## Flex Course Request

### Academic Organization and Curriculum Handbook

**College** EHE

**Course Bulletin Listing** EDU T&L - EDUCATION: TEACHING & LEARNING

**Course Prefix**

**Course Number** 727

- **Generic course or decimal subdivision?**
- **Course Decimal** 56

**Full Course Title** Drama, Language Arts, Literature and Reading Education

**Level**

- Undergraduate
- **Graduate**

**Credit Hours** 3

**Proposed Effective Year** 12

**Proposed Effective Term** Winter Quarter

**Previous term(s) of offering and enrollment**

### Flexibly Scheduled/Off-Campus/Workshop Course Information

**Course Description**

By using graphic novels as a supplement to the traditional literature used in the classroom, teachers may increase engagement, interest and motivation in literacy.

**Offering Pattern**

- **This year**
- **Every other year**

**General Course Information Statement**

- **Offered in Distance Learning Format?**
- **Service Learning?**

**Date Range(s)** Jan 4th - Mar 15th, 2012
Complete this section for off-campus courses

Off-campus ZIP code 43210

Explain differences in distribution of contact time with on-campus offerings

Instructor Dr. Susan Hayward
Rank Adjunct

Explain differences in instructor rank/qualifications with on-campus offerings

Explain differences in teaching arrangements from on-campus offerings

Explain how student services will be provided to off-campus students (registration, office hours, academic advising, etc.)

General Information

Expected Section Size 0

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university
This course is contracted through the School of Teaching and Learning Office of Outreach and Engagement to serve the needs of the Columbus City School Teachers.

Describe any changes in library, equipment, or teaching aids needed

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.

Scheduling Supplement Form

**Course Contact Information**

- **Faculty Name**: Dr. Susan Hayward
- **Faculty Email**: hayward.16@osu.edu
- **Contact Name**: Sarah McNeill
- **Contact Dept**: EDUTL
- **Contact Email**: mcneill.27@osu.edu
- **Contact Phone**: 2-2476

Save  Validate
Flex Course Request Form

College: EDU    Course Bulletin Listing: EDULT

Course Number: 227    Generic course or decimal subdivision: 6
Course Decimal: 6

Level: Graduate    Grade Option: S/U    Credit Hours: 3


Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: This is a hands-on course to introduce educators to graphic novels as literature. By using graphic novels as a supplement to the traditional literature used in the classroom, teachers may increase engagement, interest and motivation in literacy. Using graphic novels as a "learning tool" to improve literacy is the focus of this course.

Course offered less than term length: N    Distribution of Class Time: 2.18/11 weeks

Offering Pattern: N    Section Size: 30    Date Range: January 4-March 15, 2012

Off-Campus Offering: Y    Off-Campus ZIP code: 43210    Off-Campus Location: Ft. Hayes

Hours Out-of Class Preparation: 40    Total Class Meeting Hours: 24    Length of each Class: 2.18

Advertised Course Title: Graphic Novels as Literature: Engaging Reluctant Readers

Faculty Name: Susan Hayward, Ph.D.    Faculty Rank: adjunct
Faculty Phone: 740-463-9150    Faculty E-mail: hayward16

Secondary Instructor: ____________________________    Desired Access: ____________________________

SI Phone: ____________________________    SI E-mail: ____________________________

Academic Advising Opportunity: by appointment, before and after class

Approved by the Graduate Studies Committee Chair: ____________________________    Date: ____________________________

Approved by the School Director: ____________________________    Date: ____________________________
Graphic Novels as Literature: Engaging Reluctant Readers
EDUTL 727.56 (3 credit, G)
Thursday, 5:30-7:48

Susan Hayward, Ph.D. e-mail: hayward.16@osu.edu office hours: by appointment

DESCRIPTION/RATIONALE: This is a hands-on course to introduce educators to graphic novels as literature. By using graphic novels as a supplement to the traditional literature used in the classroom, teachers may increase engagement, interest and motivation in literacy. Using graphic novels as a “learning tool” to improve literacy is the focus of this course.

OBJECTIVES:
As a result of study and activities in this course, students will:
1. describe current trends and issues in literature as it relates to graphic novels
2. respond verbally and/or in writing to instructional procedures and strategies that are addressed in the professional journals as they relate to graphic novel use
3. recognize the importance of multi-modal formats
4. recognize reading materials which reflect the cultural diversity of our society
5. analyze instructional strategies in regard to addressing the needs of culturally different and at-risk students
6. describe the effects of current trends in reading upon the behavior and attitudes of students, teachers, educators, and parents
7. recognize the role of the teacher as a researcher in developing literature programs
8. support literature and strategies for reluctant readers

DIVERSITY STATEMENT:
All students will be treated equally and all persons will be able to share freely and openly without judgment. The diversity that students bring to this class will be viewed as a resource, strength and benefit. It is my intent to present course materials, discussions, and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestion about how to improve the value of the diversity in this course is encouraged and appreciated.

SCHEDULE:
Read prior to first class session:
1. Read: Graphic novels 101, Hornbook, March/April, 2006
2. Visit: NACAE website, browse the website and read the article titled, Comics in the Classroom by James Sturm
3. Read: Graphic novels for multiple literacies, by Schwartz, G., go to Reading Online or the Journal of Adolescent and Adult Literacy to find this article
4. Visit your school or public library and ask the librarian for the top three graphic novels in circulation, bring the list and the books (if your school does not purchase several graphic novels, you will need to go to the public library for this assignment).

Week One (3/31): The Power of Popular Culture: Visual Storytelling
Overview, history of comics and graphic novels, discussion on readings, the language types, and format of comics/graphic novels (icons and symbols, pictorial vocabulary and sequential art, the picture plane, anime, genres)
Week Two (4/7): The Power of Popular Culture: Changing Attitudes
4. Read: Gravett text, 1-4, bring two books listed in the chapters

Week Three (4/14): Connecting with Students Using Graphic Novels
Visit: website: Read, Write, Think, search through the many lessons and bring two lesson plans and the graphic novel/comic cited in the lesson plan
Read: Gravett text, 5-8, bring two books listed in the chapters 5-8

Week Four (4/21): no class, CPS spring break

Week Five (4/28): Connecting with Students Using Graphic Novels
Read: Gravett text, 9-12
Visit: website, noflying, notights
Read: Bone: Out From Boneville

Week Six (5/5): Connecting with Students Using Graphic Novels
Read: Frey and Fisher, 1-3
Read: Maus 1
Read: The Arrival by Tan
Visit: website, scottmccloud.com

Week Seven (5/12): Graphic Novels Across the Curriculum
1. Read: Frey and Fisher, 4-6
2. Read: How comic books can change the way our students see literature: One teacher's perspective, by Versaci, English Journal, 91(2), 61.
3. Read: American Born Chinese
4. Book talks by instructor on books “across the curriculum” and textbook publisher perspectives on the use of graphic novels to promote content learning

Week Eight (5/19): Connecting with Students Using Graphic Novels
Read: Frey and Fisher, 7-9
Read: Invention of Hugo Cabret
Week 8: Connecting with Students Using Graphic Novels
Read: Persepolis, bring lesson plan from Read, Write, Think website
Book Club Meeting
Bring one book of choice

Week Nine (5/26): Connecting With Students Using Graphic Novels
Book Club Meeting
Week Ten (6/2): Connecting With Students Using Graphic Novels
Sharing of assignments

Course Requirements:
Assignments:
A. Reflective Journal (30 points) A reflective journal should be maintained throughout the course on the weekly readings, topics and class discussions. In addition, reflections on one's current practices, changing paradigms, new understandings, and "wonderings" should be included in the journal as it relates to the course content.

B. Position Paper (30 points) You will write a paper explaining your position on the integration of graphic novels into the classroom as it relates to all readers. Additional criteria will be given in class.

C. Graphic Novel Collection (30 points): Create a current collection of graphic novels for your classroom. You are required to include 5 books and two lesson plans for this project. You will give a 5-7 minute presentation on the exam date. Additional details will be given in class.

D. Attendance and Participation (10 points)
ALL ASSIGNMENTS ARE DUE ON OR BEFORE THE EXAM DATE (6/9)

Grading Scale:
Satisfactory:
Completion of all course requirements and expectations.
A passing grade is 80 or more points on class assignments.
You may miss no more than one class to pass this course.

Unsatisfactory:
Failure to fulfill all course requirements and expectations
80% or below in points for class assignments
Two or more missed classes (professor has the right to approve missed classes for extenuating circumstances)

Required Texts:
Required:


Pick ONE for your Book Club:


