



LJWL(es)
WRI 3050 sec 1 (3)
World Literature – Comic Books Edition!!

Spring 2020

Meeting days: T/R	Instructor title and name: Breeann Kirby
Meeting times: 9:30 – 10:45pm	Office: BAC 122
Meeting location: BAC 151	E-mail: bkirby@pointloma.edu
Final Exam: T/ 5 May 10:30pm	Office location and hours: By appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

FAQ

COURSE DESCRIPTION

What am I going to learn in this class?

LIT 3050, World Literature—Comic Book Edition!, offers a semester-long examination of graphic voices from a variety of backgrounds around the world. By listening to these writers, we will address questions about gender, race, class, and agency. Specifically, we will focus on the global nature of comics and how they both reinforce and critique the stories we tell about ourselves and the other, examining how these comics address social issues in various genres and styles.

We will read novels, short stories, non-fiction, and critical essays in a graphic format; we'll then discuss and question how these texts create their impact and lead us towards the larger conversation of how literature can offer moments of transformation. Class lectures will provide you with important historical/biographical information and literary theory/terminology to put these works in context. Together, we will develop the means to engage in intelligent literary discussion and analysis.

The PLNU catalog says that LIT 3050 is

An advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts. Prerequisite(s): Fulfillment of the College Composition requirement, [LIT 2000](#), and Junior or Senior standing.

Why do I have to take this class?

The short answer is that you need this class or one like it to graduate. The better answer is that this class will make you aware of how stories affect our lives—an awareness you can take from the classroom into many areas of your life. Being able to listen to/read, analyze, synthesize, and enact stories gives you agency¹ in whatever field you may enter.

The more official answer is that this course is one of the components of the General Education Program (GELO) at Point Loma Nazarene University, under the category of Seeking Cultural Perspectives. By including this course in a common educational experience for undergraduates, faculty supports a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary (PLNU Catalog).

The Institutional (ILO) and General Education (GELO) Learning Outcomes addressed in this class are as follows:²

<p>Context: Learning, Informed by our Faith in Christ</p> <p>ILO #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning</p>
<p>GELO 1a <i>Written Communication:</i> Students will be able to effectively express ideas and information to others through written communication.</p>
<p>GELO 1b <i>Oral Communication:</i> Students will be able to effectively express ideas and information to others through oral communication.</p>
<p>GELO 1c <i>Information Literacy:</i> Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.</p>
<p>GELO 1d <i>Critical Thinking:</i> Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.</p>
<p>GELO 1e <i>Quantitative Reasoning:</i> Students will be able to solve problems that are quantitative in nature.</p>

¹ The ability to act with power and authority.

² SLOs have been taken from Dr. Pedersen's LIT 3053 syllabus.

Context: Growing, In a Christ-Centered Faith Community
ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments
GELO 2a Students will develop an understanding of self that fosters personal wellbeing.
GELO 2b Students will understand and appreciate diverse forms of artistic expression.
GELO 2c Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.
Context: Serving, In a Context of Christian Faith
ILO#3: Students will serve locally and/or globally in vocational and social settings
GELO 3 Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.
Course Learning Outcomes for LIT 350: World Literature
CLO 1 Students will closely read and critically analyze texts. (GELO 1d, 2b, 2c)
CLO 2 Students will recall, identify, and use fundamental concepts of literary study to read texts: terms, modes/genres, element, periods (dates, writers, characteristics, developments). (GELO 1d, 2b)
CLO 3 Students will connect the literary works with their own lives and with the social, cultural, and historical contexts of the works and their authors. (GELO 1d, 2b, 2c)

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

What do I have to buy for this class?

1. McCloud, Scott. *Understanding Comics*
ISBN: 97800609762552
2. Miyazaki, Hayao. *Nausicaa Of The Valley Of The Wind, V.1*
ISBN: 9781591164081
3. Abouet, Marguerite and Clement Oubrierie. *Aya*
ISBN: 9781894937900
Or
ISBN: 9781770460829
***Please note the ISBNs; this title has a few different versions. This title is also on reserve at the library.**
4. Moon, Fábio and Gabriel Bá. *Daytripper*
ISBN: 9781401229696
5. Abirached, Zeina. *A Game For Swallows*
ISBN: 9781575059419
6. Bui, Thi. *The Best We Could Do*
ISBN: 9781419718786

7. Some printouts from other material placed in the PAGES section of Canvas as well as a few written assignments.
8. Various office supplies (highlighters, pens, stapler, Scotch tape, paper for notes)

In the interest of lightening the financial burden of college education, I have placed our additional readings on Canvas rather than constructing a course reader. **You must read this material before class AND either bring in printouts of the pages or a NON CELL PHONE device to read them on. If you do not, I will sweetly ask you to leave class to retrieve the materials (including books on the days we read the above books).** Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. However, any use of those materials outside the class may violate the law.

Are there any resources I can use online and/or on campus to help me?

Yes. The following are a few of my favorites.

The Writers' Studio is located in Bond Academic Center, room 159

<http://www.pointloma.edu/experience/academics/schools-departments/department-literature-journalism-modern-languages/writers-studio>.

The Library has not only many books but also databases that allow you to do specific searches for any topic you want. Further, it also contains very helpful librarians who can assist you.

Canvas will contain this syllabus, the assignments, some readings, and other fun sundries throughout the semester. Sometimes you might have to print them for class. Please check Canvas regularly.

OneLook is an online database of dictionaries www.onelook.com.

Wikipedia is an online encyclopedia www.wikipedia.org. Though this site can have errors from time to time, it is a wonderful place to look up any person, place, or event you encounter in your reading that you do not know. While I love Wikipedia for its ability to quickly provide information, DO NOT use this as a source for your papers.

Me I am available to answer any questions you may have. You can schedule appointments to see me in class or email me—**please include “WRI 3065” in the subject line of your emails to me.**

ASSESSMENT AND GRADING

How do I pass this class?

1. Come to class
2. Do all the assignments
3. Turn them in on time

What specifically does that look like?

You will read a lot in this class. Granted they all are comic books of some type, but you will be expected to read, engage with the text, and have thought about it. The weekly reading quizzes will help you stay on task with the reading. Because comics by their nature are a visual medium there are no audio comic books. If you prefer to read your books aurally, you may want to look into another literature course. Further, some of these comics do have a cartoon equivalent; however, as you well know, the movie is rarely like the book. I would advise you to actually read

our texts, perhaps even revel in the fact you are getting to look at some amazing and entertaining art for an upper division college course.

There will be some sort of writing due every week in the form of Instagram posts. This isn't to scare you but to let you know the pacing of the class.

Since the writing is on social media does that mean it can be some sort of stream of consciousness string of words I wrote during chapel right before class?

Nope. Nor can any other writing you do for me.

Unless done in class, anything you submit to me needs to be

- a. Typed and double spaced in the appropriate format (the default is MLA);
- b. Demonstrate you have been thinking about the problem/topic you are writing about;
- c. Be free of typos.

So I have to have perfect grammar or you will fail me?

No. Typos are not grammar mistakes. Typos are ignoring the things that you already do proficiently in your writing on social media, email, and texting. Things like not putting a period at the end of a sentence Or not capitalizing my name, which is breeann Kirby (another typo is spelling my name wrong—or your name, for that matter). Or when you are writing.³ You need to have complete thoughts. Typos are one of my HUGE pet peeves. They are not just mistakes but a sign of disrespect to me and your peers who will be working with your writing. Most typos can be easily caught if you read through your paper at least once before you turn it in (pro tip: read your paper out loud. You'll catch a lot of stuff that way.) Because no one is a perfect proofreader, I will allow one typo every page (meaning if you have a five-page paper, you may have up to five typos total on any of the pages in that work).

What are the specific assignments?⁴

Contract (9%): You will write a contract for the grade you wish to earn in this class and evaluate yourself with regards to the contract at the middle of the semester and the end.

Quizzes (10%): There will be 12 quizzes that will cover our readings. You need to do 10 of the 12 with a minimum grade. These quizzes will happen about once a week on Canvas. There will be no make-up quizzes given.

INSTAdiscussions (20%): As we read and discuss our texts, I will post discussion questions on Instagram. First, you will create an academic Instagram account (not your personal account—you don't want to mess up your curation). Then you will follow me: @naturenarratives to see the prompt. You must post your answer to the prompt which will be both a photo (can be taken from our reading) and an explanation as to why that photo answers the question AS WELL AS the relevant hashtags. You may not duplicate a classmate's photo; nor should you use photos you rip from the web. Rather, try for an original picture you took. Remember, this is social media; have fun with it. You must post on the due date, and you will comment (in addition to liking) at least two other of your classmate's responses. I will post 12 questions; you must respond to 10.

Midterm Exam (10%): Your midterm will be 5 March. It will be short essays, drawing from

³ Note the three typos here.

⁴ * denotes a B grade assignment/ ** denotes an A grade assignment.

the ideas generated throughout our class.

GE Response Paper (10%): Drawing from your experience in class, you will choose one work from our course readings that has impacted your understanding and appreciation of cultural perspectives to some degree and write a 2- to 3-page response. It will be submitted in MLA format both in paper copy the last day of class.

Final Exam (7%): This will be a comprehensive exam. Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedule site and in this syllabus. No requests for early examinations or alternative today's will be approved.

***/**Attend a Reading or Play (10%):** There are many opportunities on campus (and off) to see creative events. Many of these events are even followed by a time of interaction with the speaker. You will attend at least one reading this semester and write a 500-word minimum response. This response is **due no later than 1 week** after your attendance of the event

****Presentation (7%):** You will craft a 3-minute presentation to present the emerging issues, structures, themes, and authorial background of a graphic writer/illustrator of your choice (and genre). The selections will be assigned on a first come, first served basis. It will be your job to make your classmates and Prof. Kirby wish that we had been assigned to read your chosen text. More details and rubric for this assignment are on Canvas.

****Final Creative Project from Class Text (7%):** You will create a creative response inspired by one of our texts. This response can be a short comic, a performance, a written story or poem, a video, pretty much you can respond in any way you'd like. You will do a short presentation of your work as part of the final.

Class Participation (10%): Effective learning happens in a dynamic environment. Therefore, you must interact with the instructor and the other students every class session—aka talk. If you wish to earn your participation grade, you must have a good attitude; you must read all of the readings; and you must speak out. Make it your goal to come up with one good thought for every class and to share it. Also, you must turn off your cell phones when you enter the classroom; use of cell phones will not be permitted unless you have an academic accommodation OR I give you specific permission. Other electronic reading devices are allowed on the days we have comics in digital format; **however, if you use your device to disengage from class discussion, I will sweetly ask you to leave that day and try again next time.**

For all of these assignments, further instructions will be given on Canvas and/or in class

There are a lot of people in this class and I am shy about speaking publicly. Do I really have to talk in class? And if I do, how do I know that I will not be treated unkindly?

First, I feel you. I actually have a strong sense of stranger danger and hate talking in front of people. I am nervous every class, but practice has made it easier and easier.

Second, it is important for you to practice speaking publicly now when you are in a safe space with an advocate (me); again, practice will make it easier and easier. Respect in class is a must. Again, this classroom is a safe space. As we discuss and analyze works that may address potentially emotional topics, we will encounter many different viewpoints within the class. Much of the work we will do in this class is cooperative. You should think of all your reading, writing,

and speaking for and in class as public, not private, discourse. **By continuing in this class, you acknowledge that your work will be viewed by others in the class.**

For those of you who are already strong and confident in your opinions and abilities, be sensitive to others who are not. Sometimes take the lead in recognizing when others want to talk, asking them for their opinion and feedback. In order to be a good participant in this class, you must be sensitive to your fellow learners, recognizing them as human just as you are. As we share ideas, personal insults and comments will not be tolerated. I will ask you to leave if you cannot be kind. If you aren't sure how to phrase your opinion, please ask me.

For all of us, assume the best about the person speaking. Sometimes we need to hear what we are saying before we understand exactly what we are saying. Ask for clarification; respectfully disagree. The best rule to follow: **be kind.**

A lot of class discussion seems to come from our outside experiences and opinions, do I need to take notes?

Absolutely. Note taking is a valuable skill in every discipline and should be practiced whenever possible. Sometimes I may SPEAK information in class that is important. It is your responsibility as an active class participant to take notes. I often will use class discussion as a place to clarify how to do a certain assignment. This discussion may not appear on Canvas or a PowerPoint presentation. Further, I like to toss in quiz and midterm questions that come from class discussion. Thus, your taking good notes is important for your success in the class.

How will I know my grade in the class?

To eliminate grade anxiety, I've set this course up on a contract grading model. This model means that you can **choose** which grade you would like to earn right now at the beginning of the semester and then **allocate your time** wisely to earning that grade. A written contract is due the third week of class that states the grade you intend to earn in the class as well as the work you will do to meet contract; I will then ensure you meet your learning goals. At two other points in the semester, you will evaluate your contract and contribution to the course. You are free to change your mind during the semester about what grade you wish to earn, but we must then meet to negotiate your new contract.

I will not accept work that is unfocused and rife with grammatical and logical errors and typos. If you happen to submit an assignment that appears to be the product of lazy engagement with the material, you risk not meeting the conditions of our grade contract; I will allow you the opportunity to redo two assignments if they do not meet the standards of your contract, not including quizzes, midterm and final exams. **If I accept your work, it means you met contract and are earning the grade you chose.** I assume that none of you want a grade of D or F; if you are interested in a grade lower than a C, please meet with me to discuss your options.

70-79%: C

To earn a C grade in this class, you will:

1. Create a contract for your grade, evaluating it twice in the semester (9%);
2. Contribute to class discussion every class (participation 10%);
3. Participate in the in-class notecard exercises (participation 10%);
4. Miss no more than 3 classes this semester;
5. Come to class on time;
6. Turn in your assignments on time;
7. Pass 10 quizzes with an average score of 60% (10%);
8. Contribute to 7 discussion questions on Instagram (20%);
9. Pass the midterm with a 70% or better (10%);
10. Pass the final exam with a 70% or better (7%);
11. Submit your Response Paper (10%).

**For a grade of C+, you will produce high-quality work and be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback both in the classroom and on Instagram.*

I will not accept work that does not meet with the quality expected of a C. If you do not do C-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the C level. Thus you can earn a C- or a C+.

80-89%: B

To earn a B grade in this class, you will do all of the above **C assignments (76%)** as well as

1. Attend one literary event in the semester, providing a 500-word response to it (10%);
2. Pass 10 quizzes on Canvas with an average score of 75%;
3. Contribute to 10 discussion questions on Canvas;
4. Pass the midterm and final exams with at least a score of 75% each.

**For a grade of B+, you will produce high-quality work and be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback both in the classroom and on Instagram.*

I will not accept work that does not meet with the quality expected of a B. If you do not do B-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the B level. Thus you can earn a B- or a B+.

90-100%: A

To earn an A grade in this class you will do all of the assignments listed for **B and C grades (86%)** as well as

1. Create and give a 3-minute presentation on a comics writer/author/illustrator of your choice that we will not read as a class, signing up for this presentation by 4 February on Canvas (7%);
2. Create and present a response to one of our course readings (7%).
3. Pass the midterm and final exams with at least a score of 85% each.

**For a grade of A, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of an A. If you do not do A-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the A level. Thus you can earn an A- or an A (sorry there are no A+s, but you are all A+ in my heart).

It's halfway through the semester, and I haven't had any emails from you about my grade. How will I know if I am awesome and still on contract? Should I be nervous?

First, you are awesome! Never doubt that. Your grades do not make you an awesome person; how you engage in life does. But I know we all care about grades, so second, if you are doing the assignments according to one of the contracts listed above and you have not heard from me about them, it means that you are doing a great job and are on track for your contracted grade. The only time I will initiate contact about your grade is if you are NOT meeting your contract. However, you are always welcome to ask me about your grade or performance in class at any time in the semester.

I wrote the most amazing post on Instagram and then it deleted it and told me my account was blocked. What do I do?

I'm sorry that totally sucks. One way to avoid this problem is to not wait until the last minute to post. Instagram often interprets a burst of many people posting the same hashtags at the same time as bots and shuts down the accounts. If you choose to do your posts earlier than the due date (I will put them up about a week before they are due), then you will not be seen as a bot.

But I didn't post earlier, I'm looking at the FAQ because I posted at the due date and my post was deleted. So what do I do now?

Did you COPY your response BEFORE posting it, so you can paste it into an email or new post? If so, try to post the text again without the hashtags. Then add the hashtags as a comment below the main post. If that doesn't work, try to post again without hashtags and tag me in the image. If your account has been blocked, send the image and post to me in an email with the appropriate subject line. Then immediately contact Instagram and let them know that your account is for a class and ask them to restore it. They will.

If you didn't copy your post before you posted it, then I am sorry, the post is gone; you will have to rewrite it. Consider it a hard but good lesson (like back in 2004, when I didn't back up my Master's thesis and lost 50 pages when the computer randomly shut down—you can bet I save my work regularly now). Rewrite your post, COPY it, then try the above strategies to get it posted.

I successfully posted an amazing INSTAdiscussion. How do I know whether you've seen it?

Hashtags are important because that is how I will search for those of you who completed the prompts. Usually within three days, I will like all the Instagram posts to let you know that I have noted them for your contract. But sometimes I miss things. If you don't see a like within one week of posting, please contact me, using the appropriate subject line in your email⁵, so that I can like your post.

Will you assign extra credit?

During a given semester, opportunities for extra credit may arise. These assignments are often difficult. These tasks give you a chance to make up elements of our contract; therefore, they require *extra* effort.

How do I contact you?

At the top of the syllabus, all of my contact information is listed. In the subject line of your email, please indicate LIT 3050. If you don't, I will sweetly remind you to format your email correctly.

A	93-100 Percent
A-	90-92
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	Below 60

INCOMPLETES AND LATE ASSIGNMENTS

What if I turn in a late assignment?

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

That said, life happens to all of us, including me. So sometimes we miss deadlines. To allow for that possibility, I have scheduled 12 quizzes and 12 INSTAdiscussions rather than the required 10. While I will not accept a late submission for either, having those two extra submission possibilities should provide you with some breathing room if life happens and you miss one.

⁵ Wow, I remind you a lot about your email header in this FAQ. Do you think it's important to me? ☺

For the other assignments, come talk to me if you know you will miss one ahead of time OR email me immediately if you do miss one. Remember to put “LIT 3050” in the subject of your email, or I will sweetly request that you do so before addressing your concerns.

What if you don't accept an assignment?

If your assignment does not meet the standard of our contract, I will hand it back to you. You will then have until the next class period to revise it to meet contract.

What if I don't turn in an assignment at all?

I will still like you. However, failing to do assignments (or adequately revising any ones I request) will result in a voided contract and a letter grade of D or F for the course. Of course, you should chat with me about any circumstances that maybe had you miss an assignment because we may be able to revise your contract to a satisfactory end.

PLNU ATTENDANCE AND PARTICIPATION POLICY

What if I have to miss a class?

You must attend class to pass the class. However, I do understand that emergencies do come up. If you do choose to miss class, you are responsible for the material covered and assignments given/due. **You must get this information from another student (not your instructor).** Class work is a privilege for those students who choose to come to class. They may decide to share what we did with you if you ask nicely. Also, you must be prepared for the next class you attend. “I didn't know what to do because I missed last class” is not an acceptable excuse.

As PLNU notes,

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

See [Academic Policies](#) in the Undergraduate Academic Catalog.

You may be absent **three class sessions without question**. Wise students will not use up allowable absences early-on for fickle purposes, however. A total of four **absences** may result in a letter's reduction in the course grade. A total of six absences may result in failure of the course. Three times of arriving late or exiting class early will equal one absence. You should not depend on doctors' or deans' excuses to bail you out. The built-in allowances are there to cover such needs, so plan carefully and do not use up your allowed absences early in the semester. **Please talk to me and e-mail me about extended illness, emergencies and absence for official university business.** Students in traveling groups that **represent the university** should meet with me during the first week of classes to review the group's travel schedule and its impact in LIT 3050. Students who are absent from six class sessions within the first five weeks (without legitimate reasons communicated promptly to the professor via e-mail) should expect to be **automatically and officially de-enrolled** from the course. I warn students via e-mail of impending de-enrollment after five absences.

Distracting and disruptive behavior will be considered an absence.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU ACADEMIC HONESTY POLICY

What if I want to use other people's writing in my writing?

As Solomon wisely noted, "There is nothing new under the sun." Thus, it is perfectly okay to reference other texts (written or visual) in your own writing. However, you must give credit to any ideas or sentences that are not originally yours or aren't common knowledge. To omit doing this action is an act of plagiarism. Writing is often collaborative, and writers share and borrow from each other all the time (just as I did from other PLNU faculty when I wrote this syllabus). There are ways to do this that are acceptable (such as taking suggestions from a professor or a peer), but there are also ways to use other people's ideas or words in a way that is considered plagiarism (such as passing off somebody else's work—even just a sentence—as your own). We will discuss this further in class.

Plagiarism of any kind will not be tolerated. Any word or idea that is not your own must be cited correctly. As explained in the University Catalog,

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog.

See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

If you aren't sure if you are plagiarizing (you sweet, naïve thing), check out the information on the university cheating and plagiarism policy at <http://catalog.pointloma.edu/content.php?catoid=8&navoid=864>

Or you can visit PLNU's library which also has an excellent tutorial on how to avoid plagiarism. Finally, you can always talk to me. If you're wondering if you may have paraphrased too closely, be sure to ask before you turn in the assignment. You will not be penalized if you ask first.

PLNU ACADEMIC ACCOMMODATIONS POLICY

What if I need some extra help in your class?

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

Also, come see me if you think you may need some extra assistance in passing this class.

**This syllabus is a contract. If you continue in this course,
then you agree to comply with the class policies as stated here.**

COURSE SCHEDULE AND ASSIGNMENTS

Schedule⁶

Readings and assignments are due on the date listed.

CR denotes readings can be found on Canvas in PAGES section.

Week 1

16 January Syllabus/Getting to Know You

Week 2 – Comics = Art?

21 January McCloud: Chapter 1 “Setting the Record Straight

23 January CR: Masreel excerpt from *Passionate Journey*

CR: Ernst excerpt from *Une Semaine de Bonté*

DUE: INSTAdiscussion #1

DUE: Quiz 1

Week 3 – Stories We Tell About Who We Are

28 January McCloud: *Chapter 2 “The Vocabulary of Comics”*

CR: Hergé *Tintin and the Picaros*

DUE: Contract for Grade

DUE: INSTAdiscussion #2

30 January Abirached: *A Game For Swallows* (ENTIRE BOOK, PLAN ACCORDINGLY)

DUE: Quiz 2

Week 4

4 February CR: McCloud *Making Comics* Chapter 1

DUE: Sign up for A-Project Presentations (On Canvas; your name AND chosen comic that we are NOT reading in class)

DUE: Quiz 3

6 February Moon and Bá: *Daytripper* (pp.

DUE: INSTAdiscussion #3

Week 5

11 February Moon and Bá: *Daytripper* (pp.

DUE: Quiz 4

13 February CR: Thompson excerpt from *Carnet de Voyage*

DUE: INSTAdiscussion #4

⁶ Note: I reserve the right to change the syllabus as needed to facilitate our course goals. You will receive notification of these changes; after which time, you are responsible for required material.

Disclaimer: This class is taught at the college level; therefore, reading materials may be adult and/or controversial in connotation and/or denotation. The purpose of presenting such material is to expose you to various viewpoints—viewpoints that will act as sources for discussions. For this reason, no alternate materials will be provided.

Week 6 – Stories We Tell About Who Is Other

- 18 February** McCloud: Chapter 3 “Blood in the Gutter”
CR: Gosciny and Uderzo *Asterix and Cleopatra*
DUE: Quiz 5
- 20 February** Abouet and Oubrerie *Aya*
***On reserve at library**
DUE: INSTAdiscussion #5

Week 7

- 25 February** McCloud: Chapter 4 “Time Frames”
- 27 February** CR: Okorafor and various artists excerpt from *Black Panther, Long Live the King*
CR: Kwanza Osajyefo and Tim Smith excerpt from *Black*
DUE: INSTAdiscussion #6
DUE: Quiz 6

Week 8

- 3 March** TBD
DUE: Contract Evaluation 1
- 5 March** MIDTERM

Week 9

- 9 – 13 March** **SPRING BREAK – NO CLASS**

Week 10

- 17 March** Bui: *The Best We Could Do* (ENTIRE BOOK, PLAN ACCORDINGLY)
DUE: Quiz 7
- 19 March** McCloud: Chapter 5 “Living in the Line”
CR: R.Crumb excerpt from *Genesis*
DUE: INSTAdiscussion #7

Week 11

- 24 March** PRESENTATIONS
- 26 March** PRESENTATIONS

Week 12

- 31 March** CR: Hwa excerpt from *The Color of Earth*
DUE: INSTAdiscussion #8
- 2 April** CR: McCloud *Making Comics Chapter 3*
CR: *McKean excerpt from Pictures that Tick 2*
DUE: Quiz 8

Week 13

- 7 April** CR: McCloud *Making Comics* Chapter 4
 CR: Gaiman excerpt from *Sandman*
DUE: Quiz 9
DUE: INSTAdiscussion #9
- 9 April** NO CLASS

Week 14

- 14 April** Miyazaki: *Nausicaa Vol 1* (ENTIRE BOOK, PLAN ACCORDINGLY).
DUE: Quiz 10
- 16 April** CR: Masamune excerpt from *The Ghost in the Shell*
DUE: INSTAdiscussion #10
DUE: Quiz 11

Week 15

- 21 April** McCloud: Chapter 8 “A Word About Color”
 CR: Maroh excerpt from *Blue is the Warmest Color*
DUE: INSTAdiscussion #11
- 23 April** McCloud: Chapter 9 “Putting It All Together”
DUE: Quiz 12
DUE: INSTAdiscussion #12

Week 16

- 28 April** TBD
- 30 April** TBD
DUE: Contract Evaluation 2

FINALS WEEK

- 5 May** FINAL 10:30 – 1pm
DUE: Final Creative Project from Class Text (A-Project)
DUE: GE Response Papers (entire class)