



Scholastic SOURCE

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AEJMC 2017: Chicago

SCHOLASTIC JOURNALISM DIVISION TO FOCUS ON RESEARCH, DIVERSITY, LITERACY, PRESS FREEDOM

JEFF BROWNE

SJD Head, University of Colorado Boulder

The Scholastic Journalism Division will continue its focuses on research, diversity, media literacy and press freedom at this year's annual AEJMC conference in Chicago.

The division's Honors Lecture this year will be delivered by Linda Jones, long-time division member and the Dean for Undergraduate Studies at Roosevelt University. The Honors Lecture will follow the SCHJ members' meeting, which is scheduled for 7 p.m. on Friday, Aug. 11.

SCHJ kicks off the week on Tuesday, Aug. 8 with the off-site Teach-In, where Vice Head Karla Kennedy will lead a series of sessions designed for area journalism instructors and advisers. That pre-conference session is an all-morning and all-afternoon affair that usually draws up to two dozen guests. SCHJ members are invited to present sessions.

Contact Karla Kennedy at Florida International University (kkennedy@fiu.edu) if you would like to help with the Teach-In.

Wednesday of conference week is research-heavy with three 90-minute sessions dedicated to research by division members — two sessions are for refereed papers, and another is a research panel titled "Demystifying Research with Children and Adolescents." SCHJ Research Chair Peter Bobkowski from the University of Kansas is conducting the initial reviews of research.

On Thursday, SCHJ teams with the Minorities and Communication division twice — first on a panel about Muslim-American Youth and later in the day for our annual event with MAC. In the past, we've co-sponsored with MAC a luncheon, during which we've honored our Knight Multicultural Award winner. That will take place Thursday evening during a mixer in Chicago.

Other Thursday panels will partner with the Community College Journalism Association and the Media Ethics Division. An SCHJ-led research panel about led by Peter Bobkowski will also take place on Thursday.

Friday opens with our annual partnership with the Newspaper and Online News Division, the Breakfast of Editing Champions. This year's Breakfast speaker is Lisa McLendon from the Bremner Editing Center at the University of Kansas.

Saturday's schedule is highlighted by a panel on the high school journalism censorship gender gap. The Commission on the Status of Women will co-sponsor the panel.

You can find the full schedule of SCHJ events for the conference on page 2.



Website:

<http://aejmc.us/scholastic/>

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Innovative Outreach – Open

Knight Award

Joe Dennis, Piedmont College
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Division Archives

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Teresa White, Indiana University
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SCHJ SCHEDULE OF EVENTS

AEJMC 2017 – CHICAGO

Wednesday, Aug. 9

11:45 a.m. to 1:15 p.m.

3:15 to 4:45 p.m.

Refereed Research Paper Panels

5 to 6:30 p.m.

“Demystifying research with children and adolescents: How to successfully include minors as research participants”

Research Panel led by Peter Bobkowski

Thursday, Aug. 10

8:15 to 9:45 a.m.

“Muslim American Youth: News Innovation and Participatory Storytelling in the Shadow of Terrorism”

Research Panel with Minorities and Communication Division

11:45 a.m. to 1:15 p.m.

“10 Cool Tech Tools in 10 Minutes”

Teaching Panel with the Community College Journalism Association

3:15 to 4:45 p.m.

“Solutions Journalism – Ethics, Advocacy and Community”

Teaching Panel with the Media Ethics Division

6:45 to 8:15 p.m.

“Self-censorship and the Student Press”

Teaching Panel

8:30 to 10 p.m.

Mixer with Minorities and Communication Division and Commission on the Status of Women

SCHJ will honor winner of Knight Multicultural Award

Friday, Aug. 11

8:15 to 9:45 a.m.

“Breakfast of Editing Champions”

Teaching Panel with Newspaper and Online News Division

7 to 8:30 p.m.

Members’ meeting at which we honor David Adams Teacher of the Year winner

Meeting followed by Honors Lecture delivered by Dr. Linda Jones, Roosevelt University

Saturday, Aug. 12

9:15 to 10:45 a.m.

Refereed Research Paper Panel

11 a.m. to 12:15 p.m.

“Active Voice: Supporting Press Freedom for High School Journalists”

Research Panel with Commission on the Status of Women

Historical importance of AEJMC's SJD

MORE THAN A HALF CENTURY OF INVOLVEMENT ON BEHALF OF THOSE IN SCHOLASTIC MEDIA

BRUCE E. KONKLE
 University of South Carolina –
 Columbia

Originally submitted December 20, 2016 to AEJMC SJD *Scholastic Source*/Editor Leslie Dennis

Updated: Feb. 8, 2017

When the Secondary Education (now Scholastic Journalism) Division of AEJ (now AEJMC) was created back in the mid-1960s, the rationale was two-fold: to enhance teaching, research and service as they relate to high school journalism, and to highlight the importance of such a division to university colleagues who might not fully understand the relevancy of having a pulse on how journalism courses and student publications on the high school level might impact ‘the academy.’ And that still seems just as relevant now as it did more than 50 years ago. Maybe even more today with the emphasis on communication and critical thinking skills that are vital parts of any emerging secondary school curriculum reform effort these days.

When Gretchen Kemp, Lester Benz and Jack Backer, among others, pushed for the creation of such a division, they surely understood the importance of journalism and student publications to a high school’s curriculum. Kemp, a journalism professor at Indiana University and director of the Indiana High School Journalism Institute from 1948 until her retirement in 1974, led the initiative.



Jack Backer

Benz was quite knowledgeable of student newspapers as executive secretary of Quill & Scroll – from 1957 to 1972 – and understood what such a division in AEJ could do nationally for the cause of scholastic journalism. And Backer, as a high school teacher in Nebraska who would later teach at Fort Hayes State College, directed the student publications at Kansas State, and then served as the first publisher of the *Indiana Daily Student*, held insights into the student press from several critical perspectives.

Although the history of the division is far from complete, most notably lacking much documentation from its first 10 years of existence, the oldest newsletter from the division’s archives – May 20, 1976 – shows the diversity of member activities and interests to be highlighted at the 1976 University of Maryland AEJ conference: Research (“Toward an All-Media Literacy”; Feedback Profile: A Project to Help Student Writers”; and “Recent Developments in Secondary Students’ Press Rights”); guest

presenters (Christopher Fager, SPLC director, discussing “Who Owns the Student Newspaper?”; and Paul Swensson, former director of The Newspaper Fund, lecturing – via his honors presentation – on “An Editor Looks at the New Reporter”); and a joint session organized by the Ad Hoc Committee on Women in Journalism. Varied interests indeed!

Members of the division in 1976 were also polled for additional suggestions on a new booklet, [Guidelines for Effective Student](#)

[Publications](#), to be published by the division in conjunction with the ERIC Clearinghouse on Reading and Communications Skills. The project, compiled by Ball State’s Louis Ingelhart and Kentucky’s Nancy Green, edited by Southwest Missouri State’s Ruth Dowling and funded by the division, included advising guideline tips and suggestions gathered from high school publications advisers and division members.

Midwinter meetings, initiated in January 1972 in St. Louis, also gave members the opportunity to debate, as well as to keep up-to-date on, issues that could affect scholastic journalism. Such was the case during an early midwinter meeting in Louisville, Ky. in 1977 when attendees heard, and reacted to, viewpoints of the effects of busing on high school journalism programs and legal interpretations in U.S. circuit courts concerning prior restraint in scholastic publishing settings. An early emphasis on midwinter program planning also included inviting local journalism teachers and publications advisers to attend and be actively involved in discussions pertinent to their high school teaching and advising roles.

Over the years, research (on scholastic journalism-related topics), teaching (of journalism and mass communication courses on both the high school and collegiate levels) and service (addressing ways to make local, state, regional and national scholastic press associations more relevant, for example) have continued to be the backbone of the

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Research, teaching, service still backbone of SJD efforts

HISTORY CONTINUED FROM PAGE 3

division's efforts. Add in getting to hear from experts in their respective fields, such as writing tips from Poynter's Roy Peter Clark, newspaper makeup trends from design guru Mario Garcia, First Amendment rights concerns from *The Tennessean* editor and publisher John Siegenthaler, Sr., and photography technology changes from local photojournalists in the St. Petersburg, Florida area, division members get the opportunity to stay current in various journalism and mass communication areas, make numerous contacts to use as possible conference speakers and, perhaps, secure ideas for future research projects.

According to division archival listings, nearly 400 research papers – even with incomplete paper listings from the early years, which could account for dozens more – have been presented at midwinter meetings and summer AEJMC conferences since 1966. That might seem inconsequential compared to much larger AEJMC division research presentation numbers, but – when noting a fairly consistent acceptance rate of 50% over the years – a probable number nearing 1,000 papers on scholastic journalism-related topics, although niche areas, has been submitted. As the current paper call criteria continues to be broadened, annual submissions could rise to more than 30 per year.

Scholastic journalism researchers presenting at least five or more papers over the years – maybe more, but not verified by division archives – at midwinter meeting or AEJMC summer conference sessions include: South Dakota State's Mary Arnold (11), Kansas' Genelle Belmas (5), Indiana's Mary Benedict (7), Kansas' Peter Bobkowski (5), Louisiana State's Joseph Broussard (6), Northern Iowa's John Butler (8), Winthrop's J.W. Click (8), Southwest Missouri State's Tom Dickson (11), Florida's Julie Dodd (17), Indiana's Jack Dvorak (11), Temple's Thomas Eveslage (14), Wisconsin-Oshkosh's Vincent Filak (9), Texas Tech's Geoffrey Graybill (5), South Carolina's Bruce E. Konkle (19), Indiana University Southeast's Adam Maksl (9), South Dakota State's Lyle Olson (9), Southwest Missouri State's Mark Paxton (6), Arkansas' Bruce Plopper (11) and Florida's Judy Robinson (6). Co-authors contributed to many of the papers, but quite a majority were single authored. Most researched topics: student press law; journalistic writing; publication advising; scholastic journalism history; and technology in the classroom.

Besides the emphasis on scholastic journalism-related research, division members spent quality time during midwinter meetings and summer AEJMC conferences



Roy Peter Clark

addressing teaching methodologies and publication advising roles. Pre-conference teaches the past decade also placed an emphasis on teaching journalism and advising publications and broadcast news; local advisers benefited from these workshops held prior to AEJMC conferences in various cities, including most recently in Minneapolis, San Francisco, Montreal, D.C., Chicago and St. Louis.

And, quite appropriately, midwinter meeting and summer conference division sessions gave directors of scholastic press associations the chance to share organizational tips, types of awards they've created, possible conference speakers and magazine, newspaper and yearbook judges, and ways to work with student assistants, board members, and school or college administrators. Networking opportunities were abundant as more than 25 attendees regularly were present at midwinter meetings, with 39 participating in Nashville, Tenn. in 1992 and 40 partaking in the St. Petersburg, Fla. agenda in 2005. Former division heads Candace Perkins Bowen (1999-2001, and 2007-2009), David Bulla (2011-2013), James Crook (1975-1977), Beth Dickey (1993-1995), Monica Hill (2005-2007), Barbara Hines (1989-1991), John Hudnall (2003-2005) or Dick Johns (1977-1979) might even recall higher midwinter attendee numbers not noted in the division archives.



Candace Perkins Bowen

As with many other AEJMC divisions, initiating awards to honor division members – and others involved in areas of interest to the division – has been a mainstay to help recognize those making contributions to scholastic media. The Honors Lecture series began in 1973 (first lecturer: Quill & Scroll's Lester Benz); the Laurence R. Campbell Research Award was first awarded in 1985 (first recipient: Michigan State's Stan Soffin); the Robert P. Knight Multicultural Recruitment Award was initiated in 1987 (first recipient: Pittsburgh's Black Media Federation); student research awards were first awarded in 1991 (first recipient: Missouri's Arthur David Peppard); special invited speakers to the joint Scholastic Journalism Division and Minorities and Communication Division AEJMC conference luncheons, which began in 1996 (first speaker: NAB's Dwight Ellis); the David L. Adams Journalism Educator of the Year Award was

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CALL FOR PAPERS

**AEJMC Scholastic Journalism Division
2017 AEJMC Conference – August 9-12, 2017**

The Scholastic Journalism Division of AEJMC is accepting submissions of research papers for the 2017 conference in Chicago.

Papers can be on any topic related to journalism education (at all levels); the student press; media, news, and civic literacy; youth journalism; or related fields. We welcome submissions from all theoretical and methodological perspectives.

Both faculty and student papers accepted will be eligible for top paper awards to be presented at the AEJMC Conference in August. Faculty papers with a student co-author or student papers with a faculty co-author will be judged in the faculty competition. The best papers should be theoretically based, methodologically rigorous, and clearly relate to an issue in journalism and/or civics education.

Expectations for all papers: Papers should be in 12-point type, Times New Roman, double-spaced, with 1-inch margins. Papers should not exceed 25 pages in length, not counting title page, abstract, references, tables, and appendices.

Style should follow either the Publication Manual of the American Psychological Association or the Chicago Manual of Style. Include an abstract of no more than 75 words. At least one author will be expected to attend the meeting to present the paper.

All research papers must be submitted online via a link on the AEJMC Web site. To ensure a blind review, do not identify the author(s) anywhere in the paper, including the title page and the paper's properties. (See [this how-to article](#) for tips on removing identifying information from document properties). The submission site will ask for author name(s), affiliation(s), and contact information separately.

Papers are due April 1, 11:59 p.m.

For more information or questions, contact Scholastic Journalism Division's Research Chair Peter Bobkowski at (785) 864-7634, or bobkowski@ku.edu.

Meetings address methodologies, publication advising roles

HISTORY CONTINUED FROM PAGE 4

first awarded in 1998 (first recipient: Florida's Julie Dodd); and the Innovative Outreach competition started in 2003 (first recipient: Iowa's Vanessa Shelton).

Division archive holdings include: copies of 38 of 44 Honors Lectures; more than 135 copies of division newsletters (since 1976); a copy of the division's constitution; dozens of copies of annual reports and business minutes dating from 1976; nearly 200 copies – print and digital – of research papers presented at midwinter meetings and AEJMC summer conferences; miscellaneous division officer correspondence; and fairly complete lists of all major division award-winners (except student research award recipients). A list of scholastic journalism-related theses and dissertations, most with abstracts, is also in the archives to assist researchers

better understand what types of academic research have been done on behalf of (primarily) high school journalism. Nearly 1,000 such theses and dissertations focusing on scholastic journalism– and related topics– are on the list.

The current archives chair, Erica Salkin, began her service to the division in January 2015. She followed Konkle, who had handled archiving duties for the division for 15 years. Prior to Konkle's tenure as archives chair, Marilyn Weaver, from Ball State, initiated the position in the mid-1990s so the significant work of the division would have a presence in AEJMC's overall organizational profile. Moving as much of the history online has continued to be a goal of archive chairs; ready access by members to the wealth of research papers, honors lectures, midwinter session agendas and AEJMC conference activities related to the division will only continue to place a spotlight on the division and scholastic media.

SJD member news & notes



Photo courtesy of Linda Jones

Students from Jones College Prep High School were the sweepstakes winners of the McCormick Foundation High School Media Awards, winning numerous “superior” awards for their work in design, writing and web categories. Their adviser is John Lund, left, wearing a “Make Journalism Great Again” visor all the journalism teachers received as part of the anniversary celebration.

students they are the future of journalism and urged them to “make a difference.”

Of the Scholastic Press/McCormick Foundation event, adviser John Tsarouchas of Taft High School said, “The kids really do love it and they come back energized and ready to work on the paper. I’m already looking forward to next year!”

On March 7, more than 230 students and journalism teachers from ten Chicago public and private high schools celebrated the **Scholastic Press Association of Chicago’s** 25th annual conference, workshops and awards ceremony at Roosevelt University.

Professional journalists and journalism faculty presented sessions ranging from photography, web design and profile writing to graphic journalism, storytelling and “Breaking News in a Digital World,” by a video provider for Chicago broadcast stations.

An awards luncheon for the McCormick Foundation High School Media Awards followed the workshops. At the luncheon, *Chicago Tribune* columnist John Kass told



Photo courtesy of Linda Jones

John Kass, columnist for the *Chicago Tribune*, was the luncheon speaker.

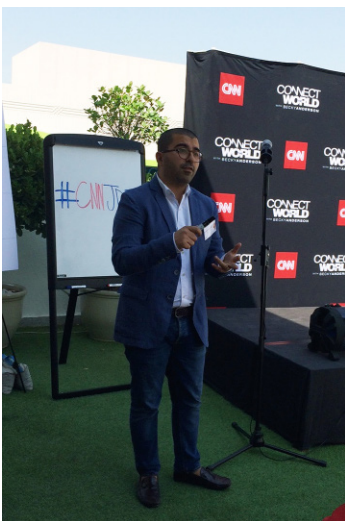


Photo by David W. Bulla

Alireza Hajihosseini of CNN’s “Connect the World” tells college and high school students about how a daily TV news broadcast works.

The Zayed University Student Chapter of the Society of Professional Journalists collaborated with the American Community School media classes to put on the fourth annual Abu Dhabi Journalism Day in October 2016. The 2016 celebration of journalism was held on Oct. 15 and Oct. 27. The first day featured a panel on coverage of the presidential election.

Kellie Butler, former Miami TV news reporter and ZU adjunct professor, moderated the panel. It included David Bulla, an associate professor at ZU and the SPJ adviser; Britt Christensen, an assistant professor at ZU, and Jim Buie, an instructor at ZU. ACS media students recorded the panel discussion. The second event was held at CNN 12 days later. Students from ZU, ACS and New York University–Abu Dhabi participated.

The keynote speaker was Becky Anderson, the anchor of CNN’s “Connect the World” and an Arizona State University Cronkite School alumna. “We learned firsthand what goes on in preparation for CNN’s daily current affairs program,” said Rawdha Al Hameli, a ZU communications student. Anderson, whose nightly newscast is seen around the world, told students: “A good show is like a good dinner party. You talk about news and current events, but then you quickly move into arts and culture.” Also speaking at the CNN event was the “Connect the World” executive editor Alireza Hajihosseini.

Link to panel video: <https://tinyurl.com/SPJ-CNN>

SJD member news & notes

Lyle Olson received the 2016–2017 Excellence in Graduate Student Mentoring Award at South Dakota State University. Assistant department head in Journalism & Mass Communication, Olson coordinates the graduate program and has advised 61 master’s theses and projects. Previously, Olson received the university’s Excellence in Teaching Award and inaugural Excellence in Online Teaching award. He also received the Division’s David Adams Journalism Educator of the Year Award in 2009.

Journalistic Learning Initiative (JLI) uses journalistic strategies to empower student voice and academic success through a collaboration between the University of Oregon’s School of Journalism and Communication and College of Education. It is a coalition of researchers, educators, community members, philanthropists, nonprofit organizations, corporate partners, government agencies, and allied stakeholders working together.

JLI facilitates *reverse mentorships* for teachers. We recruit talented millennials who are recent journalism/media college graduates, train them in JLI methods, and offer them a gap year (or more) working alongside a middle or high school teacher to infuse journalism into the English and/or social studies curriculum. This entire academic year, JLI has been piloted at Oaklea Middle School in Junction City, Oregon (approximately sixty 6th graders) and Springfield High School in Springfield, Oregon (approximately thirty 12th graders, and thirty 10th graders).

The project-based pedagogical strategies employed in classrooms vary from school to school. At Oaklea, 6th graders formed teams of four and selected themes that were aligned with their shared interests. Robotics, sports, video game design, and dance were among their initial topics for a 10-week trimester of exploration. Students were guided in conducting research, identifying experts, developing questions, and leading a “virtual press conference” (a video chat session) with their chosen guests. Armed with their pencils, reporter’s notebooks, and homegrown press passes, students facilitated the interviews. Referencing their notes, they later wrote articles that they published to a dedicated website. Themes broadened in the subsequent trimester to include civic concerns.



Photos courtesy of Ed Madison



In September 2017, JLI projects will expand to include five more schools in Oregon and one in Los Angeles. The program is designed to scale globally.

Ed Madison worked with Esther Wojcicki, a renowned educator and Tara Lynda Guber, founder of YodaEd to establish JLI. Wojcicki leads the award-winning media arts program at Palo Alto High School in Northern California. Guber has originated numerous education initiatives including The Accelerated School, an internationally recognized charter public school in South Central Los Angeles and TIME magazine Elementary School of the Year.

Ed Madison, Ph.D., is an assistant professor at the University of Oregon School of Journalism and Communication. JLI’s Educator program is funded through a growing alliance of community, philanthropic, and corporate partnerships. Depending on the locale, it costs between \$10,000 and \$20,000 dollars to place a JLI Educator alongside several teachers in a host school.

You can find out more information about JLI online at <http://journalisticlearning.com>

You can also view videos: JLI Teaching Collaboration – <https://vimeo.com/206334749> and Interview Day – <https://vimeo.com/201217295>



DAVID ADAMS EDUCATOR OF THE YEAR AWARD NOMINATIONS

Nominations are now being accepted for the 2017 edition of the prestigious David Adams Scholastic Journalism Division Educator of the Year Award.

This award, given annually during the association’s summer convention, recognizes a deserving division member for his/her outstanding performance in the college/university classroom, and in scholastic journalism workshops and conferences.

Nominations shall consist of the following:

- a letter of recommendation
- two letters (maximum) of support
- curriculum vitae

Nominating letters should identify in a single page the various ways the nominee has made significant contributions to journalism in the secondary schools through his/her work in journalism and mass communication in higher education.

Nominees must have been members of the Scholastic Division for the previous three years.

Nominating letters and letters of support should be sent to Nicole Kraft at kraft.42@osu.edu. **The deadline is April 15.**

Past Recipients

- | | |
|--|---|
| 2016 Nicole Kraft, The Ohio State University | 2006 Cheryl M. Pell, Michigan State University |
| 2015 Mary Arnold, South Dakota State University | 2005 Candace Perkins-Bowen, Kent State University |
| 2014 John Bowen, Kent State University | 2004 David Adams, Indiana University |
| 2013 Monica Hill, The University of North Carolina | 2003 Thomas Eveslage, Temple University |
| 2012 Bruce Konkle, University of South Carolina | 2002 Richard Johns, University of Iowa |
| 2011 Judy Robinson, University of Florida | 2001 Jack Dvorak, Indiana University |
| 2010 Barbara Hines, Howard University | 2000 Marilyn Weaver, Ball State University |
| 2009 Lyle Olson, South Dakota State University | 1999 Linda Puntney, Kansas State University |
| 2008 James Tidwell, Eastern Illinois University | 1998 Julie E. Dodd, University of Florida |
| 2007 John Hudnall, University of Kansas | |



ROBERT P. KNIGHT MULTICULTURAL RECRUITMENT AWARD NOMINATIONS

Nominations are being accepted for the 2017 Robert P. Knight Multicultural Recruitment Award. The Knight Multicultural Recruitment Award is presented to any individual or media organization that has made significant contributions to promoting diversity in scholastic media programs. The award is named for Robert P. Knight, a professor in the University of Missouri School of Journalism who served as director of the Missouri Interscholastic Press Association from 1965 to 1992. Knight received the award in 1990.

Kimetris Baltrip, an assistant professor at the A.Q. Miller School of Journalism and Mass Communications at Kansas State University, received the award in 2016.

To nominate a person or an organization for the 2017 award, please do the following:

Mail or email a nomination letter of one to two pages to Joe Dennis, the award chair. The mail and email addresses are listed below. In addition to information about the nominee, please include the nominator's name, title, school or organization, email address and phone number. Multiple nomination letters are acceptable and recommended.

In addition, send a document or a link to a document that lists nominee's achievements with regard to promoting diversity in scholastic media programs. (i.e: a CV or résumé, a website link, or other appropriate information). **The deadline is April 21, 2017.**

Please send nomination materials to:

Joe Dennis
Piedmont College
P.O. Box 10
Demorest, GA 30535
email: jdennis@piedmont.edu

The award recipient will be chosen by an independent selection committee of AEJMC Scholastic Journalism Division Members and will be notified within two months of the award deadline by email. The award will be presented at the 2017 AEJMC Conference, which will be held in Chicago on Aug. 9-12.

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ROBERT P. KNIGHT MULTICULTURAL RECRUITMENT AWARD

Past Recipients

- 2016 – Kimetris Baltrip, assistant professor of journalism, Kansas State University
- 2015 – George Daniels, associate professor of journalism, The University of Alabama
- 2014 – Steve O’Donoghue, retired journalism adviser, John C. Fremont High School (Oakland, California)
- 2013 – Linda Callahan, North Carolina A&T State University
- 2012 – Illinois Press Foundation/Eastern Illinois High School Journalism Workshop
- 2011 – Joseph Selden, associate dean for multicultural affairs in the College of Communications at Pennsylvania State University
- 2010 – University of Arizona School of Journalism
- 2009 – Philadelphia Daily News
- 2008 – June O. Nicholson, associate professor in the School of Mass Communications at Virginia Commonwealth University
- 2007 – Edward Mullins, Behringer Distinguished Professor at the University of Alabama Department of Journalism
- 2006 – Ted Stanton, professor emeritus of the University of Houston School of Communication
- 2005 – Chris Strudwick-Turner, Director of the Student Journalism Program for the L.A. Times
- 2004 – Diana Mitsu Klos, AEJMC High School Journalism Senior Project Director
- 2003 – Vanessa Shelton, University of Iowa
- 2002 – Walt Swanston, Senior Project Director for Diversity and Education Programs, Radio and Television News Directors Foundation
- 2001 – Doris J. Giago, South Dakota State University
- 2000 – Linda Waller (Shockley), Dow Jones Newspaper Fund
- 1999 – Marie Parsons, University of Alabama
- 1998 – Lucy Ganje, University of North Dakota
- 1997 – San Diego Chapter, California Chicano News Media Association
- 1996 – Barbara B. Hines, Howard University
- 1995 – Diane Hall, Florida A&M University
- 1994 – Mary Arnold, The University of Iowa
- 1993 – Alice Bonner, The Freedom Forum
- 1992 – Richard Lee, South Dakota State University
- 1991 – Thomas E. Engleman, Dow Jones Newspaper Fund
- 1990 – Robert P. Knight, University of Missouri– Columbia
- 1989 – George Curry, Chicago Tribune
- 1988 – Craig Trystad, Youth Communication
- 1987 – Pittsburgh (Pa.) Black Media Federation



INNOVATIVE OUTREACH AWARD NOMINATIONS

The AEJMC Scholastic Journalism Division is calling for nominees who created an innovative program or shared resource offered by a college, university or organization that is targeted to high school, middle school or elementary school students or teachers.

Nominations are due by June 1, 2017. The top innovation will be presented with an award at the AEJMC Scholastic Journalism Division Mid-Winter Meeting.

The award is designed to recognize programs conducted or resources developed that promote interest in and/or training in scholastic journalism at the secondary and pre-secondary level (K-12).

Entries can include innovative programs that are part of summer workshops, scholastic media conferences, online training, or anything program that has an innovative approach to supporting scholastic journalism. Innovative resources to help scholastic journalism students and teachers can include apps, podcasts, websites, curriculum materials, data training and visualization, and so much more.

ELIGIBILITY GUIDELINES

The outreach program or resource must focus on students and/or teachers in high school, middle school and/or elementary school media programs.

Program – The program must have been conducted at least once. The outreach program may be a face-to-face meeting or conducted through an alternative delivery method, such as Web delivery.

Resource – The resource may be based on collaboration, but the nominee must have played a major role in the resource's development.

Submission directions:

All nominations must be submitted electronically as a PDF file. A letter of nomination explaining the innovation and why the nominees are deserving is required. The letter must include the name of the outreach program, name of the nominee(s), name of the sponsoring institution and other partners (commercial newspapers, grant sponsors, etc.), name of the nominator.

The letter should also include as much of the following information as possible:

- Origin of the program or resource
- Goal(s) for the program/ resource
- Target audience and documentation of participation/use
- Description of involvement by creators and sponsors
- Documentation of the assessment process (if applicable)
- Budget (if applicable) – Include financial support or support in kind from commercial media outlets, grants, etc.
- Supporting materials, such as the itinerary of a workshop program or a copy of the curriculum materials. For an online resource, the URL or Web access information must be provided.

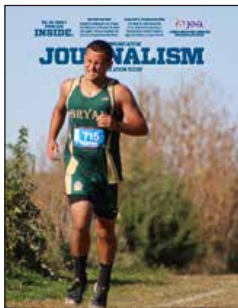
Up to three additional letters of support are also welcome, but not required.

Email your nominations to: Steven Listopad, Innovative Outreach to Scholastic Journalism, slistopad@ieimedia.com.



COMMUNICATION:
JOURNALISM
EDUCATION TODAY

CALL FOR PAPERS



The Journalism Education Association invites contributions to the only magazine devoted solely to scholastic mass media education — *Communication: Journalism Education Today*. Through a blind, peer-reviewed process, JEA will select research articles on all relevant topics for the quarterly, print publication.

CONTENT

Communication: Journalism Education Today promotes lifelong professional learning as the norm and as the expectation for all journalism teachers/advisers, from the newest to the most experienced focusing on educators in scholastic mass media education — grades K-12.

The quarterly JEA magazine, which is 32 to 48 pages, presents articles and packages about reporting, writing, editing, photography, design, typography, social media, online media, broadcast journalism, advertising, fundraising, public relations, law and ethical standards as well as articles and packages about best practices in technology and pedagogy pertinent for journalism educators. Editors seek articles that value originality, thorough research, knowledgeable sources, fact checking and Associated Press style — all in ways that speak to journalism advisers.

To serve multiple audiences nationally and internationally and to present a wide range of content, each issue showcases an individual pattern. Usually there is diverse subject matter. Occasionally, an issue highlights an in-depth consideration that builds on current journalism needs or on JEA activities or programs. Other presentations include personal commentary, photography or page galleries, original educational exercises or feature shorts highlighting technical innovations.

DETAILS OF SUBMISSION AND DUE DATE

Papers will undergo blind peer review. Those selected for publication will then enter the editorial publication process. All authors will receive comments from qualified reviewers electronically.

JEA prints first-time material only. Articles submitted to other journals for publication may be simultaneously submitted to *C:JET*. However, if accepted to *C:JET*, other submissions must be withdrawn. Authors will be notified within 30 days whether refereed submissions have been accepted.

If accepted, the author will be asked to produce supplementary materials, possibly including handouts and other material for classroom use.

The manuscript should be no more than 4,000 words long (excluding tables, charts, graphs, and endnotes). An abstract of no more than 100 words must accompany each submission. Author identification should appear only on the title page and should include academic rank or professional title, applicable university, departmental affiliation and a short, two- to five-sentence sentence biography.

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