



**Gifted LearningLinks Program
Honors Elective**

**Art & Literature of the Graphic Novel
Course Syllabus**

**Instructor name: Anne Hayden Stevens
E-mail address: xxx@xxx.xxx**

Academic Year 2011-2012

Course Title: Art & Literature of the Graphic Novel

Course Description:

This course analyzes some successful graphic novels and explores strategies for developing sequential narratives. Through reading, writing, drawing and discussion, students scrutinize this genre. Hands-on studio sessions break down the composition, narrative flow and graphic style into manageable pieces of this complex art form.

Outcomes: Upon successful completion of this course, students will:

- a. Understand and analyze the structure of graphic novels
- b. Create schematic artwork using core concepts of sequential art: composition, perspective, line quality, and point of view.
- c. Construct the story arc of a graphic novel with characters
- d. Discuss graphic novels and make connections between novels, artists and artworks.

Resources and Materials:

BOOK LIST

Required text: Please purchase this book or make sure you can do a long term library loan. You will need this book for most of the semester for reading assignments and reference.

- McCloud, Scott. *Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels*. New York: Harper, 2006. Print.

We will be reading portions of these novels in class. We will provide a single chapter. It is highly recommended that you request these novels at your local library and read them in their entirety. You can do this at any point in the semester. You do not need to read them in order.

- Abadzis, Nick, and Hilary Sycamore. *Laika*. New York: First Second, 2007. Print.
- Heuvel, Eric, Menno Metselaar, Ruud Van Der Rol, Hans Groeneweg, Hanneke Bons, and Lorraine T. Miller. *A Family Secret*. New York: Farrar Straus Giroux, 2009. Print.
- Igarashi, Daisuke, and Jose Macasocol. *Children of the Sea*. San Francisco, CA: Viz, 2009. Print.
- Larson, Hope. *Mercury*. New York: Atheneum for Young Readers, 2010. Print.

- Lat. *Town Boy*. New York: First Second, 2007. Print.
- McCloud, Scott. *Reinventing Comics: [how Imagination and Technology Are Revolutionizing an Art Form]*. New York: Perennial, 2000. Print.
- McCloud, Scott. *Understanding Comics*. [Northampton, MA]: Kitchen Sink, 1993. Print.
- Midorikawa, Yuki, Lillian Olsen, and Sabrina Heep. *Natsume's Book of Friends*. San Francisco, CA: VIZ Media, 2011. Print.
- Pyle, Kevin C. *Blindspot*. New York: H. Holt, 2007. Print.
- Spiegelman, Art. *Maus*. London: Penguin, 2003. Print.
- Telgemeier, Raina. *Smile*. New York: Graphix, 2010. Print.

OTHER MATERIALS YOU WILL NEED

- digital camera (can be phone camera)
- scanner (for scanning in sketchbook pages, does not need to be at home)
- word processing software
- pencils, red pencils, rulers
- set of varied thickness water-based black markers
- pad of smooth paper for ink drawing
- 2 non-photo blue pencils
- (optional) ink and small filbert brushes for brush painting

Third Party Web Sites:

While a staff member (which includes but is not limited to instructors, teaching assistants, residential staff, office staff) may use or refer students to third-party web sites for instructional purposes, s/he is required to review thoroughly any such web sites for inappropriate content before referencing them. This includes clicking on all links contained in any such web site, reviewing the materials contained on every page within a web site, and ensuring that the web site does not provide links to other inappropriate web sites. If there is any doubt about whether something is appropriate, a staff member is instructed to err on the side of caution and not use the web site or check with a CTD supervisor. If a referenced third-party web site is later determined to contain inappropriate content, the staff member may be subject to discipline.

Schedule:

	Topic/Focus	Activities & Reading Assignments	What do I need to post to the Discussion Board?	What do I need to turn in?
Week 1	Orientation to Online Learning	Welcome to Gifted LearningLinks Activities & Web Fluency Modules	Favorite comic or GN	Journal 1
Week 2	Understanding Comics	UC Chapter 1 (link to PDF)	Question for Scott McCloud	Journal 2

	Topic/Focus	Activities & Reading Assignments	What do I need to post to the Discussion Board?	What do I need to turn in?
Week 3	Understanding Comics	UC Chapter 2 (link to PDF)	Favorite Use of the Gutter	Journal 3
Week 4	Historical Fiction	Maus A Family Secret (link to PDF)	Historical Fiction	Journal 4
Week 5	Making Comics	Chapter 1 Composition (link to PDF)	Layout	Journal 5
Week 6	Making Comics	Chapter 3 Words & Language (link to PDF)	Compare & Contrast	Journal 6
Week 7	Making Comics	Chapter 4 Building Worlds Winsor McCay (artstor)	Analyze an online world	Journal 7
Week 8	Personal Narrative	Smile (link to PDF)	What is missing?	Journal 8
Week 9	Making Comics	Chapter 6 Style (link to PDF)	Drawing as character (McKean)	Journal 9
Week 10	Personal Narrative	Town Boy (link to PDF) Blindspot (link to PDF)	Drawing as narrator	Journal 10
Week 11	Making Comics	Chapter 2	Favorite Characters: Before and After	Journal 11
Week 12	Manga	Natsume's Book of Friends	Manga Influenced	Journal 12
Week 13	Magical Realism	Mercury	Talisman	Journal 13
Week 14	Project Development	Character Development Laika	Character Brainstorm	Journal 14
Week 15	Project Development	Time, Place, Actors	Context & Challenge Brainstorm	Journal 15
Week 16	Project Development	Great Narrative Plots	First Draft, story arc	Journal 16

	Topic/Focus	Activities & Reading Assignments	What do I need to post to the Discussion Board?	What do I need to turn in?
Week 17	Project Development	The importance of research	Real world inspiration	Research links, text and images
Week 18	Critique	Discussion of presented novel schematic	Peer Feedback	Narrative Character Sketches
FINAL EVALUATIONS				

Deadlines:

- **Discussion board topics are posted on Friday afternoons.**
- **Online office hours or meetings are Sunday evenings.**
- **Lectures are posted on Sunday evenings.**
- **Discussion posts are due on the following Monday by 9pm.**
- **Journal Posts are due on the following Friday by 9pm.**

Academic and Performance Expectations:

Gifted LearningLinks courses are intended for highly motivated, independent learners.

- While instructors initiate contact with students, it is each student's responsibility to contact the instructor with questions and concerns.
- While online programming provides students with the flexibility to schedule study time around their other academic and personal commitments, GLL students must be able to:
 - Devote the appropriate amount of time per week to study for their courses (see above chart)
 - Plan ahead and meet all assignment and test deadlines as set out in the course syllabus.
- Unless prior arrangements have been made with the instructor, students are expected to follow the course syllabus and meet all course requirements outlined therein.

Performance issues will be resolved in the following ways:

- Instructor and student will confer
- Instructor will contact the parent(s)/guardian(s)
- Gifted LearningLinks staff will arrange a conference with the student, parent(s)/guardian(s) and instructor.

Chronic performance problems unresolved by the above measures may warrant dismissal from the program. If CTD dismisses a student from a Gifted LearningLinks course, CTD will enter a grade of "X" for that course on the student's transcript.

Student Evaluation and Grading Policies for Credit Courses Only:

a. CTD Grading scale

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F Below 60
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

- b. Breakdown of grades: 30% discussion board, 40% journal, 30% final schematic.
- c. Students receive a Final Evaluation via email after week 18 of the course. If the student has not completed 18 weeks of the course they will receive an incomplete. This grade will be revised upon completion of the course to reflect the quality of the work completed.
- d. Interim progress reports are emailed when a student is earning a grade of C or below.

Intellectual Ownership, Academic Honesty, & Netiquette:

The Gifted LearningLinks online course environment is offered as a virtual space where students and professionals may meet, communicate, and collaborate. Participants are expected to behave as they would in the workplace or in a face-to-face classroom, following online rules of etiquette (netiquette). Students are expected to act with honesty and personal integrity in all of their academic work and social interactions. This applies to all academic exercises including assignments, papers, labs, and assessments. See the CTD Web site for specific details: <http://www.ctd.northwestern.edu/gll/program/academics/expectations/>

Instructor Biography: *Anne Hayden Stevens has an MA in Visual Studies from UC Berkeley and a BFA from the California College of the Arts. She has taught art and design for fifteen years at the University of Washington and UC Berkeley. She has taught digital media workshops for kids at the Bellevue Art Museum and the Kirkland Art Center, WA. A professional artist, Stevens has shown locally at the Evanston Art Center and the Harold Washington Library Center.*

Contact Information:

Email: xxx@xxx.xxx