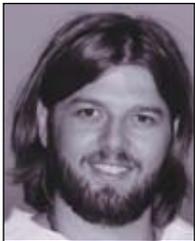# CTEC

Midwinter deadline approaching

Homero Gil de Zuniga
Midwinter Coordinator

Before we find ourselves thinking where did the fall semester go, please allow me to encourage you to send a research paper, propose a panel or even both to our forthcoming AEJMC Midwinter Conference meeting.

It promises to be an excellent event filled with the latest research trends in many different regards as 12 divisions of AEJMC will be represented. Usually the Midwinter conference is a fantastic venue not only for professors to attend but also for graduate students to receive valuable feedback about their work.

Please take the time to read the full call for papers and consider attending the meeting in March at the beautiful University of Oklahoma campus at Norman.

Homero Gil de Zuniga is an assistant professor at the University of Texas at Austin. He can be reached at hgz@mail.utexas.edu.

CALL FOR PAPERS: 2009 AEJMC Midwinter Conference

The AEJMC Midwinter Conference is an annual forum for the presentation of research in areas relevant to the 12 AEJMC divisions, interest groups and commissions sponsoring the conference. The conference follows a rather informal structure that allows for presentations and extended discussions in a relaxed setting. This year, 12 AEJMC divisions, interest groups and commissions are participating in the conference, scheduled for March 6-8 at the Gaylord College of Journalism and Mass Communication (University of Oklahoma) in Norman, Oklahoma. The location offers participants many winter diversions outside the conference activities, including world-class museums and art galleries.

Questions about paper proposal submissions to specific divisions, interest groups and commissions can be directed to the appropriate contacts.

General questions about the conference can be sent to Elanie Steyn, Conference Site Host (Elanie@ou.edu) and Homero Gil de Zuniga, Communication Technology Division Midwinter Chair (hgz@mail.utexas.edu).

Paper submissions

Authors should submit research paper proposals consisting of a 300- to 500-word abstract to the relevant division/interest group/commission contact person. 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

Conference Information

Date: March 6-8, 2009
Location: Gaylord College of Journalism and Mass Communication
University of Oklahoma
http://www.ou.edu/gaylord

the conference. PAPERS PRESENTED AT THIS CONFERENCE ALSO ARE ELIGIBLE FOR PRESENTATION AT THE NATIONAL AEJMC CONVENTION. Accepted authors are encouraged to use feedback from reviewers at this conference as they improve and finalize works in progress for submission to the national conference.

Panel submissions

Panel organizers should submit proposals to the relevant division/interest group/commission contact person indicating the panel title, a description of the session's focus, the

CTEC 'State of the Field' Report
Interesting trends in research

James D. "Jimmy" Ivory
Division Head

Table 1. Number of technology-related articles by year and overall proportion of technology-related articles

	JMCQ	JMCE	CM	JOC	JOBEM
2005 tech articles	6	5	2	5	7
2006 tech articles	7	4	2	10	8
2007 tech articles	11	5	6	8	3
Total articles 2005-07	130	83	75	99	102
% of tech articles 2005-07	18.46%	16.87%	13.33%	23.23%	17.65%

There are a lot of interesting things going on around AEJMC right now. At the organization-wide business meeting during the annual convention in August, members approved a new strategic plan. After about a year and a half of planning from AEJMC leadership and members, as well as external consultants, the plan will now move into the implementation phase. I won't get into the strategic plan at length here, as I discussed part of the plan in our Spring 2008 newsletter and the AEJMC Web site has a lot of related materials available at http://www.aejmc.org/_strategicplan/. I do, however, want to briefly share with you a project the CTEC Division completed as part of the various internal and external investigations that AEJMC has been conducting.

Last autumn, AEJMC President Charles Self (who has since completed his term of service and has been succeeded by Barbara Hines) called upon the AEJMC divisions and interest groups to examine the state of the discipline in their relevant areas. Dr. Self's request left broad latitude to the divisions and interest groups regarding the mode and scope of these investigations.

To answer the call, CTEC conducted an exploratory analysis of the state of technology-related research featured in AEJMC's convention and journal activity, along with a comparison to technology-related research in similar national and international communication organizations.

The investigation was a basic one. We took a look at the content of two AEJMC journals (*Journalism and Mass Communication Quarterly* and *Journalism and Mass Communication Educator*) and three journals from other communication associations (*Journal of Communication, Communication Monographs*, and *Journal of Broadcasting and Electronic Media*) to assess the number and proportion of technology-related articles published in each journal during the 2005-2007 period, as well as the topic matter of these articles. We also conducted a similar analysis of the papers accepted for **Continued on Page 3**

Table 2. Topics of technology-related articles in examined journals, 2005-07

	JMCQ % (n)	JMCE % (n)	CM % (n)	JOC % (n)	JOBEM % (n)
News/journalism	50.0% (12)	64.3% (9)	10.0% (1)	13.0% (3)	22.2% (4)
Law/policy	0% (0)	0% (0)	0% (0)	4.3% (1)	11.1% (2)
Politics	12.5% (3)	0% (0)	0% (0)	17.4% (4)	5.6% (1)
Societal/ethical issues	8.3% (2)	0% (0)	30.0% (3)	39.1% (9)	33.3% (6)
Health	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Entertainment	0% (0)	0% (0)	0% (0)	0% (0)	11.1% (2)
Commerce/business/ads	12.5% (3)	0% (0)	10.0% (1)	8.7% (2)	5.6% (1)
Development/use/adoption	4.2% (1)	28.6% (4)	40.0% (4)	13.0% (3)	5.6% (1)
Theory/method	12.5% (3)	7.1% (1)	10.0% (1)	4.3% (1)	5.6% (1)
Total tech articles	100% (24)	100% (14)	100% (10)	100% (23)	100% (18)

Ivory: Research trends

presentation at the 2007 AEJMC annual convention.

In general, the results suggest a couple of things. For one, as the first table shows, the AEJMC journals we looked at appear to feature technology-related topics in similar proportion to that of other journals in the analysis.

There's no certain "right" amount of technology-related research, but the consistency in terms of overall attention to technology across AEJMC journals and other publications at least suggests no vast discrepancies between organizations' commitment to technology-related research.

When we looked at the specific tech-related topics that tended to be explored, AEJMC's focus was more unique. As the second table shows, AEJMC journals were more likely to examine topics related to news and journalism than were the other journals we looked at. Given AEJMC's background and tradition in these areas, this seems an appropriate way for AEJMC to provide some unique focus compared to similar associations.

Lastly, a brief look at technology-related papers from the 2007 AEJMC convention (not just papers from CTEC presentation, though) showed a similar trend toward news and journalism topics, as can be seen in the third table. Again, this may be taken as a sign that although technology-related research at AEJMC explores diverse topics, there is still some focus on the topics that have traditionally been a key AEJMC focus.

If you'd like to know more about CTEC's state of the field report, let me know (jivory@vt.edu), and I'll be happy to send you a copy.

Keep in mind that the investigation was very exploratory and did not use rigorous methodology. I think it does, however, show a little bit about the way AEJMC explores technology-related research and may provide guidance as we go forward. I'm excited to see what is in store for AEJMC and CTEC in the coming year!

Jimmy Ivory is an assistant professor at Virginia Polytechnic Institute and State University. He can be reached at jivory@vt.edu.

Table 3. Technology-related paper topics at 2007 AEJMC Convention		
	No. of papers	% of all tech papers at 2007 convention
News/journalism	36	26.1%
Development/use/adoption	26	18.8%
Commerce/business/ads	22	15.9%
Law/policy	17	12.3%
Societal/ethical issues	15	10.9%
Politics	12	8.7%
Health	5	3.6%
Entertainment	3	2.2%
Theory/method	2	1.4%
Total tech papers	138	100%

New blog ready for CTEC discussions

Amy Shirong Lu
Web Manager

I am pleased to announce that our division's blog has been officially launched!

The CTEC blog aims to promote the understanding of emerging communication technologies and their multidimensional impact on society.

All division members, students, faculties, researchers, and friends interested in communication technology are cordially invited to write and post their latest research findings, new publications, industry updates, job ads, announcements, topics for discussion, and anything else related here.

The previous version of this blog has been maintained by Mich Sineath, a dedicated public relations and marketing specialist with AEJMC, who has also been taking care of more than 20 other divisions' blogs since last April. Mich generously agreed to continue working with us to maintain this blog in the future.

The CTEC blog can be found at http://aejmc.org/talk/?cat=16. Just register an account under "Participation" on the right side of the page, and you are ready to go.

Thanks in advance for visits and posts, and please come back often.

Amy Shirong Lu is a doctoral student at the University of North Carolina. She can be reached at amylu@unc.edu.

CTEC can enhance j-school curriculum

Jim Benjamin
Vice-Head/Program Chair

"Journalism School Curriculum Enrichment: a Midterm Report of the Carnegie-Knight Initiative on the Future of Journalism Education" by Wolfgang Donsbach and Tom Fielder (http://www.hks.harvard.edu/presspol/carnegie_knight/carnegie-knight_midterm_report_web_1.pdf) lists core competencies that journalism students should acquire through their education: (1) *General Competence*, (2) *Practical Techniques*, (3) *Process Competence*, (4) *Professional Ethics*, and (5) *Subject Competence*. CTEC is relevant to all of these competencies with some connections more obvious than others.

General Competence is defined as "a broad intellectual perspective. In addition to staying abreast of current events, [journalists] need to possess an educational foundation generally attributed to a college degree or its equivalent. They also must be adept at analytical thinking, applying it to everything from challenging the veracity of their sources to understanding the behaviors and motivations of others" (p. 4). An important competency is using communication technology as a source of information for understanding current events, as an object of analytical thinking, and as an influence on human behavior and motivation.

The link between CTEC and competence in *Practical Techniques* is clear. "As in any profession, journal-ism practitioners need the practical techniques essential to performance. A partial list of such techniques could include deadline reporting, news photography, newspaper headline writing, doing a television 'live shot,' recording a radio story with ambient sound, and posting a story on the Web" (p. 4).

The report explains that *Process Competence* means "Journalists should understand the influences that affect the news product, and the consequences that can result. This competency refers less to basic techniques than to knowledge of how to apply the techniques for the purpose of avoiding unintended inaccuracies or consequences" (p. 5). It is clear that inaccuracies and consequences abound in new communication technologies. Journalists need to understand how communication technology affects "the news product" and how to avoid (and correct) inaccuracies and unintended consequences in communication technology such as blogs, websites, podcasts, and social networks.

As CTEC scholars and educators, we should be exploring the ethical dimensions of human communication technologies. Are there ethical factors that are particular to these technologies? How should we adapt historical standards and practices of journalistic ethics to the new and emerging media? As a starting point, we might explore how CTEC can serve to elaborate on the five educational goals cited by Clifford Christians' article on "Media Ethics in Journalism" published in *Journalism and Mass Communication Monographs* (2008). Christians

Help! Reviewers needed for 2009

Marcus Messner
Research Chair

The submission deadline is still four months away, but it is never too early to get on board as a reviewer for the CTEC division. We are one of the divisions with the most paper submissions every year, while at the same time not ranking at the top in the membership numbers. That's why we need as many of you as possible to help us review the paper submissions for the 2009 AEJMC Convention in Boston. We are expecting large submission numbers again by the April 1 deadline (check for the detailed paper call in the AEJMC newsletter and on the AEJMC website in January as well as the CTEC spring newsletter).

Here is how the review process works for the Boston Convention: AEJMC will again use the All Academic online paper submission system. We will create reviewer accounts in the system by March. Research

papers will be submitted by the April deadline, and reviewing will begin afterward. Everything takes place in the All Academic system, but you will be able to print out papers for review. Reviewers will have from April 2 to May 1 to complete the reviews. Depending on the overall turnout and available reviewers, we try to assign only three to four papers per reviewer.

We do not use student reviewers, but students can send their submissions to our Jung-Sook Lee student paper competition. The award honors the division's 1997-1998 research chair, Jung-Sook Lee of the University of Southwest Louisiana, who died soon after the Baltimore convention in 1998. Authors of the top three student papers will receive a cash award and be recognized at the Boston Convention. In addition, the author of the best student paper will have his or her conference registration fee paid by the division.

So, please help us as a reviewer in April. What we need from you at this point is only some basic information.

Send an e-mail to mmessner@vcu.edu (put "CTEC 2009 Review" in the subject line) and include the following:

• Your name and e-mail address
• Your current position and employer
• Your area of specialization
• Your preferred methodologies
• Whether you plan to submit a paper to CTEC in 2009 (this does not disqualify reviewers)
• Whether you plan to attend the 2009 conference in Boston (this is not a requirement for reviewers)
• Whether you are interested in serving as a moderator/discussant

I will store your information in our database and will remind you of the upcoming reviews in the spring. Your help will make a difference in maintaining the high quality of our review process at CTEC.

I am looking forward to hearing from you. Thank your for your help!

Marcus Messner is an assistant professor at Virginia Commonwealth University. He can be reached at mmessner@vcu.edu.

Benjamin: Enhancing competencies

formulated these goals: (1) stimulating the moral imagination; (2) recognizing moral issues; (3) developing analytical skills; (4) eliciting a sense of moral obligation; and (5) tolerating disagreement and ambiguity" (p. 211).

Finally, there is the matter of *Subject Competence* that is defined as specialized knowledge that "enables the journalist to make sound judgments on the newsworthiness of events.... While a journalist's level of substantive knowledge will rarely compare to that of a true expert in the field, it has to be sufficiently deep so that the

journalist is able to exercise independent judgment about the news event or situation" (p. 5). Technology is a specialized area of knowledge on a par with foreign policy, economics, and others. In addition, knowledge of communication technology, the applicable laws and policies, professional freedom and responsibility, and research findings on communication technology provide a foundation for both specialized knowledge and ethical professional use.

What the *Journalism School Curriculum Enrichment* report emphasizes

and what we as scholars and educators should remember was cogently expressed by Gordon More, founder and chairman of Intel. He wrote, "The technology at the leading edge changes so rapidly that you have to keep current after you get out of school. I think probably the most important thing is having good fundamentals." CTEC is dedicated to the enhancement of those fundamentals for professional journalism education.

Jim Benjamin is professor and chair at the University of Toledo. He can be reached at jbenjam@utnet.utoledo.edu.

Contest seeks best Web work

David Stanton
Best of the Web Chair

The AEJMC CTEC and VisCom divisions co-sponsor a competition to find the best Web work created by faculty and graduate students. The competition will open on March 1, so you may begin to plan projects now.

This competition includes four distinct entry categories. A site may be entered in only one category.

Category 1: Department or school sites

Informative or promotional Web sites created for a college, school or department of journalism or mass communication. Only sites related to journalism or mass communication will be accepted. These may include sites devoted to a program or major within the university, college or school. The site must be designed and built primarily by the qualified entrant(s). Sites built by staff members are NOT eligible.

Category 2: Teaching sites

Web sites created as resources to enhance or promote research or teaching. Web sites in this category may include syllabi, tutorials, study guides, presentations of research findings and journalism projects. Sites related to individual courses may be included in this category. The site must be designed and built primarily by the qualified entrant(s).

Category 3: Journalism sites

Web sites related to the coverage of news or feature stories, including student newspaper Web sites and student journalism projects. The design and production of the site must be directed by the qualified entrant(s); the entrant's statement must make clear the contribution of the entrant to the design and production of the site. There are some special conditions for this category only.

Category 4: Creative sites

Sites that explore the technical and creative potential of new media with content that does not fit into the other three categories. These sites may go far afield from traditional journalism. The site must be designed and built primarily by the qualified entrant(s).

The entrant must be the person who primarily designed and built the site. This is a Web design competition, not a teaching competition. For a larger publication site with many contributors (e.g. a student magazine), the entrant may be the supervising faculty member if the entrant contributed significantly to the design and production of the site. Judging is based on content, design, and user interface and navigation. We are looking for quality aesthetic, efficient coding and innovative user experiences.

Only faculty and graduate students who work for or attend an institution that is accredited by ACEJMC, or are current (paid) individual members of AEJMC are eligible.

David Stanton is a visiting professor at the University of Florida. He can be reached at dstanton@ufl.edu.

Midwinter call for papers

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 the appropriate division/interest group/commission's midwinter paper chair by Dec. 13. Please include an e-mail address so that the midwinter paper chairs can notify you by January 10, 2009.

Registration

Details on conference registration, hotel accommodation, and travel information will be available at http://www.ou.edu/gaylord.

AEJMC Midwinter Paper Calls
Communication Technology Division
Homero Gil de Zuniga, hgz@mail.utexas.edu
Comm Theory and Methodology Division
Michel M. Haigh, mmh25@psu.edu
Commission on the Status of Women
Barbara Barnett, barnettb@ku.edu
Cultural and Critical Studies Division
Jane Marcellus, jmarcell@mtsu.edu
Entertainment Studies Interest Group
Nick Bowman, bowmann5@msu.edu
Graduate Education Interest Group
Jessalynn Strauss, jstrauss@uoregon.edu
International Communication
Amy Schmitz Weiss, digitalamy.sw@gmail.com
Mass Communication & Society
Janet A. Bridges, jabridges@shsusu.edu
Media Management and Economics
Hugh Martin, hjmartin@uga.edu
Minorities and Communication
Frances Ward-Johnson, fward2@elon.edu
Religion and Media Interest Group
Amanda Sturgill, amanda_sturgill@baylor.edu
Visual Communication
Jennifer George-Palilonis, jageorge2@bsu.edu

Hands on, minds off:
Engaging defeatist students in learning technology

Jacob Groshek
Teaching Chair

It happens every semester. During a technical skills lab, a student will raise his hand, ask for help on his project and then remark, "I can't do it." This is without having actually attempting *anything*, not even Step 1 on the step-by-step handout that details exactly how to do the procedure just performed during a directed tutorial.

At this point, the in-class exercise designed to be a learning experience for the student in a given application becomes more or less a hand-holding tutorial that occasionally will end with the student asking, "Why can't you just do it for me?"

Engaging such students is, of course, necessary and vital to our role as instructors, but it seems keenly possible that over-instruction might prohibit actual learning. In addition, constantly working with these students takes valuable time away from helping other students.

In contemporary communication and journalism education, students are expected to know and be able to effectively use more technology than ever before. With all due respect to balancing theory and technical aspects in skills-based courses, at some point the actual product has to work. That is, students must learn which buttons to push—but what can be done to make that task less daunting for students with little to no actual experience with a given technology?

A common misconception is that college-aged students are technological geniuses. That probably is true in the sense that they are often expert technological users. They can successfully interface with the superficialities of end-user technologies. Problems tend to arise, however, when they have to break out of their comfort levels and learn complex technical skills and processes. Examples include convergence-type applications such as Web development and multimedia production.

So when the lab exercise for the day is to create an interactive form with a working php script, how do we encourage easily discouraged students to follow steps 1 though 10 on their own? At what point is letting them troubleshoot on their own better than identifying the faulty line of code? And how can we ensure there is some sense of learning *more* than which buttons to push to finish this particular assignment? Six months from now, there may be updates that render the course activity obsolete and communication theory may not solve the issues introduced therein.

Thus, I think we have to teach students how to learn. And how to *try*. This is especially true in the case of students who won't start rolling the technological rock up the mountain.

To be clear, defeatist students are anomalies, but their presence is often felt negatively throughout a class. In some cases, however, the additional instruction and repeated information might clarify issues other students have. Still, the issues of theoretical engagement through practical applications are endemic to the very core of communication and journalism instruction. That is why I think we can't we do it for them, but I would love to hear more thoughts on this topic, and I invite posts on this topic on our blog: http://aejmc.org/talk/?cat=16.

Jacob Groshek is an assistant professor at Iowa State University. He can be reached at jgroshek@iastate.edu.

Research examines young voters' use of social media in election

Amanda Sturgill
Teaching Chair

Barack Obama's election to the presidency is being credited in part to young voters, who turned out in record numbers this year, according to the Harvard Institute for Politics.

And one of the things credited with energizing young voters was social media. The Rock the Vote campaign provided a list of best practices for using social media to mobilize young voters, offering ideas for using Facebook directly on Facebook at http://www.facebook.com/rockthevote.

Social networking is undeniably huge for the 18-29 demographic, a fact not ignored by the campaigns. John McCain's Facebook profile registered more than 600,000 supporters and offered chances to join a phone bank, register to vote, lists of local events and a chance to play an online game called Pork Invaders, which works like Space Invaders, except players shoot falling pigs.

On the Democratic side, Barack Obama's profile had 2.7 million registered supporters and included links to YouTube videos, 500,000 wall posts and the fact that the candidate's favorite books are Song of Solomon (Toni Morrison), Moby Dick, Shakespeare's Tragedies, Parting the Waters, Gilead (Robinson), Self-Reliance (Emerson), The Bible, and Lincoln's Collected Writings.

Both campaigns also maintained presences on MySpace. Even in debates, the interactive nature of the Web was used to get voters involved, with questions submitted on YouTube used in a debate.

Questions remain on how voters might have used social media in this campaign. The total impact is difficult to measure quantitatively.

It is estimated that about 24 million American aged 18-29 voted this year, an increase of more than 2 million over the 2004 elections. Voting expert Michael McDonald estimates that 136 million votes will be counted overall this year, according to the Associated Press.

If everyone who registered as a supporter on Facebook was 18-29 and voted, they represented about 14 percent of the young voters, and around 2.5 percent of the total voters.

That is a big assumption, and a look at the supporter pages shows, particularly for Obama, a number of registered supporters from out-

> Preliminary data suggest that social media really weren't that important, except for students who were already highly interested in the election.

side the United States. The impact from other social networking tools like MySpace is similarly difficult to estimate.

Here at Baylor, we asked students in pre-election surveys, focus groups and exit polls about the impact of social media on their election decisions this year.

Preliminary data suggest that social media really weren't that important, except for students who were already highly interested in the election. Generally, students told us that they would not sign up for push media election information, but that they might follow suggestions from friends to look at a particular site or ad.

As pundits, planners and academics consider the effects of new media on democracy, it will be interesting to see if it is social or the media that will have greater impacts.

Amanda Sturgill is an assistant professor at Baylor University. She can be reached at amanda_sturgill@baylor.edu.

CTEC

If you have information that should be included in the February issue of the division's newsletter, please e-mail Jessica Smith at smithjes@unc.edu by Feb. 2, 2009.

AEJMC

Association for Education in Journalism
   and Mass Communication
234 Outlet Pointe Blvd., Suite A,
Columbia, South Carolina 29210-5667
Tel.: (803) 798-0271; Fax: (803) 772-3509

Rates Effective 10/01/08

Your current mailing address:

Please list zip +4 digits, and correct address, if necessary.

New Member

Membership Categories

$105	_____	Regular Member (US & Canada)	Category	**89**
$105	_____	Associate Member	Category	**69**
$ 45	_____	Student Member	Category	**29**
$ 45	_____	Retired Member - (No dues, but periodicals surcharge)	Category	**28**
$ 00	_____	Retired Member	Category	**26**
$110	_____	International Member - (includes $25 air mail surcharge)	Category	**27**
$ 25	_____	Spouse	Category	**25**
$	_____	**Total - Membership**		

$ _____   **Total for Membership**

$ _____   **Total for Divisions/Groups**

$ _____   **Total for Contributions**

$ _____   **Grand Total**

☐ **Check enclosed**   ☐ **Credit Card**
   Make all checks payable to AEJMC. All payments due
   in U.S. dollars.

☐ **MasterCard**   ☐ **VISA**   ☐ **AMEX**   ☐ **Discover**

Name on Card: _____

Account Number: _____

Expiration Date: _____ Amount: _____

Signature: _____

Since your AEJMC dues are apportioned to various publication accounts as well as
for operating expenses, the Post Office requires that you sign off on this procedure.
Please sign below:

_____   _____
(Signature)   (Date)

Institution: _____

Office #: _____ Home #: _____

Email: _____ Fax: _____

AEJMC Divisions and Interest Groups

$25.00	_____	**A** Advertising (Inc. **Journal of Advertising Education**)
$10.00	_____	Grad Students in **A** Division
$26.00	_____	**B** Comm Theory & Methodology (Inc. **Comm Methods & Measures**)
$16.00	_____	Grad Students in **B** Division
$40.00	_____	**C** Visual Communication (Inc. **VisCom Quarterly**)
$15.00	_____	Grad Student in **C** Division
$10.00	_____	**D** History (Includes **CLIO**.)
$ 7.50	_____	Grad Student in **D** Division
$25.00	_____	**E** International Communication (Inc. **International Comm Bulletin**)
$19.00	_____	Grad Students in **E** Division
$10.00	_____	**F** Magazine
$ 5.00	_____	Grad Students in **F** Division
$16.00	_____	**G** Newspaper (Inc **Newspaper Research Journal**)
$ 8.00	_____	Grad Students in **G** Division
$24.00	_____	**H** Mass Comm & Society (Inc **Mass Comm & Society**)
$14.00	_____	Grad Students in **H** Division
$10.00	_____	**I** Media Management and Economics
$ 5.00	_____	Grad Students in **I** Division
$30.00	_____	**J** Public Relations (Inc **Journal of Public Relations Research**)
$20.00	_____	Grad Students in **J** Division
$36.00	_____	**K** Radio–Television Journalism (Inc. **Electronic News**)
$10.00	_____	Grad Students in **K** Division
$15.00	_____	**L** Scholastic Journalism
$ 5.00	_____	Grad Students in **L** Division
$15.00	_____	**M** Minorities & Communication
$10.00	_____	Grad Students in **M** Division
$30.00	_____	**N** Law & Policy (Inc **Media Law Notes & Comm Law & Policy**)
$ 7.00	_____	Grad Students in **N** Division (only **Media Law Notes**)
$25.00	_____	**O** Cultural & Critical Studies (Inc. **Journal of Comm Inquiry**)
$ 1.00	_____	Grad Students in **O** Division (Does not include Journal)
$10.00	_____	**P** Communication Technology
$ 7.00	_____	Grad Students in **P** Division
$26.00	_____	**Q** Media Ethics Division (Inc. **Journal of Mass Media Ethics**)
$10.00	_____	Grad Students in **Q** Division
$40.00	_____	**R** Community College Journalism Assn (Inc. **The Journalist**)
$15.00	_____	Commission on Status of Women
$10.00	_____	Grad Students in Commission on the Status of Women
$10.00	_____	Commission on the Status of Minorities
$ 7.00	_____	Graduate Education Interest Group
$10.00	_____	Science Communication Interest Group
$ 5.00	_____	Internships & Career Interest Group
$10.00	_____	Civic & Citizen Journalism Interest Group
$10.00	_____	Small Programs Interest Group
$10.00	_____	Religion & Media Interest Group
$10.00	_____	Entertainment Studies Interest Group
$ 5.00	_____	Grad Students in Entertainment Studies
$10.00	_____	Gay, Lesbian, Bisexual, Transgender Interest Group
$ 5.00	_____	Grad Students in Gay, Lesbian, Bisexual, Transgender
$ 5.00	_____	Community Journalism Interest Group

Optional Contributions

AEJMC greatly appreciates your help to further endow the following awards
and scholarship:

_____ Tankard Book Award

_____ AEJMC 1st Amendment Award

_____ Equity and Diversity Award

$ _____   **Total – Divisions/Interest Groups/Contributions**