



OTRP *online*
office of teaching resources in PSYCHOLOGY

Fall, 2011

Psy 430 Seminar in Developmental Psychology

The Effects of Television Viewing on Young Children's Cognitive and Social Development

9:30 am -10:45 am Tuesday/Thursday

Room 204 Psychology Building

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Office Hours: Tuesday/Thursday 2:30 pm-3:30 pm or by appointment

Required Seminar Readings. The required readings for the seminar are listed on the seminar reading schedule and may be purchased from the Oxford Copy Shop.

Seminar Description: American children spend an average of 6 hours using various forms of media, including viewing television and they spend more time watching television, than talking to adults, playing with siblings or attending school (Jason and Fries, 2004). Many experts argue that television plays a critical role in facilitating the acquisition of cognitive skills in young children as well as socializing them about aspects of their world (e.g. gender, race). The positive and negative influences of television have been debated for more than four decades, and scholars still remain unable to reach clear conclusions about its influence on children's cognitive and social development. **I have designed this seminar to introduce you to the contemporary research on television viewing and its influence on young children's cognitive and social development.** During the semester, we will discuss such issues as the role of television on young children's literacy and language development, parental influences on young children's television viewing, the effects of ads on their behavior and the influence of television on young children's gender and racial behavior and beliefs.

Objectives of the Seminar:

It is my hope that at the end of the semester you will be able to:

- 1) Critically evaluate contemporary literature on the effects of television viewing on young children's development. **To achieve this objective we will read a variety of articles discussing television's influence on young children's social and cognitive development and write reaction papers to those articles.**

2) Facilitate a discussion and engage in dialogue with your classmates about the positive and negative influences of television. **To this end, you will lead your classmates in a discussion of one or more of the articles listed on the seminar reading list and engage in critiquing and reviewing television shows for young children with the Let's Talk TV activity.**

3) Design programs for parents, children and schools which prepare children to become educated consumers of television. To accomplish this objective you will be assigned to small groups and be responsible for developing a program to educate children about television viewing.

Seminar Policies and Requirements:

My overall goal is that you find the seminar enjoyable as you reflect back on your own television viewing habits and as you learn about the television viewing habits of this cohort of children and television viewing's impact on their cognitive and social development. In order to facilitate your experience I have put together a list of the following course policies.

1) It is expected that you will attend class as stated in the Miami student handbook and come prepared to actively engage in class discussion. On those days that you choose to miss class you will be held solely responsible for all information presented and discussed in class. Given the challenge of the readings, I highly encourage you to consistently attend class. **If you miss more than 5 days, your final grade will be lowered by one letter grade.**

2) You are required to facilitate the discussion of one article.

3) You are required to participate in group presentations.

4) You are required to submit reaction papers to the "article of the day."

5) It also expected that you will respect your classmates during their presentations, that is, it is expected that you will refrain from doing other course work, busy work, reading or drawing during the presentations. If this presents a challenge for you, please see me.

6) You **may** use personal technology devices in the classroom only with my permission. These items may be brought to class, and may be taken out and used with my specific direction to do so and for purposes of achieving the learning objectives of the course. Notes may be taken using paper and pen/pencil, and you may type (word-process) notes outside of class time if they wish to do so. All mobile phones must be turned off during class. Any student who fails to follow these guidelines will be asked to leave class. Exceptions will be made in the case of students who need personal technology devices in order to learn course content due to documented disabilities (e.g.: visual or auditory disabilities).

Grading in the Seminar (100 points total): Grades in the seminar will be based on the following:

1) Article Facilitation- This activity is worth **30 points**. Each student in the class will be assigned an article to facilitate for class discussion. Guidelines for facilitating the discussion of

the article will be handed out in class. The articles are listed on the seminar outline with corresponding dates. **Unfortunately, given the pace of the course and the number of articles that are to be facilitated, check your calendars and make sure that you select a date that works within the context of your schedule.** In those rare occasions in which we will have an article with no facilitator, everyone will take part in facilitating the discussion of the article. **The guidelines for facilitating the articles and the scoring rubric are located on pages 7 and 8.**

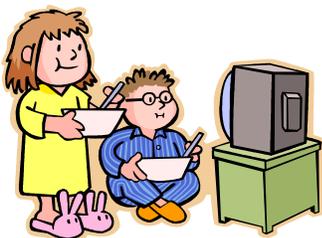
2) Reaction Papers-This activity is worth **20 points**. At the beginning of class, you are required to hand in a two page (typed) reaction paper to “selected articles.” These articles are in **bold** on the course outline and there are 10 articles. The reaction papers are worth **two points each**. Late submissions, and or/email submissions will not be accepted. No exceptions. In writing your reaction papers to the articles consider the following. 1) Begin with a one paragraph summary of the article. 2) Was there a comment, a quote, or a finding discussed in the article that sparked your attention or thinking about the importance and value of the research? 3) Did the article change your opinion about the influence of television viewing on young children’s development? 4) In general what did you think about the article? 5) If you were to do subsequent investigations, what next steps would you take? The scoring rubric for this requirement is located on page 9.

3) Group Presentations- This activity is worth **40 points**. **On October 18th, I will make group assignments, based on interests that you provided me earlier in the semester. You and your group members are** required to present on a topic of your choice. These presentations must have a program based focus. I’d like you to use information from the class to build a rationale for your program, and find other articles that support the need for your program. The guidelines for this requirement and the scoring rubric can be found on pages 10 and 11.

4) Let’s Talk TV Activity- The Let’s Talk TV activity is worth **10 points**. I’ve listed five dates on the seminar reading schedule that are called Let’s Talk TV. This activity involves you reviewing TV programs, critiquing those programs, and bringing those reviews to be discussed in class. **Let’s Talk TV Guidelines** and the scoring rubric are located on page 12.

Seminar Grade Range: Your final grade for the seminar will be calculated based on the total points you receive from the article facilitation, reaction papers, group presentation and the Let’s Talk TV activity. The final seminar grade range is:

90-100=A
80-89=B
70-79=C
60-69=D
Below 60=F



Tentative Seminar Reading Schedule

Dates	Seminar Readings
Aug 23, 25, 30	There are no assigned readings for these dates; however, during this class time I will: Provide an Seminar Overview Review Let's Talk T.V Guidelines Review Article Facilitation Guidelines Make Article Facilitation Assignments
Sept 1, 8	There are no assigned readings for these dates; however during class time we will: Reflect on our own TV viewing habits (pros, cons, hours) I will present an overview of the research issues about children and viewing television.
Sept 6	There are no assigned seminar readings we will discuss Let's Talk TV (1)
Sept 13	Anderson, D., & Pemprek T. (2005). Television and Very Young Children. <i>American Behavioral Scientist</i> , 48, 505-522 Justoff, K., & Sahimi, N. (2009). Television and Media Literacy In Young Children. <i>International Education Studies</i>, 2, 151-157.
Sept 15	Zimmerman, F., Christakis, D., & Meltzoff, A. (2007). Television and DVD/Video Viewing in Children Younger than 2 Years, <i>Arch Pediatr Adolesc Med.</i> 161 473-479. Warren, (2003). Parental Mediation of Preschool Children's TV Viewing, <i>Journal of Broadcasting & Electronic Media</i> 47, 394-417.
Sept 20	Evans, C., Jordan, A., Horner, J. (2011). Only Two Hours? <i>Journal of Family Issues</i> , 32, 1223-1244. Jason, L., & Fries, M (2004). Helping Parents Reduce Children's Television Viewing, <i>Research on Social Work Practice</i>, 12, 121-131.
Sept 22	Let's Talk TV (2)
Sept 27	Christakis, D., & Garrison, M. (2009). Preschool-Aged Children Television Viewing in Childcare Settings <i>Pediatrics</i> 124, 1627-1632
Sept 29	Smith, S., & Wilson, B. (2002). Children's Comprehension of and Fear Reactions to the Television News, <i>Media Psychology</i> , 4, 1-26. Comer, J., Furr, J., Beidas, R., Babyar, H., & Kendall, P. (2008). Media use and Children's Perceptions of Societal Threat and Personal Vulnerability, <i>Journal of Clinical and Adolescent Psychology</i>, 37, 622-630.

Dates	Seminar Readings
Oct 4	<p>Crawley, A., Anderson, D., Santomero, A., Wilder, A., Williams, M., Evans, M., Byrant, J. (2002). Do Children Learn How to Watch Television? The impact of extensive experience with Blue's Clues on Preschool Children's Television Viewing Behavior, <i>Journal of Communication</i>, 264-280.</p> <p>Linebarger, D. (2004). Young language children and television,, <i>Literacy Today</i>, 20-21</p>
Oct 6	Let's Talk TV (3)
Oct 11	<p>Uchikoshi, Y (2005). Narrative Development in Bilingual Kindergartners. Can Arthur help? <i>Developmental Psychology</i>, 41, 464-478.</p> <p>Kendeou, P., Lynch, J., Broek, P., Espin, C., White, M., & Kremer, K (2005). Developing Successful Readers: Building Early Comprehension Skills through T.V Viewing and Listening, <i>Early Childhood Education Journal</i>, 91-98</p>
Oct 13	<p>Miller, C., et al., (2007). Television Viewing and Risk for Attention Problems in Preschool Children, <i>Journal of Pediatric Psychology</i>, 34, 448-452.</p> <p>Krosnick, J., Anand, S., & Hartl, S. (2003). Psychosocial Predictors of Heavy Television Viewing among Preadolescents and Adolescents, <i>Basic and Applied Social Psychology</i>, 25, 87-110.</p>
Oct 18	<p>-Group Assignments -Discussion of Guidelines</p>
Oct 20	Let's Talk TV (4)
Oct 25	Meet with Group Members

Dates	Seminar Readings
Oct 27	Solomon, S., & Roeder, Y. (2008). Looking at Race in Children's TV, <i>Journal of Children and Media</i> , 2, 56-66. Larson, M. (2001). Interactions, Activities, and Gender in Children's TV Commercials, <i>Journal of Broadcasting & Electronic Media</i>, 45, 41-56.
Nov 1	Buijzen, M., Schuurman, J., & Bomhot, E. (2008). Associations Between Children's Television Advertising Exposure and their Food Consumption Patterns. <i>Appetite</i> , 50, 231-239. Moriarty, C., & Harrison, K. (2008). Television Exposure and Disordered Eating Among Children: A Longitudinal Panel Study, <i>Journal of Communication</i>, 58,361-381.
Nov 3	Let's Talk TV (5)
Nov 8	Christakis, D., Zimmerman, F. (2007). Violent TV Viewing during Preschool is Associated with Anti Social Behavior During School Age, <i>Pediatrics</i> , 120, 993-999. Blumberg, F., Bierwirth, K., Schwartz, A. (2008). Does Cartoon Violence -Beget Aggressive Behavior in Real Life? An Opposing View, <i>Early Childhood Education</i>, 36, 101-104.
Nov 10,15,17,29	Group Presentations
Nov 22, 24	No Class Thanksgiving Holiday
Dec 1	Group Presentations
Dec 6, 8	WRAP UP—What I Learned about TV Viewing and Young Children

Have A Great Semester Folks!!!!

Article Facilitation Guidelines

This activity is worth **30 points**, however that is not a given. In order to receive full credit for facilitating the discussion of the article you must sufficiently satisfy the following requirements:

- ✚ **The facilitation must last 30 minutes.**
- ✚ Prepare handouts for me and your classmates: The handouts (typed) should include the following information:
 1. 7-10 issues that you have selected from the article for us to discuss
 2. Suggestions for a program or additional research ideas
 3. 2-3 questions for your classmates about the article

The facilitation must include:

1. A brief summary of the article. Limit this summary to about 5 minutes or less of your presentation.
2. A discussion of 7-10 issues raised in the article that you find important and tell us why. The bulk of your facilitation should focus on discussing the major points/issues that you have selected.
3. Additional material (e.g. YouTube, another article, Video's, DVD's), that highlight a particular important point/issue from the article.
4. A discussion of how you think a program might be implemented to educate children about TV and or generate ideas for future research.
5. Questions for your classmates (To keep the discussion going have 2-3 questions about the article for your classmates).

Note: If you need to use power point or any other AV equipment, you will need to give me advance notice (i.e. not the day of).

Article Facilitation Scoring Rubric

Scoring Criteria	Possible Points	Points Awarded	Comments
1) Time/Handouts	5		
2) Summary	5		
3) 7-10 Issues	5		
4) Additional Material	5		
5) Future Programs	5		
6) 2-3 Questions	5		

Your Total Points /30

Reaction Paper Scoring Rubric

Name:

Article:

Each RP is worth 2 points each

0= Failed to follow guidelines and submitted a summary with no reference to the criteria.

1= did not meet page requirements, and addressed only 3 of the five criteria, with little elaboration

2= Followed guidelines, with detailed elaboration of the five criteria.

Group Presentation Guidelines

Fall, 2011(Harris)

Overall:

- 1) Begin thinking about projects. (These must be power point presentations, with handouts for me and your classmates). Think about this as making a pitch to Congress, a parent group, conducting a workshop for teachers, or presenting your findings at a research conference. This is a professional presentation.
- 2) These projects must focus on developing an intervention program for children and their families and draw upon the literature, readings and information discussed in class.
- 3) Select a specific area for intervention. (i.e. using television as a reading intervention tool, reducing television viewing among heavy viewers, implementing the use of television in school, any area that your group finds interesting).

Presenting to the Class (presentations must last 30 minutes):

- 1) Introduce group members
- 2) Inform us of the rationale for selecting your project (must based on class readings discussed in class).
- 3) In general why is there a need for your program? Be as specific as possible here, cite some statistics, or research outcomes here, or the problems (make sure that you cite research findings).
- 4) What are the core features of your intervention program? What is the justification for the core features? Why are these important features and how will they assist children and their families in becoming better consumers of television. I'd like the features to be grounded in previous research. So, you should conduct a literature search to find a similar program. Discuss how your program might vary from a model in the literature. How long will the program last? What's the justification for the length of the program? How is the similar to what we've read or discussed in class. How will you recruit participants for your program? What's the justification for the participants (cite relevant research).
- 5) How will you evaluate the effectiveness of your program?
- 6) What are your expected outcomes? Be specific. What are the short term and long term benefits of participating in your program? In general how do you see your program making children and their parents' better consumers of television?

Group Presentation Scoring Rubric: Total Points: /40

Group Members:

Topic:

Date:

* Corresponds to items on the Group Presentation Guidelines

Criteria	Possible Points	Points Awarded	Comments
1) Overview (1,2,)* Did your group provide a concise overview of the program? Were group members identified? Were team roles identified?	5		Points are typically deducted for missing components of Overview
2) Core Features/Program Description (,3,4)* Were statistics cited and referenced? Was there a detailed description of the core features of the program? Justification of features? Was there a discussion of how will they assist the intended audience in becoming better consumers of TV? Is there a similar model described in the literature? Length of Program? And why Recruitment of Participants? Why?	15		Points are deducted for missing pieces of information about core features.
3) Application (5,6)* Was there as detailed description of Evaluation of the Program? Was there discussion of expected outcomes Was there discussion of short term and long term benefits? Discussion of how the programs make the intended audience better consumers of TV?	15		Points are deducted for failure to included detail in the evaluation of the program, expected outcomes, short and long term benefits, and a concluding statement on how they feel the program will make the intended audience better consumers of TV.
4) Time Length	5		Points are deducted for presentations less than 30 minutes

Let's Talk T.V.

Instructions:

- Please use the following questions as a guide when reviewing your television programs, and preparing your written reports.
 - Read through the questions below before you turn on the TV and answer them or take notes for your answers as you watch your television show.
 - Select one show to review for each *Let's Talk T.V.* Select a variety of shows to review (i.e. network shows, cable shows).
 - Each Let's Talk TV is worth 2 points
1. List the name of the program you watched
 2. How many seconds or minutes did the longest uninterrupted segment last?
 3. To whom was the program directed (what age, and if relevant, gender or cultural background)? What evidence from the program led to your conclusion?
 4. How often did acts of violence occur? Include tallies of physical and verbal violence.
 5. How often did biased actions or attitudes occur? Include tallies of racial, and gender prejudice, as well as biased attitudes or actions against people who are fat, young, old disabled.
 6. What was the central message? What was the peripheral message?
 7. What commercials were present? List the commercials
 8. How often did prosocial behavior (helping sharing, praising) occur? Describe the prosocial behavior.
 9. What values (personal, societal, moral) were reinforced by this program? Describe
 10. What is the general evaluation of the program? Would you recommend it for children?

Let's Talk TV Scoring Rubric:

- 0= Did not follow guidelines, received the same program more than once
 1=Did not provide a discussion of the items, or an elaboration of the items
 2= Full and broad coverage, and reviewed several shows