NOT A CURRENT SYLLABUS – use this Spring 2013 syllabus to get an idea about content of course for

MEDIA & YOUTH

PSYCHOLOGY 381 – Spring 2013
Seminar in Developmental Psychology

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ksage@carleton.edu

Office: Olin 112A, x7555
Office Hours:
Come talk to me about course material/assignments, or just to chat about school/life/the future, or about how awesome developmental psychology is and how you might get involved! Feel free to drop in at a different time if you see my door open.

Class Sessions:

When: April 1st – June 5th: Mondays/Wednesdays 9:50-11 and Fridays 9:40-10:40
No class on May 6th (Monday – midterm break!) or June 7th (Friday – reading day)
Where: Olin 103

Course Description/Layout:

This seminar focuses on media and youth. Each week, we will discuss different ways in which media affects youth and development with the help of a recent book on the topic (Media & Youth by Steven Kirsh) and numerous empirical journal articles. A typical weekly load will consist of one book chapter and 3-5 short journal articles (totaling about 50-60 pages a week or ~20 pages for each class day). My hope is that you will join in the current excitement for this up-and-coming discipline and find opportunities for challenge and learning.

Class sessions will consist primarily of discussion. To complement these discussions, we will at times use Powerpoint slides, videos, and handouts. Seminars are most successful when everyone feels comfortable, so let’s work together to make this a respectful and positive classroom. I want this to be a challenging, informative, and fun seminar that speaks to your interests, so please talk to me if you have ideas about topics you’d really like some information on.

Course Objectives:

1. To explore how researchers/educators deal with an emerging topic in the field of psychology
2. To understand what we are learning about media’s effect on youth and role in development for Generation M
3. To learn about psychological phenomena related to media and children, such as cyberbullying and learning via screen media
4. To develop critical reading and thinking skills in psychology
5. To refine and practice research and presentation skills
6. To develop your own ideas and propose research within the context of this new discipline

Readings:

Required Articles: posted to Moodle
Assigned reading must be completed before the corresponding class session.
Course Requirements:

--Participating in discussions (10% of final grade) – ALL CLASSES

Productive discussion requires that everyone is willing and able to participate. This includes offering opinions, comments, questions, analysis, and listening carefully and responding constructively to others. You should be familiar with the assigned readings for each class and have also thought about the implications of the readings and be able to make connections to other material discussed in class. If you aren’t in class, you can’t participate, and there is no way to “make-up” discussions after the fact. Thus, missing more than 3 classes (for any reason) will result in a failing grade. See rubric for specific grading information and expectations.

--Media in Your Life (10% of final grade) – DUE APRIL 22nd

In this assignment, you will take one of two stances: either become hyper-aware of all media or actively avoid all media for 2 days. We will not have class on April 19th to facilitate your completion of this assignment. We will reflect on this assignment and its lessons in class on April 22nd, and a short write-up will be due that day. See rubric for specific grading information and expectations.

--Discussion Leading in Partners (20% of final grade) – TWO DAYS DURING ONE WEEK

In partners, students will be responsible for leading most of two class sessions, both in a given week. Consider yourselves the experts on that week’s topic. I will start out each class, making sure we all understand the key tenets of the topic, and will then turn it over to the discussion leaders. This assignment entails closely reading the articles, preparing questions to stimulate discussion, and leading class discussion. You can be creative in how you lead this discussion: you might do Q & A periods, but should also incorporate small group activities, short writing exercises, live media examples (e.g., Have an iPad and want to show a particular app? Have some real examples from magazines you own?), or any combination of these or your own ideas. You and your partner will need to meet with me (allow at least 15 minutes) so we can discuss your plan (i.e. Goals for the class, ideas you’d like to focus on) no later than the day before your class session. Note that I am typically available to meet on weekends, should that work best for you and your partner (read: I’m flexible!). You will also be in charge of formulating 2 essay questions with answers on this topic that could potentially be used for our quiz later in the term. See rubric for specific grading information and expectations.

--Reaction papers (21% of final grade, 3% each) – ONE A WEEK DURING WEEKS 2-9

A reaction paper is a brief analysis of one or two specific ideas stemming from a given day’s assigned article(s). These papers should not focus on the book chapters, as they are meant to encourage you to think more critically about the empirical literature as opposed to the already-clear overview provided in the book. The most successful reaction papers have a targeted idea or thesis that focuses on a specific aspect of the article(s) or join together information across readings to make a specific point. A reaction paper is NOT a summary or comprehensive description of the article(s); it’s a chance to critically analyze, explore, and/or extend the article(s). You may make connections back to other topics, but should focus on the given day. Some ideas for structuring reaction papers include an analysis of the quality of data or experimental design, a counter argument to the conclusion of the paper, or a different interpretation of the data or how the findings relate to larger societal issues. You may mention interesting questions that the article(s) raise for you. You may find these reaction papers a good starting point for your proposal. Be prepared to share your ideas with the class.

You must turn in one reaction paper each week pertaining to ONE of that week’s student-led classes. You do NOT need to turn in a paper during the week where you are leading class. Upload reaction papers to Moodle at least 24 hours prior to that class. Clearly state at the top of your paper which day this paper corresponds to. Each reaction paper should be ~2 pages in length. The reason I ask you to submit these papers well before class is so that the presentation leaders and I can see what aspects of the readings were most interesting or puzzling, and can thus respond to the class’ ideas. You will submit a total of 7 reaction papers during the term. See rubric for specific grading information and expectations.
One quiz (10% of final grade) – on MAY 31st

One requirement of the discussion leader assignment is coming up with some possible open-ended questions to test your peers on that highlight the main points/take-away messages of that week’s topic. On the last Friday of class, we will have a quiz where you will be asked one question on each of the major topics we have covered (i.e. one question from each week of the course), selected from the questions your peers have formulated each week as part of their student-led classes (I will create the week 1 question). You will NOT come to class on this day. Instead, it is your job to find a quiet place with computer/internet access. The quiz will be available on Moodle between the hours of 8am and 11pm, so you can choose when to take it on that day. The quiz will have 9 essay questions (since 9 weeks), but you will only answer 8 – SKIP the question pertaining to your week. You’ll have 80 minutes to complete it (think: about 10 minutes a question).

Note that this is an online quiz, so you will have access to your notes. However, the quiz will be timed and challenging, thus it is required that you study the material in advance. Electing not to do so will likely result in not completing the quiz within the allotted time and/or a poor score. Quizzes submitted after the time deadline will receive an automatic 20% deduction for each 10 minutes late (and thus earning an automatic 0 if more than 50 minutes late). Though you will have access to notes, you are NOT allowed to use any people (your fellow students, staff, faculty, etc.) as resources during the quiz. Doing so will result in automatic failure. If you have any problems during the quiz, please email me immediately. A good idea is to copy/paste out questions/answers so you have a personal copy in case something goes awry (e.g., a foot of snow falls blasting out all Moodle access), and to send me anything you can to prove you’ve completed the work on time if something should go awry.

Research proposal (29% of final grade – 4% outline, 20% paper, 5% presentation)

Outline due MAY 3rd, Present on either JUNE 3rd or 5th, Paper due 6pm Saturday JUNE 8th

Media and youth is a hot topic and emerging field in developmental psychology, and new information about media and its effects is continuously being found. In the term paper, you will have the chance to propose and design an experiment that furthers what we know about media and youth. See proposal handout for guidelines and grading criteria. Also see Moodle for an example paper and a helpful APA style handout.

**There is no final exam. This term paper is the culminating project for this seminar.**
Take advantage of resources at Carleton!

Gould Library:
Gould Library is full of resources for your research. You can use their online database system to locate relevant articles and books, and you can ask reference librarians if you need any help navigating the system. The Research/IT desk is staffed by reference librarians and Carl Techs who can help you with any problems or questions you have while doing research at the library. Stop by if you're not sure how to go forward in your research, if you're having trouble with a printer, etc. Telephone requests for research assistance can be made to the Research/IT Desk number at (507) 222-4264.

The Writing Center:
The Writing Center, located on the 2nd floor of Scoville, has peer-writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours are listed here: https://apps.carleton.edu/campus/asc/writingcenter/. You can reserve specific times for conferences by using their online system: https://writingcenter.carleton.edu/. Walk-ins are welcome, though writers with appts have priority.

Writing Assistance for Students Whose First Language Is Not English:
If you are a second language writer and believe you might benefit from working individually with a writing consultant, email Renata Fitzpatrick (rfitzpat@carleton.edu), Second-Language Writing Coordinator, call her at x5998, or stop by her office in 201 Scoville.

Public Speaking and Class Presentations:
The Speakeasy is designed to assist you with class presentations. Groups and individuals are welcome at either location: the Libe (room 314) and The IdeaLab (room 26 in the Weitz). A Speakeasy coach, Diana Fraser or Shavera Seneviratne, can also meet you at other mutually convenient times. Email: fraserd@carleton.edu or senevirs@carleton.edu. For hours, visit go.carleton.edu/speakeasy.

Academic Honesty:

The Academic Standing Committee has recommended that the following statement be included in course syllabi:

“All assignments, quizzes, and exams must be done on your own. Note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. You are allowed to use the Web for reference purposes, but you may not copy material from any website or any other source without proper citations. In short, all submitted work must be your own.

Cases of academic dishonesty will be dealt with strictly. Each such case will be referred to the Academic Standing Committee via the Associate Dean of Students or the Associate Dean of the College. A formal finding of responsibility can result in disciplinary sanctions ranging from a censure and a warning to permanent dismissal in the case of repeated and serious offenses. The academic penalty for a finding of responsibility can range from a grade of zero on the specific assignment to a F in this course.”

Please don't force me to bring an academic dishonesty case!

Accommodations:

Students who seek special or compensatory arrangements with respect to the course should contact me as early as possible. This includes students who are part of a travelling sports team and will be missing class as well as students with documented disabilities. If you have an arrangement with the Office of Disability Services, please let me know ASAP so we can make accommodations.

The Office of Disability Services for Students is located in the Lower Level of Davis Hall, in the same location as the Student Health and Counseling Center. For students with documented disabilities, they provide academic accommodations and other support services that include time management, assistive technology, and alternative testing rooms. Check them out: https://apps.carleton.edu/disabilityservices/
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<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the Course; Scheduling</td>
<td>Media in the Lives of Youth: Understanding What, Why, and How Much</td>
<td>Theories of Media Use: Why Media Affects Kids and Why They Let It</td>
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<td>April 1st – 5th</td>
<td><strong>MEDIA IN THE LIVES OF YOUTH</strong></td>
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<td>Week 2</td>
<td>Baby Media: Spiraling out of Control?</td>
<td>Media and School Readiness</td>
<td>The Connected Classroom: Educational Tools</td>
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<td>April 8th – 12th</td>
<td><strong>MEDIA AND LEARNING</strong></td>
<td>Class Leaders #1</td>
<td>Class Leaders #1</td>
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<td>Week 3</td>
<td>Social Media and Cyberbuddies</td>
<td>Cyberbullying</td>
<td><strong>No Class</strong> – Perform “Media in my Life” Assignment Today +1</td>
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<td>April 15th – 19th</td>
<td><strong>ONLINE WORLD REDEFINING RELATIONSHIPS</strong></td>
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<td>Week 4</td>
<td>The Child Consumer: What Do They Understand? Class Leaders #3</td>
<td>Consequences of Advertising for Children Class Leaders #3</td>
<td>Media and Stereotyping: Teaching Kids about Sex and Race</td>
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<td>April 22nd – 26th</td>
<td><strong>THE CHILD CONSUMER</strong></td>
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<td>Week 5</td>
<td>Media as Medicine Class Leaders #4</td>
<td>Medical Risks of Being Online Class Leaders #4</td>
<td>Media and Promotion of Adolescent Substance Abuse</td>
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<td>April 29th – May 3rd</td>
<td><strong>MEDIA IN A HEALTH CONTEXT</strong></td>
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<td><strong>Proposal Outline Due</strong></td>
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<td>Week 6</td>
<td><strong>No Class – Midterm Break</strong></td>
<td>If and How Media Fattens Kids Up and Perpetuates Obesity Stigma Class Leaders #5</td>
<td>If and How Media Slims Kids Down and Perpetuates Thin Ideal Class Leaders #5</td>
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<td>May 6th – 10th</td>
<td><strong>MEDIA AND BODY IMAGE</strong></td>
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<td>Week 7</td>
<td>Impact of Media on Sexualization in Adolescence Class Leaders #6</td>
<td>Dating, Adolescents, Sex, and the Internet Class Leaders #6</td>
<td>Adolescents and Online Identities</td>
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<td>May 13th – 17th</td>
<td><strong>SEX IN THE MEDIA</strong></td>
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<td>Week 8</td>
<td>Effects of Violent Media on Youth Class Leaders #7</td>
<td>Violence and Video Games Class Leaders #7</td>
<td>Positive Effects of Video/Online Games</td>
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<td>May 20th – 24th</td>
<td><strong>VIOLENCE IN THE MEDIA</strong></td>
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<td>Week 9</td>
<td>Meta-Analyses and Parents’ Mediation of Media Class Leaders #8</td>
<td>Reducing the Negative Effects of Media via Interventions Class Leaders #8</td>
<td><strong>QUIZ</strong></td>
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<td>May 27th – 31st</td>
<td><strong>THE BIG PICTURE</strong></td>
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<td><strong>No Class – take quiz online between 8am and 11pm</strong></td>
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<td>Week 10</td>
<td><strong>PROPOSAL PRESENTATIONS</strong></td>
<td><strong>PROPOSAL PRESENTATIONS</strong></td>
<td><strong>No Class – Reading Day</strong></td>
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<td>June 3rd – 8th</td>
<td><strong>SHARING PROPOSALS: THE FUTURE OF THE FIELD</strong></td>
<td>Closing Remarks &amp; Evaluations</td>
<td><strong>Proposal Due by 6pm via email</strong></td>
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Readings List for Media and Youth
Chapters from textbook (Media & Youth by Steven Kirsh)
Articles posted to Moodle by week

Week 1:

**Wednesday April 3rd**: Media in the Lives of Youth: Understanding What, Why, & How Much
Chapter 1: Media in the Lives of Youth

**Friday April 5th**: Theories of Media Use: Why Media Affects Kids and Why They Let It
Chapter 2: Media Effect Theories

Week 2:

**Monday April 8th**: Baby Media: Spiraling Out of Control?

**Wednesday April 10th**: Media and School Readiness
Chapter 3: Media and Academic Effects, pages 41-54

**Friday April 12th**: The Connected Classroom: Educational Tools
Chapter 3: Media and Academic Effects, pages 54-62

Week 3:

**Monday April 15th**: Social Media and Cyberbuddies
Chapter 4: Social Benefits of Media Use, pages 69-80
Wednesday April 17th: Cyberbullying

Week 4:

Monday April 22nd: The Child Consumer: What Do They Understand?
Chapter 5: Advertising, Consumer Behavior, and Youth, pages 81-90

Wednesday April 24th: Consequences of Advertising for Young Children
Chapter 5: Advertising, Consumer Behavior, and Youth, pages 90-102

Friday April 26th: Media and Stereotyping: Teaching Kids about Sex and Race
Chapter 6: Media and Stereotyping

Week 5:

Monday April 29th: Media as Medicine
Chapter 4: Medical Benefits of Media Use, pages 63-69

Wednesday May 1st: Medical Risks of Being Online

Friday May 3rd: Media and Promotion of Adolescent Substance Abuse
Chapter 8: The role of media in alcohol, tobacco, and drug use
**Week 6:**

**Wednesday May 8th:** If and How Media Fattens Kids Up and Perpetuates Obesity Stigma  
Chapter 7: Media Influences on Body Image, pages 127-135  

**Friday May 10th:** If and How Media Slims Kids Down and Perpetuates the Thin Ideal  
Chapter 7: Media Influences on Body Image, pages 135-148  

**Week 7:**

**Monday May 13th:** Impact of Media on Sexualization in Adolescence  
Chapter 9: Media and the Sexualization of Youth  

**Wednesday May 15th:** Dating, Adolescents, Sex, and the Internet  

**Friday May 17th:** Adolescents and Online Identities  

**Week 8:**

**Monday May 20th:** Effects of Violent Media on Youth  
Chapter 10 pages 193-202, Chapter 11: Violent Media  

**Wednesday May 22nd:** Violence and Video Games  
Chapter 10, pages 202-212  
**Friday May 24th: Positive Effects of Video/Online Games**

**Week 9:**

**Monday May 27th: Meta-Analyses and Parents’ Mediation of Media**
Chapter 12, pages 233-246: Media Effects

**Wednesday May 29th: Reducing the Negative Effects of Media via Interventions**
Chapter 12, pages 246-252