



# Course program and reading list

Semester 2 Year 2021

**School:** Sammy Ofer School of Communications B.A

Children, Adolescents, and Media

**Lecturer:**

Dr. Keren Tzur-Eyal [keyal@runi.ac.il](mailto:keyal@runi.ac.il)

**Teaching Assistant:**

Ms. Gal Slonimsky [gal.slonimsky@post.runi.ac.il](mailto:gal.slonimsky@post.runi.ac.il)

Ms. Andrea Millan [millan.andrea@post.runi.ac.il](mailto:millan.andrea@post.runi.ac.il)

---

|                    |                      |                       |                |
|--------------------|----------------------|-----------------------|----------------|
| <b>Course No.:</b> | <b>Course Type :</b> | <b>Weekly Hours :</b> | <b>Credit:</b> |
| 7427               | Lecture              | 2                     | 2              |

|                              |                     |                  |
|------------------------------|---------------------|------------------|
| <b>Course Requirements :</b> | <b>Group Code :</b> | <b>Language:</b> |
| Final Paper                  | 212742701           | English          |

---

 Course Description

**Course Subjects:**

| Assigned Reading | Topic  | Week # |
|------------------|--|--------|
| Gozansky (2017)  | Children and adolescents as unique media audiences | 1      |
| Goswami (2008)   | Cognitive development – general                    | 2      |

|                                  |  |           |
|----------------------------------|--|-----------|
| Mar et al. (2010)                | Cognitive development – theories           | <b>3</b>  |
| Te'eni-Harari et al. (2020)      | Cognitive development – theories continued | <b>4</b>  |
| van Reijmersdal & van Dam (2020) | Advertising                                | <b>5</b>  |
| Borzekowski (2018)               | Educational media                          | <b>6</b>  |
| Te'eni-Harari & Eyal (2019)      | Social development – general               | <b>7</b>  |
| Schiele et al. (2020)            | Social development – gender identity       | <b>8</b>  |
| Domoff et al. (2019)             | Social development – parental mediation    | <b>9</b>  |
| Choi & Lewallen (2018)           | Children's representations in the media    | <b>10</b> |
| Chang & Bushman (2019)           | Media violence                             | <b>11</b> |
| De Leeuw & Buijzen (2016)        | Emotional development                      | <b>12</b> |



## Course Goals

### **Course Description:**

Media exposure is a central leisure activity for children and adolescents. This course will examine the link between young audiences and the media, all the while relying on a developmental perspective. Through examining central theories and research studies, the course will review the unique characteristics of youth as media audiences, their media exposure and consumption habits, central content to which they are exposed (for example, violence, advertising, and educational content), audience effects (for example, fright reactions and constructing one's identity), and the importance of parental mediation of media exposure, interventions, and media education programs in guiding the effects on children and adolescents.

### **Course Goals:**

Students are expected to acquire basic knowledge about child and adolescent development across different realms (cognitive, social, etc.) as it relates to their media exposure and use across multiple platforms – both traditional and new – and content. Students are expected to be capable of critically reading academic research on the topic and understanding central theoretical perspectives and methodological approaches in

the contemporary study of the topic of children, adolescents, and media. Students are expected to be able to critically evaluate media content and technologies in terms of their implications for, and links with, child and adolescent development and to understand different interventions intended to minimize the negative effects of media and to maximize the positive effects of media on youth.

---

## Grading

### **Assignments and Requirements:**

- On-time class attendance of class lectures (See the IDC student handbook for regulations) and constructive participation in class discussion based on bibliographical readings
- Submitting a mid-term written assignment
- Submitting a final written assignment
- Extra credit assignment (Uploading a video to the website with a thoughtful reflection following one course meeting throughout the semester (and before the next meeting, up to 2 minutes)

### **Grade Composition:**

- 40% Mid-term written assignment
- 60% Final written assignment
- Extra credit: A student can choose to upload a video of themselves presenting a thoughtful reflection following a class meeting (up to two minutes, up to 3 extra credit points)
- Please note that exceeding the amount of unapproved absences/late arrivals in the course per IDC regulations will result in a reduction in the final course grade

### **Course characteristics – Adjustment for a hybrid teaching model:**

The course will be hybrid in nature and may involve lectures (via Zoom and/or in class, to be determined based on IDC instructions) along with additional formats including a "reversed classroom" (whereby students will be asked to pre-view a video about a topic and then discuss it in class), online quizzes, guest lectures, class exercises (both individual and group-based) including student presentations in class, etc. to be determined and announced throughout the semester.

---

## Reading List

### **Bibliography**

- Borzekowski, D. L. G. (2018). A quasi-experiment examining the impact of educational cartoons on Tanzanian children. *Journal of Applied Developmental Psychology, 54*, 53–59. DOI: 10.1016/j.appdev.2017.11.007
- Chang, J. H., & Bushman, B. (2019). Effect of exposure to gun violence in video games on children's dangerous behavior with real guns: A randomized clinical trial. *JAMA Network Open, 2*. DOI: 10.1001/jamanetworkopen.2019.4319
- Choi, G. Y., & Lewallen, J. (2018). "Say Instagram, Kids!": Examining sharenting and children's digital representations on Instagram. *Howard Journal of Communications, 29*, 140–160. DOI: 10.1080/10646175.2017.1327380
- de Leeuw, R. N. H., & Buijzen, M. (2016). Introducing positive media psychology to the field of children, adolescents, and media. *Journal of Children & Media, 10*, 39–46. DOI: 10.1080/17482798.2015.1121892
- Domoff, S. R., Radesky, J. S., Harrison, K., Riley, H., Lumeng, J. C., & Miller, A. L. (2019). A naturalistic study of child and family screen media and mobile device use. *Journal of Child & Family Studies, 28*, 401–410. DOI: 10.1007/s10826-018-1275-1
- Goswami, U. (2008). *Cognitive development: The learning brain* (Chapter 11, pp. 372–417). New York: Taylor & Francis.
- Gozansky, Y. (2017). From pupils to consumers: The transformation of the concept of childhood in Israeli children's television. *Journal of Children & Media, 11*, 36–52. DOI: 10.1080/17482798.2016.1203809
- Mar, R. A., Tackett, J. L., & Moore, C. (2010). Exposure to media and theory-of-mind development in preschoolers. *Cognitive Development, 25*, 69–78. DOI: [10.1016/j.cogdev.2009.11.002](https://doi.org/10.1016/j.cogdev.2009.11.002)
- Schiele, K., Louie, L., & Chen, S. (2020). Marketing feminism in youth media: A study of Disney and Pixar animation. *Business Horizons*. DOI: 10.1016/j.bushor.2020.05.001
- Te'eni-Harari, T., & Eyal, K. (2020). The role of food advertising in adolescents' nutritional health socialization. *Health Communication, 35*, 1–12. DOI: 10.1080/10410236.2019.1598737
- Te'eni-Harari, T., Eyal, K., & Aharoni, M. (2020). It's complicated: Plot and formal feature complexity in early childhood television content. *Mass Communication & Society, 23*, 578–599. DOI: 10.1080/15205436.2020.1711953
- Van Reijmersdal, E. A., & van Dam, S. (2020). How age and disclosures of sponsored influencer videos affect adolescents' knowledge of persuasion and persuasion. *Journal of Youth & Adolescence, 49*, 1531–1544. DOI: 10.1007/s10964-019-01191-z