

Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 273 Graphic Novels and Libraries

Bulletin Description

This graphic novels and libraries course includes: a brief history of the medium, an introduction to comics theory, and how librarians are using graphic novels.

Credit: 3 semester hours.

Course Description

This graduate-level course on graphic novels and libraries includes a brief history of comics; an introduction to comics theory and theories of literacy; and an introduction to the ways in which graphic novels are used by librarians and information professionals. Through readings, online discussions, presentations and written assessments, this course aims to provide students with: a survey of the history of comics and graphic novels; an perspective on the use of graphic novels across cultures in a global environment; a foundational understanding of comics (sequential art) theory; an overview of graphic novel and comics pedagogy; an understanding of the relationship between graphic novels and multi-modal literacy skills for all ages; and, an understanding of the key concepts for graphic novel collection development, library policies, and program development.

Prerequisite(s): None

Co-requisite(s): None

Course Objectives

As outcomes of the course, students will/will be able to:

- Articulate the history and cultural value of comics and graphic novels;
- Demonstrate an understanding of the educational and pedagogical value of comics and graphic novels;
- Create a bibliography on the history of comics and graphic novels or on the value of graphic novels for teaching and learning;
- Critique collection development policies and challenged materials processes available online from a variety of libraries, archives, and/or museums;
- Design a library program/event proposal that involves: identifying and selecting a graphic novel that addresses a social justice theme; developing a program/event for a specific audience around that graphic novel and social justice topic; identifying a program

justification; outlining a clear strategy for preparing for and conducting the program; development of marketing materials; and the creation of a post-event assessment tool.

- Create a “Librarians’ Guide to Graphic Novels” that includes: a brief explication of the history of graphic novels including an articulation of their educational with a bibliography; a collection development policy; a recommended list and review of key graphic novels that should be included in their library’s collection; a challenged-materials response plan; and, a comprehensive plan for a graphic novels program/event.

Program Goals and Outcomes

The course contributes towards satisfying the following MS LIS program goal/s:

1.A. Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.

1.B. Understand the history of human communication and its impact on libraries, and the importance of effective verbal and written advocacy for libraries, librarians, other library workers and library services.

5.B. Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.

Units of Instruction

Unit	Title
1	Introduction and History of Graphic Novels
2	Graphic Novel Pedagogy and Multi-modal Literacy
3	Graphic Novel Collection Development and Library Policies
4	Graphic Novel Program Development and Evaluation
5	Putting It All Together

Learning Activities

Students interact with the instructor and colleagues through Blackboard, the course management system. Tools on the site support email, discussions, lectures, assignments, assignment and capstone

project information, and announcements. The announcements cover the week's activities, provide reminders, and call attention to the weekly content and other pertinent information. Assignments consist of posts to the discussion board, individual exercises and unit projects such as a presentation on the educational and cultural value of graphic novels, creation of a bibliography relating to a graphic novels topic, a critical analysis of a collection development policy, the creation of a challenged-materials process, and the completion of a comprehensive program/event proposal plan.

There is a semester capstone project in which students will be required to create a graphic novels guide for librarians. The purpose of the course capstone project is for students to demonstrate a comprehensive understanding of key course concepts and learning outcomes.

Assessment (*customize highlighted text to your course; rubrics may be cited and included as appendices*)

1. Course-Level Assessment
 - a) The discussions, labs, and individual exercises are designed to reinforce one or more of the course objectives.
 - b) The capstone project guide to graphic novels for libraries applies to and reinforces all course objectives: the ability to articulate of the history and cultural value of comics and graphic novels; a demonstrated understanding of the educational and pedagogical value of comics and graphic novels; the creation of a bibliography on the history of comics and graphic novels or on the value of graphic novels for teaching and learning; a critique and synthesis of a collection development policies and challenged materials processes; the ability to design a cohesive library program/event proposal that involves: identifying and selecting a graphic novel that addresses a social justice theme; developing a program/event for a specific audience around that graphic novel and social justice topic; identifying a program justification; outlining a clear strategy for preparing for and conducting the program; development of marketing materials; and the creation of a post-event assessment tool.
2. Program-Level Assessment. The MS LIS program is reviewed every seven years for continued accreditation by the American Library Association's (ALA) Committee on Accreditation. The program's most recent accreditation was in the Fall 2018 term. As part of this accreditation process, all students, faculty, alumni, and employers participate in periodic assessments, providing feedback for improving the MS LIS program. The two assessments below apply to every course in the program.
 - a) Faculty-Selected Assessment. Over a four year period each course in the MS LIS program is assessed by the instructor to determine how well students are learning the program goal/s related to the course. For each course, faculty select one or

more artifacts (e.g. assignment, exam, or semester project) as a representative measure of student learning of the related program goal/s. At the end of the course, the faculty member completes a course artifact assessment form describing the class' performance on the artifact, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are included as well.

In LIS 273, the capstone project is used as a representative measure of student learning of the related program goal/s.

- b) Student-Selected Assessment. The end-of-program assessment is an e-portfolio consisting of student-selected artifacts (assignments, discussion posts, projects, etc.) from their courses as evidence of satisfying each of the eight program goals. For each program goal, students write a reflection which describes the relationship of the artifact to the respective goal and their learning from the artifact.

In LIS 273, the capstone project is suggested as the course artifact should students decide to use their work in this course as evidence of satisfying the related program goal/s. This is because of the comprehensive nature of the project.

Grading Scheme

The course grade will be determined from the following activities. The percent in parentheses is that of the overall course grade.

- a) Discussion (28%)
- b) Bibliography (5%)
- c) Presentation (10%)
- d) Critical Analysis (10%)
- e) Library Program Design (17%)
- f) Capstone Project (30%)

Bibliography

One full-length graphic novel chosen from a provided list of suggested titles.

McCloud, S. (1994). *Understanding comics: the invisible art*. New York: HarperPerennial.

Stein, D. (2015). *From comic strips to graphic novels: contributions to the theory and history of graphic narrative* / Thon, Jan-Noël, editor of compilation. Berlin; Boston: De Gruyter.

Sousanis, N. (2015). *Unflattening*. Cambridge, Massachusetts: Harvard University Press.

Weiner, R. G. (2010). *Graphic Novels and Comics in Libraries and Archives: Essays on Readers, Research, History and Cataloging* / Scott, Randall W.; 1947- ; (Randall William),. Jefferson, N.C.: McFarland & Co.

Additional articles and chapters as assigned, available through the weekly content folders in the course management system.

Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

Asynchronous or synchronous lecture

Assigned weekly readings

Weekly assignments (individual and group)

Active participation in online discussions

Research for semester-long projects (term papers, projects)

Presentations (online or face to face)

Academic Service-Learning projects (where appropriate)