



Course program and reading list

Semester 0 Year 2023

School: Sammy Ofer School of Communications B.A

Children, Adolescents, and Media

Lecturer:

Dr. Keren Tzur-Eyal keyal@runi.ac.il

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|--------------------|----------------------|-----------------------|----------------|
| Course No.: | Course Type : | Weekly Hours : | Credit: |
| 7759 | Seminar | 6 | 6 |

| | | |
|------------------------------|---------------------|------------------|
| Course Requirements : | Group Code : | Language: |
| Final Paper | 230746201 | English |



Course Description

Course Subjects:

Note: Each class meeting in the first semester will be devoted to two parts: (1) Children, adolescents, and media topic and (2) Seminar topic.

| Week # | Class Topic | Assigned Reading | Seminar Topic | Seminar Exercise for Submission |
|------------------|---------------------------|----------------------------|----------------------|--|
| 1 | | | | |
| 1.11.2022 | No class - Elections | | | |
| 2 | Children & adolescents as | Strassburger et al. (2009) | What is a seminar? | |
| 8.11.2022 | | | | |

unique media
audiences and
research subjects

3

15.11.2022

Cognitive
development and
media

Goswami (2008)

How to choose a
topic for a seminar
project?

4

22.11.2022

Cognitive
development and
media – continued

Reib et al. (2019)

Identifying relevant
literature

Initial thoughts about
the topic for the
seminar

5

29.11.2022

Cognitive
development and
media – continued

Suggate & Martzog
(2020)

Searching the
databases + APA
citation guidelines

Week #

Class Topic

**Assigned
Reading**

Seminar Topic

**Seminar Exercise for
Submission**

6

6.12.2022

Advertising

Feijoo et al.
(2021)

Summarizing the
literature

Initial references for
the seminar (list in APA
format)

7

13.12.2022

Educational
media

Kauffman et al.
(2022)

Theory

8

20.12.2022

Social
development and
media

Putnam et al.
(2018)

Theory – continued

9

27.12.2022

Social
development and
media -
continued

Literat & Kligler-
Vilenchik (2019)

Writing research
questions/hypotheses

Relevant theory for
seminar

| | | | | | |
|-------------------------------|--|--------------------------------|--|--|--|
| | | | Rousseau & Rodgers (2022) | | |
| 10 3.1.2023 | Social development and media – continued | Cote et al. (2020) | | | |
| 11 10.1.2023 | Media violence | Khurana et al. (2018) | Methodology – General approaches and specific approaches H/RQ | General methodology for seminar | |
| 12 17.1.2023 | Emotional development and media | Cantor & Harrison (2022) | Summary for seminar proposal: Literature review and methodology (part 1) | | |
| 13 24.1.2023 | Moral development and media | de Leeuw & van der Laan (2018) | NA | Research questions/ hypotheses for seminar | |

Note: The schedule for the second semester will be determined based on student needs and will involve:

- Class on quantitative data collection and analysis
- Class on qualitative data collection and analysis
- Classes on seminar topics: Results section, discussion section, research ethics, presentations (public speaking)
- Personal meetings on seminar projects
- Presentations of research proposals
- Presentations of applied exercises



Course Goals

Course Description:

Media use is a central leisure activity for children and adolescents. This seminar will employ a developmental lens to examine the link between young audiences and the

media. Through examining central theories, research studies, and common methodologies, the seminar 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, violent content, advertising, and educational content), audience effects (for example, fright reactions and the construction of identity), and the importance of parental mediation of media exposure, interventions, and media literacy programs in mitigating the effects on children and adolescents. Students will conduct an original seminar research on the topic.

Course Goals:

Students are expected to earn knowledge and understanding of the relationship between youth and media across a large range of fields covered in the course. They are expected to be able to critically evaluate academic articles relevant to the topics of the course. Ultimately, students are expected to create and carry out a complete empirical research project, from conceptualization to data collection and interpretation, on a specific research question of their choice within the large field of children, adolescents, and media.



Grading

Assignments & Requirements:

- Mandatory class attendance (see Reichman University regulations)
- Constructive participation in class discussion based on bibliography reading
- Submission of seminar exercises
- Presentation of a topic/article
- Submission of a research proposal
- Presentation of the research proposal
- Presentation of an applied exercise
- Submission of a seminar paper

Grade Composition:

- 10% Constructive participation in class discussion (Fall & Spring semesters, including: reflections on bibliographical readings and class topics, constructive feedback to fellow students on presentations/proposals, etc.)
- 5% Submission of seminar exercises (Fall semester)
- 10% Presentation of a topic/article (Fall semester)
- 10% Submission of a research proposal (At the end of the Fall semester)
- 15% Presentation of the research proposal (Spring semester)
- 10% Presentation of an applied exercise (Spring semester)
- 40% Submission of a seminar paper (October 1, 2023)