FIRST-YEAR SEMINAR
Introduction to Wordless and Graphic Novels

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Course Description

Introduction to Wordless and Graphic Novels will be a one credit course (A-E) that provides students an introduction to wordless and graphic novels. Students will learn to read graphic narratives and will also be introduced to ways to interpret, think about, and write graphic fiction. Students will gain fluency in the elements of visual narrative and modes of critical thinking. Texts will range from cartoons and film, graphic novels, and critical essays to blogs and multimedia. Students will learn to identify cultural and representational trends within these sources and to generate texts showcasing their own perceptions. All students will be expected to engage actively in class. Each class session students will be encouraged in a supportive environment to have fun.
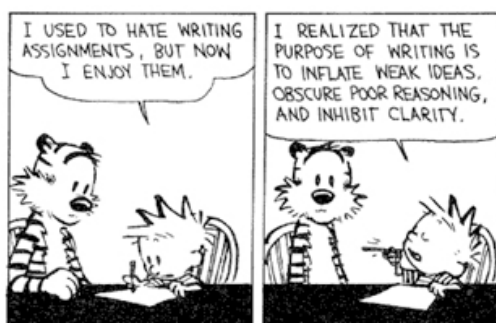
Ben Owens (Ohio State) asserts that comics can convey "a world of ideas" and, at the same time, teach lessons that almost go without notice. The panels above not only present an argument but provide two opposing opinions to that argument (the blowhard professor versus the skeptical student). This course extends the premise for how comics work—shown in the comic panels above—to graphic narratives, with this understanding:

1. Good academic writing has much in common with good comics and other graphic fiction.
2. The medium of comics, like that of graphic narratives, is one of clarity and compression.
3. Comics, as do graphic novels, convey the largest amount of information in the smallest space possible.

Our one-credit (A-E) freshman seminar on wordless and graphic novels will introduce the genre in a compressed 7-week study that will develop students' textual and visual literacy and provide a framework for modes of reading and interpretation. Much of the work this term will take place in the classroom. Students will have the opportunity to work collaboratively on literary works from concept to finished product (i.e., opportunity to build from experiences in the classroom; activities introduced in class). For instance, students are encouraged to explore well-known tech tools such as *iMovie* and new programs to create original compositions using photo-capture and images, video, audio, music, and text. The course has been designed especially for students interested in storytelling, literature, computers and design, film studies, and art (illustration, sound, graphics).

Course Assignments

Assignments and readings will be available online (**CARMEN**). Please see the Course Schedule should you want to purchase any texts for the class.

Class Format

English requires a great deal of discussion and class participation, demanding that you read the assigned texts and materials (including videos, multimedia) in advance and be prepared to talk in class. Readings will be short. However, students will be expected to manage more than one assignments "in development" on any given day. Generally speaking, there will be two types of assignments: a) written responses to readings/prompts and b) media-based projects. This second type of assignment may take multiple forms (e.g., Blog, PowerPoint, iMovie, comic sequence, script, graphic novel, or visual narrative). Students will be expected to gain fluency in modes of written and visual composition.

Course Objectives

This class is designed to refine students' ability to read, compose, and think. We will discuss writing in terms of strategies, modes of interpretation, and effective models. Critical reasoning and the ability to interpret select literary models (especially the graphic novel)—as well as the ability to understand audience, context and how to formulate responses using effective composition strategies—will be keys in this process of communicating ideas well. In the course of our study, we will practice research and documentation. Students will refine their own voice. They will author their own compositions in the graphic novel genre. Exemplary readings, development tools, Internet resources, and multimedia will provide a jumping off point for thinking about how best to compose and articulate using word and image.

Resources (Grammar, Style, & Argument)

- ✓ **Strunk**, William and E. B. White. The Elements of Style (free online edition of E. B. White's original publication at < www.bartleby.com >; any print edition, other texts will be optional purchase)

Course Requirements

- ✓ **All assignments due by Last Class Session.**
- ✓ **Course Overview and Syllabus**
- ✓ **Email account**
- ✓ **Access to the Internet** (available via computer labs on campus)
- ✓ **Flash/Thumb drive/Cloud (students must save hard copy and back-up e-copies of ALL assignments in class daily.)**

- ✓ **Laptop/Mobile technology**
  PLEASE NOTE: the 18th Avenue Library has 24 hour access for students and has scanners and Mac computers with Adobe Photoshop and other tools for student use. More resources and tech help will be available at the Digital Union labs on campus. Students may also phone (614)688-HELP with internet, Carmen, and technology and software questions. If interested, Adobe programs (including Photoshop) are available for purchase at a discount in the Tech Hub (Tuttle Garage) computer store.

- ✓ **Class materials, multimedia/projects, literature and readings (NOTE: CARMEN postings, class handouts, .pdf files); selections from literary texts (including student writing models).**

Texts

- Shaun Tan, The Arrival. Arthur A. Levine Books. (October 1, 2007) **ISBN-10:** 0439895294

REQUIREMENTS (Grade Breakdown):

- Students will work independently and collaborate on multimedia projects (**30%**);
- Students will participate in class discussions, etc. (**20%**);
- Students will complete writings based on graphic narratives and readings (**30%**);
- Students will design, create, and self-publish. Composite works will be presented in a poster session and facilitated conversation (**20%**).

Class Participation

- ❖ Absences will result in a lower class participation grade.

- ❖ Late assignments **or** assignments completed in an unsatisfactory manner will be subject to penalty (see terms under "Writing Guidelines"). The Instructor will also have final say on whether such assignments may be revised and resubmitted.

Writing Guidelines

All formal writing assignments should be computer printed or submitted electronically in standard font (e.g., Arial, Calibri, Times New Roman, 10 or 12 pt. font). Follow the **MLA Style Guid**e. Essays should be double-spaced, with one-inch margins, information block, and descriptive title (model below). HANDWRITTEN ASSIGNMENTS ARE NOT ACCEPTABLE FOR COLLEGE-LEVEL COURSES (exceptions: quizzes and in-class Blue Book exams).

Joe Cool
First-Year Seminar
Instructor: Cathy Ryan
Assignment: Graphic Narrative ("White Collar")
September 25, 2017

Descriptive Title

    Text here.

FORMAL WRITING ASSIGNMENTS: *No hand-written copies accepted.* All computer-generated assignments should be double-spaced with one-inch margins in 10- or 12-point typeface, unless otherwise instructed. Please proofread draft copies carefully (e.g., check sources, thesis and support, internal citations and references/MLA format, syntax, logic, clarity, writing style, organization, development, spelling, grammar, etc.).

Hard copies of multi-page (1+) assignments should be single-sided printing and, if possible, stapled before students arrive at class. See details immediately below for general expectations about assignment turn-in.

- ❖ If you are to miss a class session, I encourage all students to turn in paper copy or electronic submission to <ryan.3@osu.edu> **before the deadline** to avoid penalty.

- ❖ **Student Work** must be completed and submitted on time. All assignments should be turned in to the Carmen Dropbox by the date and time specified in the class schedule to avoid penalty. **A** student's grade will not be affected when an assignment is late for reasons that would result in an excused absence. Students who know they will miss the class when the assignment is due must contact the instructor as soon as possible in advance of class to arrange for submission of the assignment. Assignments due to the Carmen dropbox must be submitted by due date/time even students miss class.

- ❖ All academic writing should be double-spaced, typed in 12 point font (e.g., Arial, Calibri), with proper heading/identification and pagination. The paper should be **MLA format**, with an **Info block (see model above)**. In MLA writing style, each page after the first will have a header with your last name and page number. For internal citations and format see online resources (e.g., **MLA style** tutorial). Online tools such as the "Citations & Bibliography" tab in MSWord allow writers to input bibliographic data that will be automatically put into the proper form.

Attendance
Students registered in this course will participate actively each day. It is important to the success of this class and to your development as a writer. Excused absences with paper documentation, (e.g., illness, family tragedy, religious observance, or travel for inter-collegiate athletics) will not affect your grade. Students will have one "grace" absence. Two or more unexcused absences have the potential to lower your final grade by a third of a letter grade. If you must miss a class and have a legitimate excuse contact the Instructor via email.

Late arrivals disrupt class. Excessive tardies will lower your final grade. Please meet deadlines and arrive on time to each class session, peer review, group meetings, and all scheduled conferences.

Grading Rubric

English 4561 will determine Exit Grades using an online tool (Berkeley Grade Calculator). GPA will be calculated using the following scale: A+ = 4; A = 4; A- = 3.7; B+ = 3.3; B = 3; B- = 2.7; C+ = 2.3; C = 2; C- = 1.7; D+ = 1.3; D = 1; D- = 0.7; and F = 0.

An "**A**" assignment or activity meets all requirements in a thoughtful, well-executed manner. While this listing is not meant to be prescriptive or to indicate that "A" assignments are infrequently distributed in this class, I did want to state some things about quality writing submissions:

- ✓ Assignments exhibiting extensive revision, pre-writing exercises, and an engagement in the writing process will receive better grades than those that lack such evidence.

- ✓ Assignments showing clear thinking, new applications of research, energy, and willingness to take risks and/or explore new ways of writing may receive better grades than those that safely meet requirements.

- ✓ The final draft should be "clean" (that is, logical, carefully worded, and free of spelling and grammatical errors [spell-check, proofread]).

- ✓ As a general rule, well-written and clearly thought out papers are not written the night before they are due.

- ✓ Failure to attend a peer review exercise or group activity and/or failure to turn in a draft will result in the grade for that assignment being reduced by one (1) letter grade.

- ✓ Pre-writing exercises and draft copies may be turned in with final draft submissions.

   NOTE TO STUDENTS: Your success and that of your peers depends on your active and regular participation in all class discussions and activities. Be prepared. Have fun this term!

Class Cancellation Policy
In the unlikely event due to emergency, I will contact you via email and request that a note on English department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Plagiarism
Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Please remember that at no point during the writing process should the

work of others be presented as your own. Plagiarism in any course is not acceptable. Plagiarism can be as simple as copying someone's work, using information or quotations without proper documentation, or submitting someone else's work as your own.

See the following URL for information about Plagiarism and the Web: < http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm >. I encourage you to see me if you have **any questions** about how to document a source appropriately or if you are unsure about what constitutes fair use of someone else's writing and/or ideas. If in doubt, talk to me. Please remember that if you use something located on Google to adopt as your own work, I can easily search and find it myself.

Since we are working with images, video and audio, as well as text, it is especially important for you to exercise good judgment and care in how you use source materials. If planning to use your own papers or projects you may have developed in other courses at the University, please come talk to me early for permission.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

RESOURCES

The Writing Ombud
The Ombudsman of the Writing Programs—Debra Lowry (email: < lowry.40@osu.edu >) mediates conflicts between Instructors and students in Writing Programs courses. Her walk-in office hours in Denney Hall 441 are Monday, 1-3PM, Thursday, 9-11AM, and by appointment. All conversations with the Ombudsman are confidential.

The OSU Writing Center
The Writing Center is available to provide free, professional writing (lab reports to dissertations) tutoring and consultation. Students writing essays may want help at any stage of the writing process from brainstorming and thesis development to revising. The Writing Center will not proofread student assignments.

You may set up an appointment for

- 50-minute tutorial at 4120A Smith Labs
  Monday-Friday (688-4291) or
- Online @ CarmenConnect
  See < https://cstw-scheduler.asc.ohio-state.edu/phpsched/ >.

You may also stop by

- Thompson Library (behind the info desk, first floor)
  Monday-Thursday, 11AM — 3PM and 5 — 7PM
- Smith-Steeb dormitory for walk-in appointments

Monday-Wednesday, 7 — 9PM.
- Online appointment scheduling available 24/7. Consult policies and online resources (or visit the On-Line Writing Lab):
  < http://cstw.osu.edu/writing-center/resources >

The OSU Libraries - Research Tutor

Emily Sferra is the Research Tutor for the OSU Libraries. Emily is available to provide help to first-and second-year writing students during any stage of the research process. She is available for tutoring sessions at the Writing Center in Thompson Library located behind the reference desk in Thompson 120. Research tutoring hours are Mondays, Wednesdays, and Thursdays from 11AM-1PM and 2PM-5PM. Tuesday tutoring hours are from 11AM-1PM and 4PM-6PM. All sessions are walk-in appointments. Emily can be reached at sferra.19@osu.edu.

Research Tutoring help for Students
Please consider referring your students to me for help with any aspect of the research process, including assistance with

- beginning the research process
- formulating a research question
- developing annotated bibliographies
- differentiating between primary and secondary sources
- assessing the academic integrity of source material
- adhering to citations, formatting, and style guidelines
- using library resources
- knowing when to seek help from our Subject Librarians

The Office of International Affairs—English Conversation Partners

Students are invited to participate in the English Conversation Program (ECP). ECP matches native English speakers with participating international students. Anyone interested may apply online through the OIA website.

See < https://oia.osu.edu/workshops-and-events/english-conversation-program.html >.

What is English Conversation Program?
As part of the English Conversation Program, groups of five students will meet six times throughout the semester. The small groups will participate in a variety of activities around campus and Columbus. There will also be organized events for the entire English Conversation Program, including potlucks, football tailgates and other cultural events and celebrations. The program enables international students to practice English communication skills and become better acquainted with U.S. culture. Domestic students have the chance to share their linguistic and cultural knowledge, as well as learn more about another country. Check online for deadline to apply for the program.

NOTE: The Course Instructor awards bonus Class Participation credit to all students participating in ECP language and cultural learning opportunities.

Counseling and Consultation Services provides a wide range of resources for undergraduate students. For more information call 292-5766.

The Office for Disability Services provides services to any student who feels s/he may need an accommodation based on the impact of a disability. Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu.

Student Advocacy Center
Helps students cut through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday, 8:00 AM – 5:00 PM. You can visit in person (Drackett Tower), call (614) 292-1111, email advocacy@osu.edu, or see website: http://advocacy.osu.edu/ .

Daily Schedule

Feel free to ask questions as we track through the "Daily Schedule" for a comprehensive view of class (activities, assignments, and due dates). Please do not hesitate to contact me with feedback or to request more information.

Cathy Ryan