

Convention Programming Works for You

By **Francesca Dillman Carpentier**

*University of North Carolina
Vice-Head*

With the next AEJMC convention already in pre-planning, here is what you can expect from those of us working to make the MC&S programming a continued success.

In early fall, the programming chairs of each division and interest group send calls for panel proposals to their officers and members. In October, proposals are organized and submitted to the central office where headquarters staffers aggregate all proposals into one document for all programming chairs to download and review.

Next, programming chairs talk with one another—wheel, deal, and make friends so that the proposals that warrant two or more sponsors (divisions and/or interest groups) can be forwarded as joint panels in the legendary “Chip Auction.”

For one weekend in December, programming chairs gather around a large table with “chips” to spend on sessions. Every division/group has a finite number of chips. As a way of guaranteeing that research is the main focus of the convention, divisions/groups pay only half a chip to

“purchase” their first four refereed research sessions. Divisions also get seven scholar-to-scholar placements for free. Business meetings and pre-conference activities are, likewise, chip-free. Beyond these allocations, each additional session costs a chip. So if a panel proposal is co-sponsored by two divisions, for example, each division forks over only half a chip. This is why co-sponsoring is very attractive—and encouraged in the proposal calls you receive.

Once panels are set, programming chairs negotiate which division or interest group takes the lead on panels, which can include naming the moderator, choosing half (or more) of the panelists, and shepherding panel participants through the process until the session date. Non-lead division(s) or group(s) still will name panelists and be involved in the planning stages. It’s then up to the panel planners (e.g., the original proposer) to confirm participants and finalize the titles and descriptions of the panels (including titles of each participant’s presentation) for the convention program.

In the spring, everyone will receive information about the number of sessions, as well as when they will be held during the convention. And finally...convention time! See you in Denver!

HEAD NOTE

Assessing and Enhancing MC&S

In academe, autumn signals more than falling leaves and office supply sales. It also seems to be that time of year when our schools and universities are asked for program and curricular self-assessments.



Donnalyn Pompper
*Temple
Division Head*

Processes associated with self-assessment are a time of reflection—for measuring outcomes and possibly, for shifting gears. I also think of self-assessments as a time to celebrate achievements! For example, what once may have been considered a pie-in-the-sky dream for curriculum change or program growth perhaps now is a reality. So, avoid the tendency to speed past your present in order to plan for the future. Savor your accomplishments and use them as benchmarks.

While many tend to view this regular reporting as a “chore,” it really is an opportunity to reflect on

IN THIS ISSUE

Volume 43/Number 1

AEJMC 2009: 83 MC&S Papers	2
Share Your Denver Contacts	3
Kudos to All Top Paper Winners	4
Graduate Students: Get Involved!	4
Teaching Tips	5
Promising Professors Competition Going Strong	6
AEJMC 2010 Midwinter Conference, March 5-7	7
Changes in Store for Journal	8

SEE “HEAD NOTE,” P. 3

AEJMC 2009: 83 MC&S Papers

By Seungahn Nah
University of Kentucky
 Research Co-chair
and Bu Zhong
Penn State University
 Research Co-chair

MC&S had another successful AEJMC convention in Boston this year. We received 179 entries and accepted 83 papers with a 44% acceptance rate. Last year, we accepted 74 papers out of 150 submissions with a 49% acceptance rate. MC&S continues to be a popular division and is known for high quality research papers, presentations, and panels.

Out of 83 accepted papers this year, we awarded three top papers, three student top papers, and one top paper in MC&S Special Paper Call. Furthermore, 20 papers were organized for research panels with 12 papers being selected for high-density research panels, 11 papers for scholar-to-scholar sessions, and 40 papers for poster sessions.

We had a high quality of presentations, panels, and posters along with lively discussions. Oral, written, and visual components of the scholar-to-scholar sessions allowed for more interaction and interpersonal communication among conference participants. As Outgoing Research Co-Chairs Mike McCluskey and Cory Armstrong have noted: "Scholar-to-scholar sessions are the lifeblood of a popular division like MC&S."

We would like to express our sincere thanks to those who submitted papers and to our judges for their diligent work in reviewing all of the submissions. We had 98 reviewers last year (see a complete list below), which is another record. However, as MC&S becomes more popular, we desperately need more volunteer reviewers. We look forward to working with all of the reviewers continuing from last year and any interested future reviewers.

Volunteers are needed to move the MC&S tradition forward!

2009 Convention MC&S Reviewers

Deb Aikat, NC-Chapel Hill
 Linda Aldoory, Maryland
 Alison Alexander, Georgia
 Cory Armstrong, Florida
 Jon Bekken, Albright
 Ralph Berenger, American of Sharjah
 Peggy Bieber-Roberts, American of Sharjah
 Janet Bridges, Sam Houston State
 Lamar Bridges, Texas A&M
 Jaeho Cho, California-Davis
 Frank Chroba, Washburn
 Vinnie Cicchirillo, Texas at Austin
 Dane Claussen, Point Park
 Johanna Cleary, Florida
 Amy Coffey, Florida
 John Cokley, Queensland, Australia
 Joan Conners, Randolph-Macon
 Judith Cramer, St. Johns
 Desarai Crow, Colorado-Boulder
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 Troy Elias, Florida
 Vincent Filak, Wisconsin-Oshkosh
 Jennifer Fleming, California State, Long Beach
 Cary Frith, Ohio
 Kelly Garrett, Ohio State
 Deneen Gilmour, Minnesota State, Moorhead
 J. Robyn Goodman, Florida
 Jennifer Greer, Alabama
 Alice Hall, Missouri-St. Louis
 Marie Hardin, Penn State
 Anthony Hatcher, Elon
 Jennifer Henderson, Trinity
 Marcie Hinton, Middle Tennessee State
 Lindsay Hoffman, Delaware

James D. Ivory, Virginia Tech
Dennis Jeffers, Central Michigan
Seok Kang, Texas-San Antonio
Daekyung Kim, Idaho State
Jae-Hong Kim, Indiana State
Young Mie Kim, Ohio State
Heather LaMarre, Minnesota
Jennifer Lambe, Delaware
Norman Lewis, Florida
Rob Logan, NLM/NIH
Dennis Lowry, Southern Illinois
Carmen Manning-Miller, Mississippi
Idit Manosevitch, Kettering Foundation
Renee Martin-Kratzer, Florida
Diana Martinelli, West Virginia
Kathy Richardson, Berry
Debra Merskin, Oregon
Andrea Miller, Louisiana State
Michael Mitrook, Florida
Michael Murray, Missouri-St. Louis
Seungahn Nah, Kentucky
Abeer al-Najjar, American of Sharjah
Leigh Nelson, James Madison
Erik Nisbet, Ohio State
Michael O'Donnell, Saint Thomas
Carol Pardun, South Carolina
Patrick Parsons, Penn State
Lisa Paulin, North Carolina Central

Stephen Perry, Illinois State
Ray Pingree, Ohio State
John Pollock, College of New Jersey
Donnalyn Pompper, Temple
Leanne Pupchek, Queens Univ.-Charlotte
Janice Raup-Krieger, Ohio State
Ron Rodgers, Florida
Karen Rowley, Louisiana State
Thomas Schwartz, Ohio State
James Shanahan, Fairfield
Fei Shen, City University of Hong Kong
Mark Shevy, Northern Michigan
Dongyoung Sohn, Ohio State
Meg Spratt, Washington State
Guido Stempel, Ohio
Tom Terry, Idaho State
Debbie Treise, Florida
Sandra Utt, Emerson/Memphis
Paul Voakes, Colorado-Boulder
Kim Walsh-Childers, Florida
Xaio Wang, Eastern Connecticut State
Patrick Washburn, Ohio
Nina Weerakkody, Deakin Univeristy
Mark West, North Carolina at Asheville
Kevin Williams, Mississippi State
Mike Xenos, Louisiana State
Juyan Zhang, Texas-San Antonio
Bu Zhong, Penn State

HEAD NOTE

CONTINUED FROM P. 1

where we've been and to plan for where we want to go next. Given the many committee meetings and reports required, we may look at this responsibility as a "time burner"—or we can embrace it as an important step in our ongoing quest to best serve students.

We have a responsibility to make students' learning experiences relevant—for now and for the future. Given a trying economy with realities of state budget cuts, we all know firsthand just how hard it is to plan with any degree of certainty. If you're like me, then anticipating what the job market will be like for these young people is never far from your mind. Moreover, rapidly changing media landscapes with gloom-and-doom forecasts certainly do not make for relaxed planning sessions. Yet, that we try—and that we continually stretch ourselves to learn new technologies and to adapt teaching techniques—certainly bodes well for our students in this formative phase in their career development.

The MC&S Division, too, routinely monitors its progress and plans carefully each year. I encourage members to celebrate our recent achievements, applaud the hard work of our outgoing officers, send congratulatory email messages to paper winners, encourage greater grad student involvement, and build upon the outstanding Boston convention programming by submitting insightful teaching, PF&R, and research proposals for the Denver convention.

AEJMC 2010

Share Your Denver Contacts

By Lisa Paulin-Cid

*North Carolina Central University
PF&R Chair*

The division seeks your input and ideas to organize an interesting, fun, and perhaps even inspiring PF&R offsite event. If you live in, have lived in, or visited in Denver, please send us suggestions specific to the town that we can consider for the event. If you know someone who lives in the area and who might have ideas or suggestions about places to go, things to do etc., please share their contact information.

As a reminder, the five areas of professional freedom & responsibility are: free expression; ethics; media criticism & accountability; racial, gender, and cultural inclusiveness; and public service. A great offsite will give us the opportunity to gather outside the convention and take advantage of our stunning location – Denver! Send suggestions to the PF&R chair, Lisa Paulin, at lpaulin@ncceu.edu. We must begin planning early, so please write soon!

Kudos to All Top Paper Winners

MC&S enjoyed a banner year at the 2009 AEJMC convention in Boston with many winning papers. Congratulations to all winners.

Top paper winners

- Melissa R. Gotlieb, Kyurim Kyoung, Itay Gabaym and Dhavan Shah of University of Wisconsin-Madison for "Political Consumerism and Youth Citizenship: The Development of Identity Politics Among Tweens and Teens."
- Jeremy Littau, Liz Gardner, and Esther Thorson of University of Missouri for "The Impact of News 'Voice' on Adolescent Political Efficacy."
- Brooke Weberling and Daniel Riffe of University of North Carolina at Chapel Hill, and Jennette Lovejoy of Ohio University for "Usefulness of Environmental News Coverage, Risk, Personal Efficacy and Information Sufficiency."



Melissa Gotlieb receives the top paper award from outgoing Research Co-Chair Michael McCluskey.

Top student paper winners

- Myiah Hively of The Ohio State University for "Creating a Measure of News Mediation: How do Parents Talk about the News?"
- Zhang Yin and Tang Shing Tung of School of Journalism and Communication, CUHK, for "Why and How Facebook Satisfies You: Collective Self-Esteem, Emotional Openness, Communication Apprehension as Predictors of Facebook Uses and Gratifications."
- Amy Becker of University of Wisconsin-Madison for "New voters, new outlooks? Same-sex marriage, social networks, and generational politics."

Top paper in MC&S Special Paper Call

The top paper winners in the Special Paper Call for the

theme, "Media and Social Change," were Michael Barthel, Philip Johnson, Jinghui Hou, Yujing Ma, and David Crider of Syracuse University for "The Effects of Health Message Vividness on Attitudes Toward Students with ADHD."



Top paper winners for the Special Paper Call included Philip Johnson, David Crider, and Michael Barthel.

Graduate Students: Get Involved!

By Seth C. Lewis and Heather Epkins

Texas-Austin and Maryland

Graduate Student Liaisons

Hello, graduate students! We are excited to serve you as graduate liaisons for AEJMC's MC&S Division this school year. By way of quick introduction, we are both doctoral candidates (Seth C. Lewis at Texas-Austin, Heather Epkins at Maryland), and we have mutual research interests in framing and media sociology, among other topics. Our goal this year: Help graduate students enrich their experience with AEJMC—to be more involved with the divisions and conferences, and to network.

A great place to begin is with one of the mid-year conferences hosted by AEJMC, such as the Midwinter Conference or the Southeast Colloquium. Attending these smaller conferences is especially useful for graduate students because it gives you an outlet to polish those term papers and get feedback in a more intimate presentation environment—without as much of the pressure that can come with presenting at a bigger conference.

Of course, you don't have to attend a conference to get involved. With the ubiquity and ease of social media online, we can seamlessly connect and collaborate on shared research interests and more. But we need your input to know what MC&S graduate students might like to see in an online tool: e.g., a Facebook page? A Ning site? Something different?

We welcome any and all suggestions on how to get graduate students more involved with AEJMC generally and MC&S specially. What kind of resources would help you as a grad student? What can the division do to serve you better? We look forward to hearing your ideas; contact us at sethclewis@gmail.com or heather.epkins@gmail.com.

Teaching Tips: Promising Professors Share Award-Winning Strategies



By Frank Dardis
Penn State University
Teaching Chair

Last August in Boston, the MC&S Division honored our best and brightest during the annual Promising Professors and Distinguished Educator Workshop. At the workshop, competition winners shared some of their award-winning strategies and philosophies.

David Cuillier, University of Arizona, began by explaining that his classes take on an “access all areas” approach by stressing interactivity, engagement, and technology to students learning the multi-layered principles dealing with freedom of information. Much of his class work involves hands-on projects that allow students to examine key concepts in multiple ways. For example, his assignments on public information have included requirements to create interactive slide shows and videos, obtain public information on numerous entities through a variety of both “official” and unofficial sources, determine places where they most likely would find someone to date, and to organize and play a simulated interactive game.

Perhaps Cuillier’s most provocative concept was to play a “village people” game in classes learning about the importance of public affairs and open governance. In the game, the class takes on roles as village “leaders” or “citizens,” and each student receives beads as income (complete with community taxes and all). Beads can be gained or lost, and even can be gained through cheating. However, the idea is that each student has to have enough beads individually at the end of the semester to retire, but that the community pot also must have enough in it to benefit the class as a whole. He also awards prizes for the class as a whole and for those students with the highest number of beads. Thus, he says, students really begin to understand the tension between individual and communal needs, and subsequently have a much greater appreciation of the need for open government and the social importance of the media and freedom of information.

Regardless of the specific course or in-class exercise, Cuillier recommends the following overarching teaching themes: set the bar high (for them

and yourself), teach to different learning styles, experiment with technology, keep it fun, and keep it relevant.

Kevin Williams, Mississippi State University, discussed what he believes are the three main ingredients for successful teaching: credibility, personal interaction with the students, and character. Regarding credibility, he suggested that, because we are teaching a professional endeavor, students have the right to know why they should listen to you. Also, personal interaction with students, both inside and outside the classroom, goes a long way in effectively getting them to know and trust you. One of the more interesting elements of personal interaction involved Williams’ “discussion ball,” a soft, baseball-sized ball that he launches into the classroom when no one wants to answer questions. The person who gets touched by the ball has to engage in discussion on the topic. Third, Williams stressed the importance of integrity in college teaching. He challenged us to ask ourselves: “How would you like to be remembered by your students?”

Williams also stressed the importance of bringing zeal to each class session: “Every time you enter a classroom, you give that lecture for the first time,” he said. He closed by explaining that we do not need to reinvent the wheel every time we take on a new teaching task. He advised teachers to use the mentors who have gone before them, and to become mentors themselves. Williams also emphasized that Internet-based and institution-based centers for teaching and learning can provide a wealth of ideas and “spark” to classrooms for teachers who may feel a little trite in their teaching methods.

Sue Robinson, University of Wisconsin-Madison, views the classroom as the beginning of a conversation and perceives teaching as a constant learning process that goes beyond a classroom’s temporal and spatial boundaries. To this end, she experiments with digital-tool teaching devices in an effort to promote new ways of critical thinking among her

CONTINUED ON P. 6

CONTINUED FROM P. 5

students. For example, a Twitter experiment in her journalism classes produces multiple positive outcomes: Students learn how to write concisely, so their reticence decreases, and a community grows through teaching interactive relationships. She also includes a semester-long wiki assignment as a continuous class workshop and an after-class resource, helping students learn more and develop more of a community than they would in the normal classroom setting. She also implements mobile teaching methods such as offsite speakers, conference live-blogging, team-tweeting, and Google mapping, all of which allow students to apply theory across multiple platforms.

To help solidify all these tech-oriented efforts, Robinson suggests having a classroom tech helper, doing the assignments along with the students, establishing a collaborative teaching blog, using a grading rubric, and – very importantly – attending an AEJMC training session!

Jennette Lovejoy, the graduate student winner, explained how she tries to personify excellence when teaching at Ohio

University. One of her most important tips relates to actively teaching to particular students in each class. Lovejoy keeps a teaching journal to record class reactions, interactions, unique discussions, or examples that a particular student brings up. She also records general observations and takes notes on which exercises or class assignments garnered enthusiasm so she can do a better job next time around.

She also noted how important it is to be committed to students and to build an environment in which they can learn from each other. Lovejoy said she includes many activities that encourage peer-to-peer interaction and feedback, including sharing student work and soliciting respectful, constructive criticism. Lovejoy concluded by stressing the need to learn with one's students and that reworking, revamping, and reformulating many teaching strategies goes much further in becoming an excellent educator compared to relying on simple prior success or promise.

Note: The winner of this year's Distinguished Educator Award, David Rubin of Syracuse University, was unable to attend the workshop.

TEACHING

Promising Professors Competition Going Strong

By Frank Dardis
Penn State University
Teaching Chair

Every year since 1998, the MC&S Division has showcased its "Promising Professors" to the rest of the academic community. As the only division in AEJMC to recognize excellence in teaching and pedagogy with such a prestigious award, MC&S is proud of its past winners and continuously looks forward to honoring our best and brightest.

Past winners continue to flourish in their current academic positions, and they acknowledge the role that the Promis-

ing Professors competition has played in helping them secure jobs and advance in their careers. Accordingly, the competition continues to grow in interest and stature each year.

In addition to receiving a cash award, winners are honored each year at the Promising Professors and Distinguished Educator Workshop during the AEJMC national convention. The annual competition is open to: (1) new instructors and faculty with up to five years of full-time teaching experience, and (2) graduate students who have primary teaching responsibilities for at least one class. Winners are awarded in each category.

To compete, applicants are required to submit packages including teaching materials and letters of recommendation to the MC&S Division's Chair of Teaching. The application deadline typically is in March for the annual AEJMC Convention later that summer. Specific competition information is announced in newsletters and at conferences, and is updated frequently on the MC&S Division's website.

For any additional information on the Promising Professors competition, please contact Frank Dardis, Teaching Chair, at fdardis@psu.edu.

AEJMC 2010 Midwinter Conference, March 5-7

By Janet Bridges

*Sam Houston State University
Midwinter Research Chair*

It's time to think about participating in the 2010 AEJMC Midwinter Conference.

MC&S is now accepting submissions of abstracts and proposals for this year's annual Conference, scheduled March 5-7, again at the University of Oklahoma campus in Norman—which provided an excellent environment last year. Eleven divisions and interest groups, plus one commission, are participating. Submissions are due December 1.

The Midwinter Conference follows an informal structure, with presentations and extended discussions in a relaxed setting that is popular with graduate students. If you haven't attended a Midwinter Conference before, then be prepared for some lively discussion and lots of energy. Also, if you happen to arrive early, Norman (about 45 minutes south of the Oklahoma City airport) has world-class museums, art galleries and other winter diversions.

Papers Presented

Papers presented at the Midwinter Conference are eligible for presentation at the National AEJMC Convention. Submitters at the Midwinter Conference are encouraged to use reviewer feedback to improve and finalize work for the national conference.

Please do not submit complete papers for Midwinter Conference

review. Submissions should be abstracts or proposals and will be blind reviewed.

Proposal Formats

Your research or panel proposal should be in the form of a 300-to-500-word abstract. Research proposals should give a clear sense of the scope of the research, the hypothesis or research question(s) tested, and the method of inquiry used. If you have completed your work by the submission deadline, highlight your conclusions in your abstract. A bibliography is helpful to the reviewers but is not required. You may not submit the same abstract to more than one participating group.

For panel proposals, submitters should indicate the panel title, a description of the focus of the proposed session, and the issues to be discussed. Also include a list of panelists—potential and confirmed—and their university or professional affiliations.

Accepted Papers

Papers may not exceed 30 pages and must be available to discussants two weeks before the conference. Please make certain you can meet the discussant deadline.

Submissions

Proposals or abstracts should be sent to Janet A. Bridges at jabridges@shsu.edu by **December 1, 2009**. Please put "MC&S Midwinter Submission" in the subject line.

Submit your abstract or proposal as an attachment saved as a standard Word or RTF document. However,

(1) please do NOT save your proposal/abstract file with the name "MC&S Midwinter Submission" nor with your name visible. Save it under a short descriptive title. Also, (2) please do NOT save your proposal/abstract file as a .docx file. These have been difficult to open for reviewers working away from their own campus.

The Midwinter Conference uses a blind review. Therefore, your abstract or proposal must identify the author or organizer on the title page only and must include the mailing address, telephone number and e-mail address of the primary contact person, plus the names and affiliations of all authors. The author information will be used for the conference program. The title also should be on the first page of the text and on running heads on each page of the text. Except for the title page, you **MUST** remove any identifying information from the document.

Notification

Submitters should be notified of acceptance by January 15, 2010. The submitter contacted will be the primary contact person listed on the title page.

For questions about the MC&S Midwinter competition, please contact Janet Bridges. Conference registration, hotel accommodations and travel details will be available at <http://www.ou.edu/gaylord>. We will also post information on the MC&S ListServ.

Note that submitting an abstract for competitive review means that you have secured funding to attend the Midwinter Conference.

Changes in Store for Journal

By **Lindsay Michalski**,
MC&S Editorial Assistant
and **Stephen Perry**,
Editor-in-Chief

This quarter, MC&S is integrating new submission requirements, preparing for our Symposium issue for 2010, and introducing new Editorial Board members in an effort to support increased submissions.

In an effort to standardize our submission requirements, we have changed from limiting manuscript length solely by number of pages to adding a 9000-word limit.

Many other journals have a maximum word requirement, but their actual word counts are often lower. This is not to say that MC&S encourages lengthy manuscripts; rather, we require parsimony, but acknowledge and want to provide space for the topics that require more depth and explanation. This change is effective immediately.

With our submission rates up 50% since last year and our acceptance rates reaching 12.3%, we realized the need to invite additional scholars to become part of our Editorial Board. Seven new members will be listed in MC&S volume

12 issue 4. As a group, the Editorial Board consists of 54 scholars, who recently backed adding two Olympic-themed special journal issues promoted and funded by Routledge, the publisher's parent company, for release in 2012 and 2013.

The current symposium for 2010, entitled "The Facebook Election: New Media and the 2008 Election Campaign," focuses on political communication campaigns' use of new media. To be considered for this Symposium, manuscripts must be received by January 12, 2010. The official call for this Symposium can be found at <http://aejmc.net/mcs>.

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