Converging Media provides extensive content on the twelve core values and competencies of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). As a nationally elected member of the ACEJMC from 2004 to 2007, John V. Pavlik recognized that the ACEJMC-based learning goals provide a useful benchmark for assessing student learning. By covering the twelve core values and competencies, this text provides a strong foundation for students to become well-rounded journalists and experts in mass communication.

<table>
<thead>
<tr>
<th>ACEJMC LEARNING GOALS</th>
<th>HOW CONVERGING MEDIA SUPPORTS</th>
</tr>
</thead>
</table>
| **1. FREEDOM OF SPEECH:** Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the rights to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances. | • Regulation of journalism and mass communication in the digital age including libel and censorship (p. 328, 349)  
• Fairness (p. 344)  
• The public’s right to know (p. 310)  
• Media systems around the world (p. 418) |
| **2. HISTORY:** Demonstrate an understanding of the history and role of professionals and institutions in shaping communications. | • Origins of photography, movies, television, and video games (p. 126, 128, 146)  
• History of journalism (p. 230)  
• History of advertising (p. 264)  
• History of public relations (p. 282)  
• History of media law and the regulation of electronic media (p. 325)  
• Early research on media effects (p. 359)  
• History of recorded music and radio (p. 99, 112)  
• History of print media (books, newspapers, magazines) (p. 66, 76, 89)  
• History of the Internet (p. 168) |
| **3. GENDER, RACE, AND SEXUALITY:** Demonstrate an understanding of gender, race, ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications. | • Effects of media and advertising on women and men (p. 377)  
• Role of women in the history of newspapers (p. 232)  
• Diversity in the newsroom (p. 254)  
• Minority newspapers (p. 232, 254) |
| **4. GLOBAL SOCIETY:** Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society. | • Relationships among various global and local media sources (p. 424)  
• Cultural and socioeconomic impact of global media (p. 426)  
• “International Perspectives” boxes throughout (example, p. 70)  
• International theories of the press (p. 413)  
• Media in a global society appears as a theme in several chapters |
| **5. THEORY:** Understand concepts and apply theories in the use and presentation of images and information. | • Photography, movies, and television (p. 135, 147)  
• Grammar of media (p. 44)  
• Information overload in the digital age (p. 218)  
• Major media theories and research (p. 359, 370, 376) |
<table>
<thead>
<tr>
<th>ACEJMC LEARNING GOALS</th>
<th>HOW CONVERGING MEDIA SUPPORTS</th>
</tr>
</thead>
</table>
| **6. ETHICS:** Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity. | • “Ethics in Media” boxes throughout (example, p. 55)  
• Chapter on media ethics, including accuracy and the pursuit of truth (p. 295)  
• Chapter on communication law and regulation in the digital age (p. 323)  
• Fairness and diversity (p. 318) |
| **7. CRITICAL AND CREATIVE THINKING:** Think critically, creatively, and independently. | • “Convergence Culture” boxes throughout (example, p. 211)  
• “Media Matters” at end of chapters (example, p. 34)  
• Discussion Questions throughout  
• Critical-Thinking Questions in selected image captions (example, p. 335)  
• Foundations for critically examining media presented early in the text (example, p. 39) |
| **8. RESEARCH:** Conduct research and evaluate information by methods appropriate to the communications professions in which they work. | • Chapter on media theory and research teaches students to evaluate research methods and findings (p. 378) |
| **9. WRITING ABILITY:** Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve. | • Appropriate writing style for particular media and for the communities and purposes that media professionals serve (p. 243)  
• Importance of clear and accurate writing in news creation (p. 240) |
| **10. EVALUATION OF WORK:** Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness. | • Media Matters and Critical Thinking Questions throughout the text encourage self-reflection in the form of spoken and written responses while promoting group discussion and peer evaluation of work. |
| **11. NUMERICAL AND STATISTICAL CONCEPTS:** Apply basic numerical and statistical concepts. | • Data for students to analyze about newspaper circulation and readership and advertising impact (p. 84)  
• Pricing structure of the recording industry (p. 106)  
• Figures and tables throughout apply numerical and statistical concepts (example, p. 73)  
• “US Media Giants” (pullout at the back of the book) |
| **12. TECHNOLOGY:** Apply tools and technologies appropriate for the communications professions in which they work. | • Social media (p. 191)  
• Interactive media (p. 161)  
• Role of mobile media, such as the iPad, in delivering video (p. 183)  
• Mobile media and digital books (p. 74)  
• Impact of touch screens on human–computer interface (p. 165)  
• Use of digital technology in journalism (p. 248)  
• Impact of digital technology and mobile media on advertising (p. 274) |