

SYLLABUS: COMM 4401

MASS COMMUNICATION AND YOUTH

SCHOOL OF COMMUNICATION; SPRING 2026

Instructor: Amy Nathanson

Email address: nathanson.7@osu.edu

Office hours: Fridays, 1-3 pm, via Carmen Zoom

(<https://osu.zoom.us/j/93050126451?pwd=TT4TALNcEbGPano7EMWSFTHKQhD2If.1>)

Class meeting time: Wednesdays, 12:45 pm – 2:05 pm; Journalism 342

Course description

This course examines the uses and effects of mass communication among children and adolescents. By taking a developmental perspective, we will consider how youngsters at different stages of cognitive development watch, understand, and respond to media content. The first part of the course will focus on children's uses (including the role of media in the development and socialization of self) and processing of media (including patterns of attention and comprehension). The second part of the course will review the effects of various types of content (e.g., advertising, stereotypes, violence, health messages, educational programming, frightening content). Students will be encouraged to consider the effects of mass media in light of the research on children's uses and processing of media. During the last part of the course, we will consider the role of interventions in preventing media-related outcomes that are harmful and promoting those which are positive.

Course learning goals and outcomes

By the end of the semester, students should be able to understand the following:

- how children represent a unique audience of the mass media that deserves careful attention and consideration.
- how theories of cognitive development and mass communication inform our understanding of children's uses of and responses to the mass media.
- the challenges associated with conducting mass communication research among children.

By the end of the semester, students should be able to do the following:

- critically evaluate social scientific research on mass communication and children.
- identify the potentially harmful aspects of specific media content
- use theory and research to propose interventions that are practical and effective.

Mode of delivery

This course is a hybrid course. Most of our classes will take place in person. There may be times during the semester when a switch to a synchronous Zoom meeting may be needed. Students will be informed in advance if a class session switches to a Zoom.

- **Whether we meet via Zoom or in person, our class meeting will occur every Wednesday from 12:45 p.m. EST to 2:05 p.m. EST.** If we meet via Zoom, a meeting link will be provided in the weekly modules provided on the Carmen page for this course.
- All of the assignments can be found in the weekly modules provided on the Carmen page for this course.

How this course works

- Students should log in to the Carmen site for this course and follow the weekly modules that are provided.
- Weekly modules will provide all of the information that students need to complete their assignments the week.
- Weekly assignments may include readings, videos, supplemental lectures (a link will be provided), discussion posts, responses to discussion posts, quizzes, and written assignments.

Course materials

Required

The textbook and/or courseware for this course are being provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through CarmenCanvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as CarmenBooks eText Library on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to access your textbook(s).

The textbook is: F. W. Sanborn (2023). *A cognitive psychology of mass communication* (8th edition). New York: Routledge, ISBN 9780367713553

Unless you choose to opt-out of the program, you do NOT need to purchase any additional materials for this course at the bookstore. You can access your textbook(s) from the CarmenBooks links in both the global CarmenCanvas menu and the navigation menu for this

course.

For more information on the CarmenBooks program, please visit the CarmenBooks website.

If you wish to opt out, you will see a button to do so when you launch the materials on your CarmenBooks shelf. You have until the second Friday of any session to opt-out, but the course materials are required and you will have to purchase them independently if you do so.

If you rely on assistive technology or need an accessibility accommodation for the digital materials provided via CarmenBooks, please contact the Alternative Media team in Student Life Disability Services at sls-altmedia@osu.edu.

Additional readings are provided via hyperlink in the weekly Carmen modules.

The textbook is: Strasburger, V. C., Wilson, B. J., & Jordan, A. B. (2014). Children, Adolescents, and the Media (3rd edition). Thousand Oaks, CA: Sage Publications.

Grading

The following are the percentages for each assignment:

Assessments	Percentage
Reflection Papers	50%
Quizzes	25%
Discussion Posts & Responses	10%
Attendance & Participation	10%
End-of-Semester Paper	5%
TOTAL	100%

Assignments

Online discussions (posting and responding)

There are two main goals of our online discussions. First, we want to build a sense of community within our classroom. We can accomplish this by communicating with one another. We can use the online discussion board to get to know each other, share ideas, ask questions, and provide feedback. Second, we can use the online discussion board as a place to “play around with” the ideas you are learning about in the course. This can include analyzing and responding to prompts that I provide and applying communication principles and theories. As a result, we will engage in regular online discussions to accomplish these three goals.

The required length of each post will range from a few sentences to a few paragraphs (more specific details will be provided with each assignment). The grading rubric for the discussion board is included at the end of this syllabus (after the course schedule).

It is vital that we maintain a friendly and civil tone in these discussion boards, just as we would expect if we were communicating face-to-face.

In addition, you will be required to respond to the posts of your classmates.

Discussion posts and responses are due by class time; that is, on Wednesdays at 12:45 p.m. EST.

Your lowest discussion board score will be dropped from your final grade.

Quizzes

There will be weekly quizzes that will assess your mastery of the material assigned for that week. Quizzes will assess mastery of the material in the required readings and any required videos for that week. Quizzes will include multiple-choice or true/false questions. Quizzes will be available in the weekly modules. You are permitted to use your notes for the quizzes; however, students will have only 10 minutes to complete each quiz. As a result, there will not be a lot of time to flip through your notes to arrive at the correct answer. Make sure you review the readings and the video lecture before taking the quiz in order to achieve your best score.

Quizzes are due by class time – that is, on Wednesdays by 12:45 p.m. EST

Your lowest quiz score will be dropped from your final grade.

Written Assignments

Reflection Papers: There will be written reflection assignments. The purpose of these assignments will be to allow you to reflect on the material you have learned that week and apply the material to real-world settings. Most written assignments will be about 2 pages in length (typed, double spaced). **All written assignments are due by class time – that is, on Wednesdays by 12:45 p.m. EST.** Written work will be evaluated based on the degree to which students thoughtfully and thoroughly engage with the material and to the degree to which they are accurately describing and applying the material. Each written response is worth a total of 5 points. The grading rubric for the weekly reflection is included at the end of this syllabus (after the course schedule).

Your lowest reflection paper score will be dropped from your final grade.

End-of-Semester Paper: At the end of the semester, each student should submit a final reflection paper. This paper should be about 2 pages in length and should be written in essay format (typed and double spaced). More details about this paper will be provided. The reflection paper is worth 5 points. The grading rubric for the end-of-semester paper is included at the end of this syllabus (after the course schedule).

Attendance and Participation

Attendance and participation in class discussions are expected. Please come to class prepared to discuss the topic of the week. Students will be expected to make thoughtful contributions to the class discussion. There may be in-class assignments that will be graded for participation points. These assignments cannot be made up if you miss class.

Late assignments

Late work will not be accepted unless there is a documented reason that prevents the student from completing the work on time. Documented excuses include being too ill to complete the work (in this case a doctor's note is required) or an emergency that prevents the student from completing the work. Please let the instructor know as soon as possible if you will be unable to submit your work on time.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70 –72.9: C-

67 –69.9: D+

60 –66.9: D

Below 60: E

Please note: Carmen, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades.

Attendance, participation, and discussions

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Student participation expectations

The following is a summary of everyone's expected participation:

- **Attending class (via Zoom or in person):**

Although attendance is not required, students are encouraged to attend class. Class time will be devoted to providing additional information and discussing the assigned readings and videos. Zoom links to join the Wednesday class are available in the weekly modules on the Carmen page.

- **Weekly readings and videos**

Each week, students will complete a collection of readings and may watch some videos relating to the material for that week. Readings will come from the required textbook as well as other sources. The additional readings (beyond the textbook) and the additional videos will be available in the weekly modules on our Carmen page.

- **Weekly quizzes**

Quizzes will cover the required readings and videos and will be available in the weekly modules on our Carmen page. Quizzes are open-notes and are timed (10 minutes).

- **Written assignments**

Written assignments require you to reflect on, engage with, and/or apply the material we have learned during that week. Each written assignment should be typed, double-spaced, and about 2 pages in length. More specifics are provided in the weekly modules.

- **Discussion posting and responding**

Students should expect to regularly participate in the online discussion board by making posts and responding to classmates' posts. The prompts for these posts and responses can be found in the weekly modules posted on our Carmen page. The length of these posts can range between a few sentences to a few paragraphs. More specifics are provided in the weekly modules.

Feedback and response time

I am providing the following list to give you an idea of our intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For the weekly reflections and required discussion board, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Appointments with the Instructor

I am available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the "Ask the instructor" discussion board. Appointments with the professor are by appointment and will be conducted digitally via Carmen Zoom.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor works very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Encouraging an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this hybrid course:

- Students kept up with the Schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [BuckeyeBox](#) and [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)
- **Carmen Zoom:**

- The weekly lecture and any appointments will be held through Ohio State's conferencing platform, Carmen Zoom.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA.
- [Carmen Zoom](#) help guide
- **Turnitin:**
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products [free of charge](#). To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu>)

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of

diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

COVID-19 and Illness Policies

University COVID policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Absence due to religious reasons

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Academic Misconduct

The Committee on Academic Misconduct (COAM) recommends that every faculty member, instructor, and graduate teaching associate who is teaching a course prepare and distribute (or make available) to all students a course syllabus that contains a statement concerning "academic misconduct" or "academic integrity". The Ohio State University does not have a standardized statement on academic misconduct that instructors can use in their syllabi. Thus, COAM has prepared the following statement, which course instructors are free to use (with or without modification) for their syllabi:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State

University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas

or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Course schedule

Week and Dates	Week Overview	Assignments
1 1/14	Welcome and Introduction	Read the syllabus Start reminiscing about your favorite media content from your childhood! 😊
2 1/21	Children's Media Habits <i>Read: pp. 1-10 from the textbook</i> <i>Read: Chapter 9 from the textbook</i> <i>Read: "Media use by kids age zero to eight (2025)</i> <i>Read: "Why we shouldn't demonize kids' screen time" (2021) on Carmen</i> <i>Read: Smartphone Daily Use in Teens (2023)</i> <i>Read: 10 Facts about Teens and Social Media (2025)</i>	Quiz #1 (due Wednesday 12:40 p.m. EST) Quiz #2 (due Wednesday 12:40 p.m. EST) Discussion Board #1 (due Wednesday 12:40 p.m. EST) Discussion Board #2 (due Wednesday 12:40 p.m. EST) Reflection #1 (due Wednesday 12:40 p.m. EST)
3 1/28	Cognitive Development <i>Read: pp. 11- 36 from the textbook</i> <i>Read: "Early child development and media use among infants and children ages 0-5"</i> <i>Read: "The effects of fast-paced cartoon" article by Christakis (2011)</i> <i>Read: "Children, executive functioning..." by Smith (2021)</i> <i>Read: "What kind of adults..." article by Wartella et al. (2016)</i> <i>Watch: Ted Talk on Media and Children by Christakis:</i>	Quiz #3 (due Wednesday 12:40 p.m. EST) Discussion Board #3 (due Wednesday 12:40 p.m. EST) Reflection #2 (due Wednesday 12:40 p.m. EST)

	<p>https://www.youtube.com/watch?v=BoT7qH_uVNo</p> <p>Watch: Tom and Jerry episode: https://www.youtube.com/watch?v=rilFfbm7j8k</p>	
4 2/4	<p>Attention and Comprehension</p> <p><i>Read: "Attention and media use"</i></p> <p><i>Read: "Media and young children's learning" article by Kirkorian et al. (2008)</i></p> <p><i>Read: "Effects of repeated exposure..." article by Crawley et al. (1999)</i></p> <p><i>Read: "The great interactive debate..." blogpost by Alade & Lauricella (2019)</i></p> <p><i>Watch: Arthur episode "Arthur's First Sleepover" (first 12.35 minutes of the link):</i> https://www.youtube.com/watch?v=J6Pyoi2mN1c</p>	<p>Quiz #4 (due Wednesday 12:40 p.m. EST)</p> <p>Discussion Board #4 (due Wednesday 12:40 p.m. EST)</p> <p>Reflection #3 (due Wednesday 12:40 p.m. EST)</p>
5 2/11	<p>Media Violence</p> <p><i>Read: Chapters 4 & 10 from the textbook</i></p> <p><i>Read: "Parental desensitization..." article by Romer et al. (2014)</i></p> <p><i>Watch: The Suite Life of Zack and Cody episode:</i> https://www.youtube.com/watch?v=lmhhH0mD3_s</p>	<p>Quiz #5 (due Wednesday 12:40 p.m. EST)</p> <p>Discussion Board #5 (due Wednesday 12:40 p.m. EST)</p>
6 2/18	<p>Scary Content</p> <p><i>Read: "Descriptions of media-induced fright..." by Cantor et al. (2010)</i></p> <p><i>Read: "Tales from the screen..." article by Harrison & Cantor (1999)</i></p> <p><i>Read: "Fright reactions..." article by Valkenburg et al. (2000)</i></p> <p><i>Watch the clip from Sesame Street on Carmen</i></p>	<p>Quiz #6 (due Wednesday 12:40 p.m. EST)</p> <p>Discussion Board #6 (due Wednesday 12:40 p.m. EST)</p> <p>Reflection #4 (due Wednesday 12:40 p.m. EST)</p>

7 2/25	<p>Advertising</p> <p><i>Read: Chapters 2 & 6 from the textbook (pay particular attention to the sections on advertising in Chapter 6)</i></p> <p><i>Read: "The meaning of brand names..." article by Achenreiner & John (2003)</i></p> <p><i>Read: "Influencer marketing..." article by Vierman et al. (2019)</i></p> <p><i>Read: Protecting children in the new world of online advertising (2023)</i></p> <p><i>Watch: Ted Talk on Food Marketing: https://www.youtube.com/watch?v=0bop3D7-dDM</i></p>	<p>Quiz #7 (due Wednesday 12:40 p.m. EST)</p> <p>Discussion Board #7 (due Wednesday 12:40 p.m. EST)</p> <p>Reflection #5 (due Wednesday 12:40 p.m. EST)</p>
8 3/4	<p>Stereotypes</p> <p><i>Read "Representations of Masculinity..." by Geena Davis Institute (2020)</i></p> <p><i>Read "Who is the You in YouTube?" by Common Sense Media (2022)</i></p> <p><i>Read: "Pretty as a Princess" by Coyne et al. (2016)</i></p> <p><i>Read: "See It Be It TV" by Geena Davis Institute (2022)</i></p> <p><i>Watch: Horseland episode "Meeting New People": https://www.youtube.com/watch?v=POOymMguDF4</i></p>	<p>Quiz #8 (due Wednesday 12:40 p.m. EST)</p> <p>Discussion Board #8 (due Wednesday 12:40 p.m. EST)</p>
9 3/11	<p>Health</p> <p><i>Read: Chapters 5 & 7 from the textbook</i></p> <p><i>Read: "The New Normal" (2019)</i></p> <p><i>Read: "Social media influencer marketing and children's food intake..." (2019) by Coates et al.</i></p> <p><i>Read: "Social media and grind culture in teens" (2024)</i></p> <p><i>Watch: "The new normal": video</i></p>	<p>Quiz #9 (due Wednesday 12:40 p.m. EST)</p> <p>Discussion Board #9 (due Wednesday 12:40 p.m. EST)</p>

		Reflection #6 (due Wednesday 12:40 p.m. EST)
10 3/18	SPRING BREAK	No assignments Relax, sleep, enjoy!
11 3/25	Educational and Prosocial Media <i>Read: Chapter 3 from the textbook</i> <i>Read: "Language development and media" (2025)</i> <i>Read: "Making the most of screen time..." (2021)</i> <i>Read: "Digital devices in schools" (2025)</i> <i>Watch: Berenstain Bears segment on Junk Food (first 12.5 minutes of the link):</i> https://www.youtube.com/watch?v=VkgMiKlc6wE <i>Watch: Daniel Tiger episode "Daniel Gets Mad":</i> https://www.youtube.com/watch?v=923WfmDgQMc	Quiz #10 (due Wednesday 12:40 p.m. EST) Reflection #7 (due Wednesday 12:40 p.m. EST)
12 4/1	Interventions <i>Read: pp. 423-428 from the textbook</i> <i>Read: Chapters 12 & 13 from the textbook</i> <i>Watch: Frontline episode: "Growing up Online":</i> https://www.pbs.org/wgbh/frontline/film/kidsonline/	Quiz #11 (due Wednesday 12:40 p.m. EST) Reflection #8 (due Wednesday 12:40 p.m. EST)
13 4/8	Parental Mediation <i>Read: Chapter 11 from the textbook</i> <i>Read: "Parents and teens" (2024)</i> <i>Watch "The Problem with Parents, Kids, and Social Media"</i> <i>Watch "Three different families struggle... " Part 1:</i> https://www.youtube.com/watch?v=X7ls5HX6i6Q <i>Watch "Father of 4...":</i> https://www.youtube.com/watch?v=7wpF8Yooe4o	Quiz #12 (due Wednesday 12:40 p.m. EST) Discussion Board #10 (due Wednesday 12:40 p.m. EST) Reflection #9 (due Wednesday 12:40 p.m. EST)

14 4/15	Summary of Research and Issues on Children and Media <i>Review notes and readings</i>	No assignments
15 4/22	End-of-Course Integration <i>Review notes and readings</i>	End-of-Semester Paper (due Wednesday 12:40 p.m. EST)

Rubrics

All Written Assignments (Reflections Papers and End-of-Semester Paper)

The primary aims of these assignments is to get you thinking about the topics for the week. This thinking will involve reflecting on the material and applying it to real-world settings. In addition, these assignments allow you to demonstrate your comprehension of the concepts that were taught during the week. It is important that you demonstrate that you are thoughtfully engaging with the material.

These assignments will be worth 5 points each and will be evaluated according to completion (i.e., whether all of the questions were answered), comprehension (i.e., whether concepts are accurately described and applied), and overall effort (i.e., how much thought went into answering the questions).

Points may be deducted if papers are not written in essay format and include excessive spelling and grammatical errors. Please proofread all work before submitting.

5 points: All questions are answered entirely. Answers are thoughtful, on-topic, and demonstrate deep engagement with and comprehension of the material.

4 points: All questions are answered entirely. Although all answers are on-topic, some lack deep consideration of the material, or they miss the overall intent of the questions, or they suggest a small amount of confusion about the material.

3 points: All questions are answered entirely, but responses are relatively off-topic, or they lacked engagement with the material, or they suggest a moderate amount of confusion about the material.

2 points: All questions are answered, but they might not have been addressed entirely. Responses that were provided were off topic, tangential, lacked engagement with the material, or suggest a substantial amount of confusion about the material.

1 point: Some questions were unanswered, or it is clear that the student did not attempt to engage with the material in a thoughtful manner.

0 points: Assignment was incomplete or late.

Discussion Posts and Responses

The primary aims of the discussion posts and responses are to maintain a sense of community within our online environment, to provide a friendly and supportive environment for students to share ideas, and to apply the course material to our everyday lives.

Discussion posts are worth 2 points and discussion responses are worth 2 points (4 points total for both the post and the response in a given week). Posts and responses will be evaluated according to completion (i.e., whether all of the questions were answered), comprehension (i.e., whether concepts are accurately described and applied), overall effort (i.e., how much thought went into answering the questions) and level of tone and civility (i.e., whether tone was positive, supportive, and encouraging).

Discussion Posts: 2 points total

2 points: Thoughtful and well-written contribution with good insights and basis in class material.

1 point: Satisfactory contribution; may have not answered all of the questions; may have errors either in content mastery or spelling and grammar.

0 points: Missing or late post; or a post with minimal contributions.

Discussion Responses: 2 points total

2 points: Actively and positively supports classmates with relevant response; response encourages conversation

1 point: Appropriate tone, but response does not substantially enhance the discussion; may not have answered all of the questions; may have errors in either content mastery or spelling and grammar.

0 points: Missing or late response; or response was given but tone is not positive or encouraging or response was off-topic.