), including affiliation.

**For details about the submission format, see the 2007 AEJMC Midwinter Conference Call in the back of this newsletter. Please print it and post it in your school and department.** Details about the conference, registration, transportation, the University of Nevada at Reno's Reynolds School of Journalism, and Reno are on the website at <http://communication.utoledo.edu/aejmc2007>

Remember, the deadline for your abstract or panel submission is December 20.

See you in Reno!

*Jim Benjamin is professor and chair of the Department of Communication at the University of Toledo and can be reached at [jbenjam@utoledo.edu](mailto:jbenjam@utoledo.edu).*

## A new and improved website for the division

DAVID STANTON  
Webmaster



After our new officer's meeting in San Francisco, one thing became apparent to me. The Communication Technology division of AEJMC should have the most technically advanced and capable Web site of the divisions. The existing site gave members and prospective members a place to find contact information and archival documents, but lacked a communicative ability.

The planning and implementation took a few months with the start of the fall semester, but the new and improved Web site is up, running and free of browser bugs as far as I can tell. So what's so new about the site, you ask?

The new CTEC site runs on a content management system (CMS) called Textpattern that will help keep the site content fresh and better enable feedback and communication through the site. Officers can now directly update content relative to their positions. This can be especially useful with being able to quickly add and edit informa-

tion for our Midwinter Conference in Reno this spring.

The new site also can efficiently deliver all types of multimedia content. Archival video streams of conference presentations might be one future use. Other goodies are in the works including comment threading similar to what exists through most blogs. Keeping a chronological thread of commentary can help keep all divisions members up to date on current division dialogue without having to keep every listserve e-mail. Moving threaded discussion

to the site would allow centralized information, archival access and efficient searching. Related information from other divisions

can be easily linked or gathered to make the time our members spend on the site more productive.

The CTEC Web site should be constantly evolving to better serve the needs of the membership. Please let me know of functionality that can be added to keep you more connected to the division and basically make your life easier.

*David Stanton is a Ph.D. student at the University of Florida and can be reached at [dstanton@ufl.edu](mailto:dstanton@ufl.edu).*

## Call for Convergence Conference in Texas

Texas Tech University's College of Mass Communications has issued a call for papers for its conference "Expanding the Definition of Convergence and Integration" which will be held April 19-20 in Lubbock, Texas. Interested scholars and practitioners in advertising, broadcasting, journalism, public relations and other mediated-related fields are encouraged to submit research proposals or completed research. Graduate and undergraduate students are particularly encouraged to submit their work. One thousand dollars will be awarded for the top three student papers. Research should address any of the following: Interaction of multiple media; interaction between traditional media and new media; use of media among, or directed to, Hispanics or other ethnic groups; use of media across multiple nations, languages and/or cultures; or effects of convergent media on media economics. Submissions must be received by Dec. 1, 2006. Papers selected for presentation will be announced by Feb. 1, 2007. Submissions should be addressed to: Definition of Convergence & Integration Conference, c/o Michael Parkinson, Associate Dean for Graduate Studies, College of Mass Communications, Texas Tech University, P.O. Box 43082, Lubbock, TX 79409-3082. Or submit as e-mail attachments to: [Michael.parkinson@ttu.edu](mailto:Michael.parkinson@ttu.edu).

# Teaching multimedia in accredited Schools of Mass Communication

## Curricula in 108 programs offer much diversity

CINDY ROYAL

Best of the Web Competition Coordinator



The communication profession continues to be impacted by new technologies: Internet-delivery, multimedia design, blogging, podcasting, videocasting, social networking, user-created content, and a host of

other phenomena.

Mass communication programs are struggling to meet the needs of this burgeoning and dynamic field. Position descriptions are seeking to recruit communication graduates with skills in Web design, sound and video editing, and Flash animation, and students need to be exposed to new skills in order to function in and impact the changing media landscape.

A review of Web sites of the 108 programs accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) in the United States revealed much diversity in approaches to offering multimedia curricula. The following presents highlights of the analysis. Some programs allowed an online specialty within a converged curriculum, one in which all students in the major took courses across platforms. For example, the University of Missouri's School of Journalism offered a Convergence Journalism sequence with an Online Journalism concentration (<http://journalism.missouri.edu/undergraduate/requirements-convergence.html>). Students take basic and convergence journalism courses before choosing a concentration in Online Journalism.

The University of Washington's Department of Communication Technology and Society emphasis to journalism majors (<http://www.com.washington.edu/Program/Undergrad/Areas/technology.html>). After taking introductory communications courses, media law, ethics, and a news lab course, students in the concentration choose two courses from a variety of electives dealing with practical

and theoretical approaches to new media. Other programs packaged a few courses in new media with standard curricula to create their specialties. At The University of Texas School of Journalism, the Multimedia Sequence (<http://journalism.utexas.edu/areas/multimedia.html>) consisted of two courses: Web Publishing and Multimedia Journalism with suggested courses to complete the sequence in Visual Design and Computer-assisted Reporting.

Some programs participate in minors available to the university's student body at large. For example, at the University of Minnesota, there were a number of elective courses offered as part of the Interdisciplin-

*Programs must balance the traditional needs of the field with the demands of the new media environment*

ary Minor in New Media Studies available to any student at the university (<http://www.sjmc.umn.edu/undergrads/minorreqs.html#newmedia>). A student completes coursework from the journalism multimedia core, and then approved multimedia electives offered outside of the department.

Other programs offered electives without packaging them as concentrations or sequences. For example, the University of Florida offered Reporting and Writing for Online Media and Communication on the Internet. At the University of Kansas, the following courses were available: Multimedia Reporting, Multimedia Editing, Principles of Broadcasting, Cable and New Technologies, Online Journalism, Print and Online Design, Newspaper and Online Ed-

iting - Advanced Media, and Reporting and Editing for Print and Online - Advanced Media.

Graduate sequences were not as prevalent as undergraduate offerings, and were mostly identified by the phrase "new media," emphasizing critical study of new and future topics in media. For example, the Syracuse University Newhouse School's New Media Graduate Concentration is offered with the School of Information Studies (<http://newhouse.syr.edu/current/grad/newMedia/program.cfm>). The program offered courses in Dynamic Page Design, Seminar to Interface Design, Writing for New Media, Information Architecture for Internet Services, Behavior of Information Users, Electronic Commerce, Information Industry Strategies, Survey of Telecommunication and Information Policy, Proseminar in New Media, Communicating with Computers, and Advanced Interactive Communication.

Overall, the majority of top journalism programs (accredited programs at top national universities as ranked by US News and World Report, 2007) reported some form of multimedia offering, whether it was in the form of sequence, concentration, minor, or extensive course offerings. But, about 1/3 of all accredited programs did have any multimedia presence noted on their department Web sites.

It is a challenge for all programs to develop and maintain such emphasis. Programs must balance the traditional needs of the field with the demands of the new media environment. Faculty skill sets in multimedia need to be developed and honed over time. And, accreditation demands and facility limitations can restrict a program's ability to offer coursework in this area.

But, the rewards to students, programs, and the profession merit developing creative strategies for multimedia offerings, as the above programs exemplify.

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# 2007 AEJMC MIDWINTER CONFERENCE

## CALL FOR PAPER ABSTRACTS AND PANEL PROPOSALS

### COMMUNICATION TECHNOLOGY DIVISION

February 23-24, 2007

Reynolds School of Journalism, University of Nevada, Reno

(Conference website: <http://communication.utoledo.edu/aejmc2007>)

The AEJMC Midwinter Conference is an annual forum for the presentation of research in areas relevant to the nine AEJMC divisions sponsoring the conference. The conference follows a rather informal structure that allows for presentations and extended discussions in a relaxed setting. This year, 11 AEJMC divisions and interest groups are sponsoring the conference, scheduled for Feb. 23-24, 2007 (Friday & Saturday), at the Reynolds School of Journalism in Reno. The location offers participants many winter diversions outside the conference activities, from gaming and nightlife to world-class ski resorts at nearby Lake Tahoe.

**Paper submissions:** Authors should submit research paper proposals consisting of a 300- to 500-word abstract. Do not submit full papers. The abstracts should give a clear sense of the scope of the research and the method of inquiry used. Conclusions should be highlighted for works that have been completed by the submission deadline. Do not send full research papers for consideration. However, authors of proposals accepted for presentation at the conference must submit complete research papers, not exceeding 30 pages, to their discussant two weeks prior to the conference.

**Panel submissions:** Panel organizers should submit proposals indicating the panel title, a description of the session's focus, the issues to be discussed, and a list of panelists (potential and confirmed), including affiliation.

**Format:** Identify the paper's author(s) or panel's organizer(s) on the title page only and include the mailing address, telephone number and e-mail address of the person to whom inquiries should be addressed. The title should be on the first page of the text and on running heads on each page of text. Include your abstract or proposal as an attachment in a standard word-processing format (preferably Word or RTF). Also, please ensure that you remove any identifying information from your document (with the exception of the title page).

**Deadline:** All abstracts and panel proposals must be e-mailed to Jim Benjamin ([gradcomm@utnet.utoledo.edu](mailto:gradcomm@utnet.utoledo.edu)) by December 20, 2006. Send abstracts and proposals to the appropriate division contact below. Please include an e-mail address so that the midwinter paper chair of the division can notify you. You will be notified by January 10.

**Registration:** Details on conference registration, hotel accommodations, and travel information will be available at <http://communication.utoledo.edu/aejmc2007>.

**Questions?** Contact Jim Benjamin at (419) 530-2051 or [jbenjam@utnet.utoledo.edu](mailto:jbenjam@utnet.utoledo.edu)