Communication 225-920: Children and Media
Summer 2008

Instructor: Jessica Taylor Piotrowski, MA
                         123 ASC
                         215.573.1979
                         jtaylor@asc.upenn.edu
                         Office Hours: By appointment

Course Time: Summer Session II (July 7, 2008 – August 15, 2008)
                         Tuesdays & Thursdays, 6 PM to 9:10 PM
                         ASC 342

Course Objectives:
Children and Media is designed to provide students with an understanding of the nature of children's media and the impact of these media on children.   The course begins by evaluating the beliefs we have about the nature of childhood and then introduces students to several theories on how children develop.   Following this, we will examine children's access to and use of media, as well as the social contexts that surround this use. Finally, we will focus on media effects and the related efforts to regulate children's media.

Class Guidelines:
1. You are responsible for completing all reading prior to the class for which it is assigned and for the content contained in the reading.
2. Make/keep a copy of anything that you submit. All written submissions should be done electronically via Digital Dropbox and are due by 5 PM of the particular due date.
3. Plagiarism will be dealt with according to University guidelines. Do you own work. If you have any questions about citing another's work, please ask me.
4. All work should conform to the American Psychological Association's (5th Edition) publication manual.
5. If you must leave a lecture early, please inform me ahead of time. Similarly, if you anticipate missing a lecture in its entirety, I would appreciate notification.
6. Attendance is expected at the majority of the class periods. A portion of your grade is based on regular attendance and class participation. Furthermore, much of the course material is audiovisual presentations that will not be accessible outside of class.
7. PowerPoint slides will not be available to students until after lecture.

Course Text:
Readings will be made available on the course's Blackboard page (https://courseweb.library.upenn.edu). There will be required readings and, where appropriate, additional recommended readings. The exams will be taken from class notes and required readings only. The recommended readings are for your use in writing your papers. If you have any difficulty accessing the course readings, please let me know.

In addition to the course readings available on Blackboard, you will be expected to read one of three books for your short essay (*Harry Potter and the Sorcerer's Stone* by J.K. Rowling; *The Giver* by Lois Lowry; or *Prep* by Curtis Sittenfeld).   The books will be on reserve at Rosengarten (at Van Pelt Library) or you may purchase a copy on your own through Amazon or another vendor.

Course Grade:
Your final grade for the course is comprised of your performance on a short essay, a midterm and final examination, a final term paper, and class participation.   Below is a brief description of each along with its percentage allocation. More information about each assignment will be provided.

Midterm Examination Multiple choice and short answer exam testing content from the first half of the course	25%
Short Essay 1 (approximately 4 – 5 pages) Relates Piaget's developmental theory to a selected children's book	15%
Final Examination Multiple choice and short answer exam testing content from the second half of the course	25%
Final Project – Paper (approximately 15 pages) Develop an educational children's media product using theory and empirical evidence to justify what you are creating, including a plan to evaluate its educational efficacy.	30%
Class Participation Students are expected to be in class and to participate. You will receive full credit for this portion of your grade if you (1) attend class regularly and (2) offer comments on a regular basis, with particular attention paid to those lectures in which you have been assigned a specific reading.	5%

Course Schedule / Information

Tuesday, July 8	**Introduction** - Review of course, including planned assignments and reading requirements **Social Construction of Childhood** *Recommended:* Koops, W. (2003). Imaging childhood. In W.Koops & M. Zuckerman (Eds.), *Beyond the century of the child* (pp. 1-18). Philadelphia, PA: University of Pennsylvania Press. Strasburger, V. C., & Wilson, B. J. (2002). *Children, Adolescents, and the Media*. Thousand Oaks, CA: Sage. **Chapter 1.** **Media Screening:** None Planned
Thursday, July 10	**Children as Consumers: Industry Perspectives** Linn, S. (2004). *Consuming Kids: The hostile takeover of childhood*. New York, NY: New Press. **Chapters 1 and 3.** Pecora, N. (1998). *The Business of Children's Entertainment*. New York, NY: The Guilford Press. **Chapter 1** **Overview of Child Development Theory for Media Research** *Recommended:* Thomas, R. M. (2005). *Comparing Theories of Child Development* (6th ed.). Belmont, CA: Thomson Wadsworth. **Chapter 1** **Early Theories: John Locke & Jean-Jacques Rousseau** Crain, W. (2005). *Theories of Development: Concepts and Applications* (5th ed.). Upper Saddle River, New Jersey: Pearson. **Chapter 1** **Media Screening:** Merchants of Cool
Tuesday, July 15	*Early Theories: John Locke & Jean-Jacques Rousseau (finish)* No additional reading, see reading above. **Piaget's Cognitive-Developmental Theory** Thomas, R. M. (2005). *Comparing Theories of Child Development* (6th ed.). Belmont, CA: Thomson Wadsworth. **Chapter 7** *You should also be reading your selected book for your Short Essay* **Media Screening:** Boohbah
Thursday, July 17	**Vygotsky's Social-Historical Theory of Cognitive Development** Crain, W. (2005). *Theories of Development: Concepts and Applications* (5th ed.). Upper Saddle River, New Jersey: Pearson. **Chapter 10** *Recommended:* Berk, L. E., & Winsler, A. (1995). *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*. Washington, DC: National Association for the Education of Young Children. **Pages 20-49; Pages 108-111**

	Kohlberg's Stages of Moral Development Crain, W. (2005). *Theories of Development: Concepts and Applications* (5th ed.). Upper Saddle River, New Jersey: Pearson. **Chapter 7** **Media Screening:** Super Why!, Boy Meets World
Tuesday, July 22	**Ecological Theory** Jordan, A. (2004). The role of media in children's development: An ecological perspective. *Developmental and Behavioral Pediatrics, 25*(3), 196-206. Thomas, R. M. (2005). *Comparing Theories of Child Development* (6th ed.). Belmont, CA: Thomson Wadsworth. **Chapter 11** *Recommended:* Jordan, A. B. (1992). Social class, temporal orientation, and mass media use within the family system. *Critical Studies in Mass Communication, 9*, 374-6.38 Jordan, A. B. (2002). A family systems approach to examining the role of the Internet in the home. In S. L. Calvert, A. B. Jordan & R. R. Cocking (Eds.), *Children in the digital age: Influences of electronic media on development*. Westport, CT: Praeger. **Socialization to Media / Perceptions of Media** Crawley, A. M., Anderson, D. R., Santomero, A., Wilder, A., Williams, M., Evans, M. K., et al. (2002). Do children learn how to watch television? The impact of extensive experiences with *Blue's Clues* on preschool children's television viewing behavior. *Journal of Communication, 52*(2), 267-280. Jordan, A. B. (2005). Learning to Use Books and Television. *American Behavioral Scientist, 48*(5), 525-538. Salomon, G. (1984). Television is "easy" and print is "tough": The differential Investment of mental effort as a function of perceptions and attributions. *Journal of Educational Psychology, 76*, 647-658. *Recommended:* Linebarger, D. L., Chernin, A., & Kotler, J. A. (2008). "Lazy Kids Watch TV": Children's perceptions of media and non-media activities. *Journal of Children and Media, 2*(1), 37-55. **Media Screening:** Blue's Clues, School House Rock
Thursday, July 24	*Socialization to Media / Perceptions of Media (finish)* No additional reading, see reading above. **Overview of Children's Media Use** Roberts, D. F., & Foehr, U. G. (2008). Trends in Media Use. *The Future of Children, 18*(1), 11-37. Comstock, G., & Scharrer, E. (2007). *Media and the American Child*. San Diego, CA: Elsevier/Academic Press. **Chapter 1.** **Midterm Review** **Media Screening:** Hannah Montana (for midterm review)

Friday, July 25	**Short Essay 1 Due by 5 PM – Submit via Digital Dropbox**
Tuesday, July 29	**Midterm Examination in Class** **Media Screening**: The World According to Sesame Street
Thursday, July 31	**Media Effects: Positive** **(*Students Assigned Select Readings*)** Linebarger, D. L., & Wainwright, D. K. (2007). Learning while viewing: Urban myth or dream come true? In S. R. Mazzarella (Ed.), *20 Questions about youth and the media*. New York, NY: Peter Lang. - **Language & Literacy** Fisch, S. M. (2004). *Children's Learning from Educational Television*. Mahwah, New Jersey: Lawrence Erlbaum. **Chapter 4.** Linebarger, D. L., Kosanic, A. Z., Greenwood, C. R., & Doku, N. S. (2004). Effects of viewing the television program *Between the Lions* on the emergent literacy skills of young children. *Journal of Educational Psychology, 96*(2), 297-308. Rice, M. L., Huston, A. C., Truglio, R., & Wright, J. C. (1990). Words from *Sesame Street*: Learning vocabulary while viewing. *Developmental Psychology, 26*(30), 421-428. - **School Readiness** Fisch, S. M. (2004). *Children's Learning from Educational Television*. Mahwah, New Jersey: Lawrence Erlbaum. **Chapters 2 & 3.** Wright, J. C., Huston, A. C., Murphy, K. C., St. Peters, M., Pinon, M., Scantlin, R., et al. (2001). The relations of early television viewing to school readiness and vocabulary of children from low income families: The early window project. *Child Development, 72*(5), 1347-1366. Anderson, D. R., Huston, A. C., Schmitt, K. L., Linebarger, D. L., & Wright, J. C. (2001). Early childhood television viewing and adolescent behavior: The Recontact Study. *Monographs of the Society for Research in Child Development, 66*(1), 1-143. **Read pages 119-134.** - **Creativity & Imagination** van der Voort, T. H. A., & Valkenburg, P. M. (1994). Television's impact on fantasy play: A review of research. *Developmental Review, 14*(1), 27-51. Anderson, D. R., Huston, A. C., Schmitt, K. L., Linebarger, D. L., & Wright, J. C. (2001). Early childhood television viewing and adolescent behavior: The Recontact Study. *Monographs of the Society for Research in Child Development, 66*(1), 1-143. **Read pages 67-78.** - **Prosocial Behavior** Fisch, S. M. (2004). *Children's Learning from Educational Television*. Mahwah, New Jersey: Lawrence Erlbaum. **Chapter 8.** Mares, M.-L., & Woodard, E. (2005). Positive effects of television on children's social interactions; A meta-analysis. *Media Psychology, 7*(3), 301-322. **Media Screening**: Between the Lions, Sesame Street, Clifford, Mister Rogers

	Media Effects: Positive (finish)
	No additional reading, see reading above.
	
	Media Effects: Negative (*Students Assigned Select Readings*)
	   - **Fear**
	      Cantor, J. (2001). The media and children's fears, anxieties, and perceptions of danger. In D. G. Singer & J. L. Singer (Eds.), *Handbook of Children and the Media* (pp. 207-221). Thousand Oaks, CA: Sage.
	      Valkenburg, P. M. (2004). *Children's responses to the screen: A media psychological approach*. Mahwah, NJ: Lawrence Erlbaum. **Chapter 4.**

Tuesday, August 5 column content:

Media Effects: Positive (finish)
No additional reading, see reading above.

Media Effects: Negative (*Students Assigned Select Readings*)
- **Fear**
  Cantor, J. (2001). The media and children's fears, anxieties, and perceptions of danger. In D. G. Singer & J. L. Singer (Eds.), *Handbook of Children and the Media* (pp. 207-221). Thousand Oaks, CA: Sage.
  Valkenburg, P. M. (2004). *Children's responses to the screen: A media psychological approach*. Mahwah, NJ: Lawrence Erlbaum. **Chapter 4.**

- **Violence & Aggression**
  Strasburger, V. C., Wilson, B. J., Jordan, A.B. (2009). *Children, Adolescents, and the Media* (2nd ed.).Thousand Oaks, CA: Sage. **Chapter 5**
  Anderson, C. A., & Bushman, B. J. (2001). Effects of violent video games on aggressive behavior, aggressive cognition, aggressive affect, physiological arousal, and prosocial behavior: A meta-analytic review of the scientific literature. *Psychological Science, 12*(5), 353-359.
  Recommended:
  Coyne, S.M. & Whitehead, E. (2008). Indirect aggression in animated Disney films. *Journal of Communication,58*(2), 382-395.

- **Sexual Attitudes**
  Strasburger, V. C., Wilson, B. J., Jordan, A.B. (2009). *Children, Adolescents, and the Media* (2nd ed.).Thousand Oaks, CA: Sage. **Chapter 6**
  Brown, J. D., L'Engle, K. L., Pardun, C. J., Guo, G., Kenneavy, K., & Jackson, C. (2005). Sexy Media Matter: Exposure to Sexual Content in Music, Movies, Television, and Magazines Predicts Black and White Adolescents' Sexual Behavior. *Pediatrics, 117*, 1018.
  Collins, R. L., Elliott, M. N., Berry, S. H., Kanouse, D. E., Kunkel, D., Hunter, S. B., et al. (2004). Watching Sex on Television Predicts Adolescent Initiation of Sexual Behavior. *Pediatrics, 114*(3), 280-289.

- **Substance Abuse**
  Strasburger, V. C., Wilson, B. J., Jordan, A.B. (2009). *Children, Adolescents, and the Media* (2nd ed.).Thousand Oaks, CA: Sage. **Chapter 7**

Media Screening: Spiderman, Beverly Hills 90210

Thursday, August 7 column content:

Media Effects: Negative Continued
- **Childhood Obesity & Eating Disorders**
  Strasburger, V. C., Wilson, B. J., Jordan, A.B. (2009). *Children, Adolescents, and the Media* (2nd ed.).Thousand Oaks, CA: Sage. **Chapter 9.**
  Jordan, A. (2007). Heavy television viewing and childhood obesity. *Journal of Children and Media, 1*(1), 45-54.
  Recommended:
  Robinson, T. N. (1999). Reducing children's television viewing to prevent obesity: A randomized controlled trial. *Journal of the American Medical Association, 282*(16), 1561-1567.
  Hillier, A. (2008). Childhood overweight and the built environment: Making technology part of the solution rather than part of the problem. *The ANNALS of the American Academy of Political and Social Science, 615*(1), 56-82.

	Moriarty, C.M, & Harrison, K. (2008). Television exposure and disordered eating among children. *Journal of Communication,58*(2), 382-395. - **Advertising** Strasburger, V. C., Wilson, B. J., Jordan, A.B. (2009). *Children, Adolescents, and the Media* (2nd ed.).Thousand Oaks, CA: Sage. **Chapter 2** Robinson, T. N., Borzekowski, D. L. G., Matheson, D. M., & Kraemer, H. C. (2007). Effects of Fast Food Branding on Young Children's Taste Preferences. *Archives of Pediatric and Adolescent Medicine, 161*(8), 792-797. *Recommended:* Borzekowski, D. L., & Robinson, T. N. (2001). The 30-second effect: an experiment revealing the impact of television commercials on food preferences of preschoolers. *Journal of the American Dietetic Association, 101*(1), 42-46. Chernin, A. (2008). The Effects of Food Marketing on Children's Preferences: Testing the Moderating Roles of Age and Gender. *The ANNALS of the American Academy of Political and Social Science, 615*(1), 101-118. **Media Screening:** How To Get Fat Without Really Trying
Tuesday, August 12	**The Regulatory Contexts of Children's Media** Jordan, A. (2008). Children's media policy. *The Future of Children, 18*(1), 235-249. Kunkel, D. (2007). Kids' media policy goes digital: Current developments in children's television regulation. In J. A. Bryant (Ed.), *The Children's Television Community* (pp. 203-228). Mahwah, New Jersey: Lawrence Erlbaum. *Recommended:* Jordan, A. B. (2004). The Three-Hour Rule and Educational Television for Children. *Popular Communication, 2*(2), 103 - 118. Kunkel, D. (1998). Policy Battles over Defining Children's Educational Television. *The ANNALS of the American Academy of Political and Social Science, 557*(1), 39-53. **Evaluating Children's Media Products** Fisch, S. M. (2007). Peeking behind the screen: Varied approaches to the production of educational television. In J. A. Bryant (Ed.), *The Children's Television Community* (pp. 95-109). Mahwah, New Jersey: Lawrence Erlbaum. Truglio, R. T., Kotler, J. A., Cohen, D. I., & Housley-Juster, A. (2005). Modelling life skills on *Sesame Street*. *Televizion, 18*, 15-19. Lee, J. H. (2007). The educational and cultural impact of *Sisimpur*. *Televizion, 20*, 51-53. *Recommended:* Segal, L., Cole, C. F., & Fuld, J. (2002). Developing an HIV/AIDS education curriculum for *Takalani Sesame*, South Africa's *Sesame Street*. *Early Education and Development, 13*(4), 363-378. **Final Exam Review** **Media Screening:** E/I Programming
Thursday, August 14	**Final Exam** **Course Wrap-Up**
Friday, August 15	**Final Term Paper Due by 5 PM**