

Syllabus: Comics + Graphic Novels as Primary Sources

Course # ED 8136 01 | SUMMER
2020
UTPS 605NM 01

Course Information:

Location: The Internet, University of the Arts, 211 S Broad St, Philadelphia PA

Dates: Monday 7/13/20 to Friday 7/24/20

9:00 am – 12:00 pm

Instructor Information:

Ian Sampson // isampson@uarts.edu // ianesampson@gmail.com

Ian Sampson is an artist and interdisciplinary educator. His work has appeared in the *Society of Illustrators' Comic and Cartoon Art Annual* and his comics have been nominated for an Ignatz Award. He teaches comics, printmaking, interactive media, and storytelling at Universities and nonprofits in and around Philadelphia. He has degrees from Virginia Commonwealth University and the University of Delaware. He lives in Philadelphia with his wife and two kids.

Learn more about Ian and see his ongoing work at his website www.ianesampson.com and on Instagram @ianesampson.

Librarian Facilitator: Eric Gershman // eric_gershman@sdst.org

Eric Gershman is currently teaching in the School District of Springfield Township, where he has been a Language Arts teacher and Senior Thesis instructor for 20 years. Eric has been a participant of the University of the Arts Teaching with Primary Sources for the past six years and currently serves in the capacity of Facilitator for the TPS program after having been certified as a TPS Instructional Coach through the University of the Arts and the Library of Congress. Eric was part of a 2017 cohort of education specialists who completed the Library of Congress Summer Teaching Institute designed to model strategies for using

primary sources to engage students, build critical thinking skills, and construct knowledge in their respective classrooms. Eric lives in the Philly suburbs with his wife, Andrea, and his three children.

Course Description:

This course provides a general overview of American comics and graphic novels, particularly as a medium for storytelling and social commentary, using the resources of the Library of Congress. Through examination of contemporary graphic novels, small-press art comics, and classic newspaper comic strips, participants will consider visual literacy, basic narrative techniques, the combination of image and text, and historical context to better understand and analyze this art form. Participants in this course will plan lessons around this visual resource, exploring the potential impact to engage students with discussions and creative activities. Projects include researching and evaluating comic resources, group readings and discussions, hands-on drawing and printing activities, lesson plan development, and more. Content is appropriate to a range of subject areas as connections to history, social science, identity, artistic expression and visual literacy are explored.

Program Objectives:

Students completing graduate-level education coursework through the Professional Institute of Educators will:

- Enhance skills to improve teaching and student learning, both within and across content areas, to increase effectiveness in the classroom
- Communicate and collaborate with peers in diverse educational settings and communities
- Design and implement assessment strategies to evaluate student learning within and across content areas
- Gain skills, tools and techniques to enrich creative education in and through the arts and humanities to ensure high-quality arts education in schools
- Recognize and address the needs of all students, including those with diverse backgrounds
- Foster their own role in the lives of their students through exploration of the arts and humanities and integration of cultural resources into the classroom
- Utilize technology in diverse ways in support of student learning

Course Overview

I - Lecture

Subject-based introductions from instructor, includes: exploring primary source comics, the history of American comics, an introduction to comics as a contemporary artistic form, and basic storytelling theory and vocabulary. Class discussion.

II - Readings/Discussion

Individual reading of historically and/or artistically important comics and writings about comics, followed by group discussions.

III -Internet Research

Introduction/utilization of Library of Congress database, including the Swann Collection of Comic and Cartoon Art. Presentation of other Library/Archive collections databases and resources. Research towards in-class assignments.

IV - Hands-on Art Practice

Project in basic mini-comic construction, including writing, sketching, printing, and discussion of using this technique in the K-12 classroom. Will also include a number of exercises via instructional videos and group chat reviews of the work.

V - Virtual Tours of significant archives to see comics and comics-related collections

VI - Guest-lecture TBD

Student Learning Outcomes:

TPS Level I:

- Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study
- Describe examples of the benefits of teaching with primary sources
- Analyze a primary source using Library of Congress tools
- Access teaching tools and primary sources from loc.gov/teachers
- Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc.)
- Access primary sources and teaching resources from loc.gov for instructional use
- Analyze primary sources in different formats
- Analyze a set of related primary sources in order to identify multiple perspectives
- Facilitate a primary source analysis using Library of Congress tools
- Demonstrate how primary sources can support at least one teaching strategy (for example, literacy, inquiry-based learning, historical thinking, etc.)
- Create their own primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge

- Demonstrate the role of comics as an expressive form, with a focus on visual language and storytelling, via individual and group presentation

Course Resources (provided)

Google Drive folder containing Primary Source reference materials and readings
Pictures Worth Reading: TPS Comics & Graphic Novels Teacher Resource Guide (pdf)

Additional Course Materials | Supplies

Sketchbook

Index cards with at least one blank side

Pencils & erasers

A variety of pens and markers

Paper to draw on (I recommend you use cheap copier paper unless you are a confident drawer)

Scissors

Course Activities

All activities will be introduced and reviewed in class via video conferencing software, but instructional videos and individual working time will largely be non-synchronous

- Research, development and presentation of graphic novel research and lesson planning, individually and in teams
- Discussion of comics writing projects
- Hands-on art-projects (single-sheet books)
- Lesson plan development, to be completed during class time.

University Policies:

Attendance + Participation

All students are expected to attend class sessions regularly and promptly, and for the duration of the scheduled instructional time. Students are responsible for all missed coursework and may be penalized for habitual lateness or absence. Repeated absences may result in a grade of "F" for the course.

Students who withdraw from a course must do so in writing. Non-attendance does not constitute withdrawal.

Academic Honesty + Integrity

Violations of academic integrity are considered to be acts of academic dishonesty and include (but are not limited to) cheating, plagiarizing, fabrication, denying others access to information or material, and facilitating academic dishonesty, and are subject to disciplinary action. (Please visit

<http://cs.uarts.edu/pie/policies#academichonesty/integritypolicy> to review this policy in its entirety).

Accessibility and Accommodations

University provides reasonable accommodations to qualified individuals with disabilities to ensure equal educational and employment access, including access to University courses, programs, facilities, services, and activities, through the Office of Educational Accessibility at (215) 717-6616 or access@uarts.edu. Faculty can provide course accommodations/modifications to students after receipt of an approved accommodations letter from the Office of Educational Accessibility

Schedule:

We will meet each day via Zoom from 9-11am. I will then be online for Office Hours from 11-12. You may stay in the call, work independently, or arrange a private meeting with me. There will then be asynchronous work (i.e. homework) for you to complete in the afternoon/evening each day to add up to the mandated 42 hours of instruction.

Week 1

Session + Date	Topic	Coursework
Session 1 7/13/20 Monday	Introduction	Welcome Review syllabus, orientation TPS Level I, Session One
Session 2 7/14/20 Tuesday	A History of American Comics TPS Level 1	Comics History Presentation TPS Level I, Session Two Collage comics Readings

<p>Session 3 7/15/20 Wednesday</p>	<p>Drawing Lesson Plans</p>	<p>Drawing exercise – getting loose TPS Level I, Session Three Intro Lesson plan Assignment Time = Space TPS Teacher’s Network Album Readings</p>
<p>Session 4 7/16/20 Thursday</p>	<p>Thumbnails Story Bank</p>	<p>Speed Drawing Formal Analysis of Readings in Groups Thumbnail exercise Lesson Plans Story Bank</p>
<p>Session 5 7/17/20 Friday</p>	<p>Movie Screening Mini-comics</p>	<p>Review Story Banks Screening of <i>Cartoon College</i> Review mini-comics from private collection (video) TPS Network 2nd post</p>

Week 2

Session 6 7/20/20 Monday	Library Visit Adaptation	Review strips Storytelling basics and adaptation exercise TPS Network 3rd Post, Lesson Virtual Tour
Session 7 7/21/20 Tuesday	Guest Speaker Thumbnails	Review Adaptation Guest Speaker Thumbnail writing demonstration
Session 8 7/22/20 Wednesday	Inking TPS Network	Ink demo Vocabulary exercise TPS Network Album Creation/Work on Lesson Plan Journal exercise, Memory Palace
Session 9 7/23/20 Thursday	Lesson Plan	Lesson Plan development, review, and revise Review Virtual Tour Virtual Comic Ship Tour

Session 10 7/24/20 Friday	Making Comics	Draw single-sheet journal comics Fold and trade single sheet comics Group Share Party
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Grading Criteria and Assessments:

This course is graded pass/fail for non-credit students (ED 8136 01). Letter grades will be issued for graduate credit students (UTPS 505NM 01). All students will post three reflections on the TPS Teachers Network during the week in response to discussion prompts or primary sources. For-credit students will be responsible for one additional post.

All students:

Development of a lesson plan unit utilizing comics, cartoons, or graphic novels as a primary source, as applicable to the educator's individual classroom/teaching area. Lesson plan must include TPS album citing a minimum of three (3) sources from the Library of Congress digital archive. Lesson plan can be based on format relevant to the educator's institution, or via template provided. Lesson plans should reference how teachers might adapt content for student accessibility.

For-Credit students only:

Those students taking the course for credit should develop a lesson plan (see above) that cites a minimum of six (6) sources, of which three (3) should come from the Library of Congress and three (3) may come from either the Library of Congress or other museum/archival sources. Lesson plan can be based on format relevant to the educator's institution, or via template provided. Lesson plans should reference how teachers might adapt content for student accessibility.

ASSESSMENT ITEMS: Lesson Plan

TPS Teachers Network Album or Bibliographic Organizer

RUBRIC DOMAINS FOR ASSESSMENT:

Objective	Not Evident/Unsatisfactory	Basic	Proficient	Distinguished
Student Objectives	Objective(s) and not stated	Objective(s) and activities stated but no reference to what the students will know and be able to do	Objective(s) and activities stated with reference to what the students will know and be able to do	Objective(s) and activities clearly stated with reference to what the students will know and be able to do and how they will demonstrate what they know and are able to do, and under what circumstances the learning will take place
Materials and standards	No evidence of use of materials and standards	Evidence of the use of materials not aligned to standards	Evidence of the use of materials aligned to at least one standard	Evidence of the use of materials aligned to three or more standards
Evaluation	No evidence of evaluation	Evaluation included, but does not align with objective	Evaluation included, and aligns with objective	Evaluation included, aligns with objective, used to link to subsequent lessons

Final course grades will be calculated using the following scale:

Percentage Range
100 – 93%
92 – 90%
89 – 87%
86 – 83%
82 – 80%
79 – 77%
76 – 73%
72 – 70%
67 – 69%
63 – 66%
59% or less

PA and NJ Professional Development Credit:

Courses for credit qualify for PA Act 48 hours; non-credit coursework does not qualify. A three-credit class will be posted as Act 48 90-hour equivalency. Students will supply their unique PA Act 48 Professional Personal ID number and complete the request form, distributed in class, for credit to be posted. Act 48 posting to the PA Department of Education occurs at the end of each month, after final grading for coursework is complete. Students who teach in New Jersey should follow administrative policy for their own districts, which will require either a grade report or an official transcript to be submitted by the student. UArts is NJ provider #4700.