

**Eastern WV Community & Technical College
Master Course Record**

Course Prefix and Number: ENL 220
Course Title: The Graphic Novel
Recommended Transcript Title (if over 40 characters)
Date Approved/Revised: 9-19-16
Credit Hours: 3 Contact hours per week (Based on 15 week term): 3 Lecture: 3 Lab:
Prerequisite: None Corequisite: None Pre/Corequisite: None
Grading Mode: Letter
Catalog Description: This course will ask students to engage in a critical analysis of graphic novels as literary texts: how graphic novels both embrace and challenge traditional views, forms, and practices of reading, studying, and writing about literature. Students will experience the connections between the critical, the creative, and the conceptual by interpreting, discussing, and writing about this burgeoning genre.
Course Outcomes (The numbering of learning outcomes does not in any way reflect hierarchal importance): <ol style="list-style-type: none"> 1. Identify shared components of literature and the graphic novel (narration, character development, setting, symbols, theme) and components exclusive to graphic novels 2. Explore graphic novels as encompassing a wide range of culturally diverse styles, concerns, themes, and issues 3. Compare and contrast notions of authorship between literature and graphic novels, identifying strategies and methods used by writers and artists 4. Utilize critical frameworks of analysis such as cultural studies, psychological, sociological, and philosophical as well as other literary approaches to engage the issues and concerns of graphic novels 5. Close read graphic novels as literary texts for interpretation and evaluation 6. Write critically and creatively about graphic novels, producing thesis driven arguments supported by evidence 7. Participate in a shared and diverse community of readers and writers contributing to group workshops and class discussions.

Course Number & Title: ENL 220: The Graphic Novel
 Date Prepared/Revised: 9-2-16
 Date Course Approved by Curriculum Committee: 9-2-16
 Date Course Approved by LCTE: 9-19-16

Implementation Cycle: Fall 2017
Role in College Curriculum: (Check all that apply) <input checked="" type="checkbox"/> General Education Core (Humanities & Art) <input type="checkbox"/> Technical Core (Specify Program) <input type="checkbox"/> Restricted Elective (Specify Program) <input checked="" type="checkbox"/> General Elective <input type="checkbox"/> Workforce Education <input type="checkbox"/> Other (Please specify)
Course Fee: None
Instructor's Qualifications: Master's Degree plus 18 graduate level English credits.
Expanded Course Description (provides details regarding major course concepts, target audience, delivery format, etc)

Prepared by: Curtis Hakala

Name, Title Date

Approved Per LOT Minutes

Dean, Teaching and Learning Date

ENL 220 Syllabus for Fall 2017

The Graphic Novel (3 Credits)

Instructor: Curtis Hakala **Office:** Room 202E

Phone: 540-471-0678

Email: curtis.hakala@easternwv.edu

Course Index Number (CRN): 3060

Office Hours: By appointment

Required Texts:

Busiek, Kurt and Alex Ross. *Astro City: Life in the Big City*. New York: Wildstorm, 1999. Print.

Clowes, Daniel. *Ghost World*. New York: Fantagraphics Books, 2001. Print

Moore, Alan and David Lloyd. *V for Vendetta*. New York: Vertigo, 2008. Print.

Morrison, Grant and Dave McKean. *Batman: Arkham Asylum*. New York: DC Comics, 2005. Print.

Pekar, Harvey and various. *American Splendor: The Life and Times of Harvey Pekar*. New York: Ballantine, 2003. Print.

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Class Focus: This course will explore the genre of the graphic novel as not only a literary form but also as examples of postmodern ways of conceiving and perceiving words and images that have a profound effect on how we read, write, think, and communicate in our everyday lives.

Learner Outcomes: A survey course should help you build upon your knowledge of the periods, authors, and movements studied. My lecture will provide historical, thematic, and structural commentary, while leaving room for you to develop your own thoughts.

Upon completion of ENL 220, the student should be able to:

1. Identify shared components of literature and the graphic novel (narration, character development, setting, symbols, theme) and components exclusive to graphic novels
2. Explore graphic novels as encompassing a wide range of culturally diverse styles, concerns, themes, and issues
3. Compare and contrast notions of authorship between literature and graphic novels, identifying strategies and methods used by writers and artists

4. Utilize critical frameworks of analysis such as cultural studies, psychological, sociological, and philosophical as well as other literary approaches to engage the issues and concerns of graphic novels
5. Close read graphic novels as literary texts for interpretation and evaluation
6. Write critically and creatively about graphic novels, producing thesis driven arguments supported by evidence
7. Participate in a shared and diverse community of readers and writers contributing to group workshops and class discussions.

Classroom Activities: My tasks are to lecture well, to listen, to ask good questions, and to help you find out more about the periods and authors we study. Your task is to develop your own ideas. In humanities study, there are few worthwhile “facts”; the emphasis is on insight and interpretation.

Evaluation Methods: One major analytical research paper, weekly quizzes, writing journals, one group presentation, and class participation.

Analytical Research Paper Requirement – 20% of course grade. The paper should follow recent MLA guidelines, include at least four secondary resources, and must be five pages long (five pages NOT including the works cited page).

Weekly Writing Journals: 20% of course grade. You will be responsible for answering a short journal prompt for your weekly readings. Each response should be **at least 300 words long** and in MLA format. Journal responses should focus on analysis.

Weekly Quizzes: 20% of course grade. Tests will be given to make sure everyone is reading the material. The tests will cover basic information that anyone should be able to remember after a close reading. **Make sure you read the biographical material provided for each author also.**

Group Presentation: 20% of course grade. During the semester, you will be required to do a ten- minute PowerPoint presentation analyzing an assigned topic.

Classroom Participation: 20% of course grade. If there are twenty people in the class, there will likely be twenty different opinions on any topic discussed. Every pertinent opinion will be considered in a respectful manner, including the instructor's. Eruptions and interruptions will not be tolerated when someone else has the floor. The instructor will serve as guide to all group forums. The golden rule is "When the teacher is talking, no one else is." Each student needs to be willing to approach the material studied with an open mind and be willing to participate in class discussions. **THIS IS THE EASIEST PART OF YOUR GRADE!** Any student found asleep during class will be warned. On

the second offense, they will be asked to leave the class. The instructor takes these regulations very seriously, and they will be enforced.

Plagiarism: Cheating on papers and tests will result in an “F” for the course and more – in severe or repeated cases, it can lead to suspension or even expulsion. Many problems in this area are caused by students not knowing how to deal with sources. While it is acceptable to consult legitimate sources of information – scholarly articles and books – the most important thing is to study the assigned texts patiently. Relying on commercial notes may well hinder this process.

Grading Scale: **A – 100-90**
B – 89-80
C – 79-70
D – 69-60
F – 59 or lower

Late Assignments: Students are expected to have read the assigned material prior to class so that the instructor’s discussion questions and the class discussion will be meaningful. *Late assignments will lose one letter grade per day tardy.*

Attendance Policy: Your presence in class is required. When absence is necessary due to emergency, it is YOUR RESPONSIBILITY to obtain the assignment from another student or the instructor and complete it by the due date. Students are expected to speak and participate in class and to come to class prepared to discuss the assignment or read from assigned writing exercises. More than 6 absences may result in student being dropped from the course or failed. If you cannot come to class regularly, don't take this particular section of the course.

Policy on Academic Dishonesty: Academic dishonesty is any practice which gives one student a dishonorable advantage over another student engaged in the same or similar course of study and which, if known by the instructor in such course of study, would be prohibited. This shall include, but is not limited to, the following: securing or giving assistance during examinations or on required work; the improper use of books, notes, or other sources of information; submitting as one's own work or creation of any kind that which is wholly or in part created by another; securing and/or distributing all or any part of examinations or assignments prior to their being submitted to the class as a whole; or the altering of any grade or academic record. If an occurrence of Academic Dishonesty is observed on the part of a student, the case shall be handled in accordance with the procedures identified in the Student Handbook.

Americans with Disabilities Act (ADA) Notice:

In accordance with the American with Disabilities Act, Eastern West Virginia Technical and Community College’s programs and courses will be accessible to the handicapped and disabled.

If you have a disability which impairs your access to this course or your ability to pursue the coursework as it is presented, notify the instructor.

Title IX Notice:

Eastern West Virginia Technical and Community College is dedicated to ensuring a positive classroom environment. Discriminatory comments and actions based on age, race, religion, marital status, and gender are inappropriate classroom behaviors and will not be tolerated. Any further suggestions that would work to maintain such an environment should be directed at the instructor. This syllabus is subject to change as determined by the instructor. **Students will be provided a written notification of any changes in course requirements and assignments.**

Course Schedule:

8/30—Introduction to the Course: What is a Graphic Novel? Are Graphic Novels Literature?
How to critically read a graphic novel

9/4— Introduction to *Arkham Asylum*
“Deconstructing the Hero” Iain Thomson (article provided in class)
Do journal entry

9/6—*Arkham Asylum*
Group questions
Do journal entry

9/11—*Arkham Asylum*
Group questions
Do journal entry

9/13--Introduction to *Astro City*
Resiting “Heroization” –Kierkegaard, Nietzsche, and Heidegger
“Superman on the Couch: What Superheroes Really Tell Us about Ourselves and Our Society” Danny Fingeroth (article provided in class)

9/18--*Astro City*
Group questions (groups will answer question and present answer to class)
Do journal entry

9/20--*Astro City*
Group questions (groups will answer question and present answer to class)
Do journal entry

9/25--*Astro City*
Group questions (groups will answer question and present answer to class)
Do journal entry

9/27— Introduction to Analytical Research Paper
Bring in notes, text, and journal

By the end of class, you should have a working plan for research paper

10/1—Workshop on Research Paper
Prewriting exercises, initial research review, etc.

10/3—Introduction to *V for Vendetta*
Discussion of Alan Moore
“Notes on Anarchism” Noam Chomsky (article provided in class)
10/8—*V for Vendetta*
Group questions
Do journal entry

10/10—*V for Vendetta*
Group questions
Do journal entry

10/15—*V for Vendetta*
Group questions
Do journal entry

10/17—Film and the Graphic Novel
V for Vendetta (McTeigue, 2006)
Do journal entry

10/22—Film and the Graphic Novel
V for Vendetta (McTeigue, 2006)
Do journal entry

10/24—Film Discussion
Comparison of graphic novel and film
Do journal entry

10/29—Group Presentations

10/31—Group Presentations

11/5--Introduction to *American Splendor*
Discussion of Harvey Pekar
“Where Did ‘I’ Go?: The Loss of Self in Postmodern Times” Rick Wade (article provided in class)

11/7--*American Splendor*
Group Questions
Do journal entry

11/12—*American Splendor*

Group Questions
Do journal entry

11/14—*American Splendor*
Group Questions
Do journal entry

11/19—Introduction to *Ghost World*
Discussion of Daniel Clowes
What is the Postmodern Bildungsroman?

11/22—*Ghost World*
Group Questions
Do journal entry

11/29—*Ghost World*
Group Questions
Do journal entry

12/4—*Ghost World*
Group Questions
Do journal entry

12/6—Edit Research Paper
Bring in draft, materials, etc.

12/11—Proofread Research Paper
Bring in draft, materials, etc.

12/16—Last Class
Class Evaluations/Discussion of Class
Analytical Research Paper Due!