

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

| | | | |
|-------------------------|--|--------------------------|-------------------|
| College/School | College of Integrative Sciences and Arts | Department/School | IHC |
| Prefix: EN G | Number: 446 | Title: Visual Narratives | Units: 3.0 |

Course description: [From Catalog]: Reads, analyzes and crafts visual narratives including graphic novels, picturebooks, films, commercials and videogames.

| | | |
|--------------------------------|----|--|
| Is this a cross-listed course? | No | If yes, please identify course(s): |
| Is this a shared course? | No | If so, list all academic units offering this course: |

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

| | | |
|---|----|-------------------------|
| Is this a permanent-numbered course with topics? | No | Chair/Director Initials |
| If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. | | IFM (Required) |

Requested designation: Humanities, Arts and Design–HU **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ [Criteria checklist](#) for General Studies designation being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books


It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

| | | | | | |
|------|-------------|--------|---------------------|-------|--------------|
| Name | Ian Moulton | E-mail | ian.moulton@asu.edu | Phone | 480 727-1172 |
|------|-------------|--------|---------------------|-------|--------------|

Department Chair/Director approval: (Required)

| | | | |
|------------------------------|-------------|-------|---------|
| Chair/Director name (Typed): | Ian Moulton | Date: | 5/10/17 |
|------------------------------|-------------|-------|---------|

| | |
|-----------------------------|---|
| Chair/Director (Signature): |  |
|-----------------------------|---|

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

| ASU - [HU] CRITERIA | | | |
|---|--------------------------|---|---|
| HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content. | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience. | Syllabus and Justification |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions. | Syllabus and Justification |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions. | Syllabus and Justification |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements: | |
| <input type="checkbox"/> | <input type="checkbox"/> | a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | b. Concerns aesthetic systems and values, especially in literature, arts, and design. | Syllabus and Justification |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. Emphasizes aesthetic experience and creative process in literature, arts, and design. | Syllabus and Justification |
| <input type="checkbox"/> | <input type="checkbox"/> | d. Concerns the analysis of literature and the development of literary traditions. | |
| | | THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN: | |
| | | <ul style="list-style-type: none"> Courses devoted primarily to developing skill in the use of a language. | |
| | | <ul style="list-style-type: none"> Courses devoted primarily to the acquisition of quantitative or experimental methods. | |
| | | <ul style="list-style-type: none"> Courses devoted primarily to teaching skills. | |

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|-------------------|-----------------------------|
| ENG | 446 | Visual Narratives | HU |

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|-------------------------------|--|---|
| 1 | Course studies aesthetic experience of various forms of visual narratives, including picture books, graphic novels, films, photo essays, etc. | Weekly assignments and readings deal with aesthetic issues such as visual form (week 9), color (week 10), rhythm of editing (week 12), etc. |
| 2 | Course is entirely focused on interpretation, analysis, and creation of visual texts. | Weekly assignments and readings all involve interpretation and analysis of visual texts of various kinds. The course assignments include both creative and analytical work (2 analysis papers and 3 creative pieces). |
| 4b | Course focuses throughout on aesthetic systems and values, especially in the areas of art and design. | Weekly assignments and readings deal with aesthetic issues such as visual form (week 9), color (week 10), rhythm of editing (week 12), etc. |
| 4c | Course deals throughout with issues relating to aesthetic experience and creative process in art and design of visual narratives in various media. | Weekly assignments and readings address aesthetic issues and creative process, as do the 3 creative assignments (picture book/graphic novel; photo essay; short film). |

ENG 446: Visual Narratives

Instructor: Dr. Wendy Williams
Email: Wendy.R.Williams@asu.edu
Office Hours: By appointment
Office Location: SANCA 251D (Poly)

Course Description

Students will read, analyze, and craft visual narratives in this course. Some of the forms of visual narratives we will work with include videogames, picturebooks, comics, graphic novels, photo essays, TV shows, film, animation, short films, vines, commercials, and music videos.

Course Goals

1. Become familiar with common design elements.
2. Explore a range of different kinds of visual narratives.
3. Analyze the design elements at work in visual narratives, considering both the possibilities and limitations of visual storytelling.
4. Compose multiple visual narratives with effective design elements in mind.

Required Textbooks

Eisner, W. (2008). *Graphic Storytelling and Visual Narrative*. New York: W.W. Norton & Company.
Block, B. (2008). *The Visual Story: Creating the Visual Structure of Film, TV, and Digital Media*, 2nd ed. Burlington, MA: Focal Press.
Tan, S. (2006). *The Arrival*. New York: Arthur A. Levine Books.

Grading Scale

A = 90-100% B = 80-89.99% C = 70-79.99% D = 60-69.99% E = 50-59.99%

Point Breakdown

| | |
|-----|--|
| 21% | Analysis Paper #1: Picturebook, comic, or graphic novel (5-7 pages) |
| 30% | Analysis Paper #2: TV show, film, animated work, or videogame (8-10 pages) |
| 5% | Videogame Slides |
| 10% | Creative Piece #1: Picturebook, comic, or graphic novel |
| 5% | Creative Piece #2: Photo essay |
| 15% | Creative Piece #3: Short film |
| 5% | Course Reflection |
| 9% | Participation |

Attendance and Participation

Your attendance and participation are essential components of this course. Please be on time and remain for the entire class. Arriving late, vanishing, leaving early, or being absent will result in lost classwork points that cannot be reclaimed. Missing more than 15 minutes of a class will count as an absence for that day. Students may miss 1 class without penalty; beyond that, the following deductions will apply: 2 absences = -3%, 3 absences = -6%, 4 absences = -9%. A student with 5 absences will automatically fail the course.

Bring the assigned readings with you to class each day, and be prepared to demonstrate your familiarity with texts through discussions and other class activities.

Missed Assignments and Late Work

Late work will receive a penalty of -10% per week beginning immediately after collection. No work will be accepted after our class on April 28. If you are absent on a day when a paper is due, email it to your instructor before the class start time to avoid late penalties.

Academic Dishonesty

Academic dishonesty is not tolerated at ASU, and it will result in a grade of zero for an assignment and a semester grade of "E" with accompanying transcript notation. Always do your own work, and cite any sources you use. See ASU's policy on academic dishonesty for more information.

Offensive or Upsetting Content

This course may contain content that some people deem offensive or upsetting. After all, we will sometimes explore narratives about real life, which contains offensive and upsetting language, acts, etc. If you think a particular text will be painful for you, please send me an email or talk to me. I am happy to work with you to find a suitable replacement.

Use of Technology

Please put away cell phones, laptops, and tablets. Using technology for texting, tweeting, social media, or other purposes not directly related to our class session pulls your attention away from us and can distract others around you. Those who engage in this sort of behavior will lose some or all of the points available for the day at the instructor's discretion. Please note: E-books are allowed.

Accommodations for Students with Disabilities

Any student in need of an accommodation for a disability should register with the Disability Resource Center immediately. DRC paperwork is necessary to receive accommodations.

Religious Holidays and School-Sanctioned Events

If a class meeting conflicts with one of your religious holidays or a required school-sanctioned event, please notify your instructor in writing during the first week of the semester so a reasonable accommodation can be made.

Unexpected Instructor Absence

In the unlikely event that your instructor is not in the classroom for the first 15 minutes of class, you are free to go. Check your email account that is linked to Blackboard for instructions.

Course Calendar

Jan. 13 Week 1: Course Overview / Videogames

In class: Welcome to the course
Introduction to visual design principles - Serafini PDF
Examine videogames as visual narratives
Directions for videogame slides

Jan. 20 Week 2: Videogames

Due: **Videogame Slides (5%)**
Read GSVN Chapters 1-5: The Story of Storytelling, What Is a Story?, Telling a Story,
Images as Narrative Tools, & All Kinds of Stories
In class: Present videogames
Discuss assigned reading

Jan. 27 Week 3: Wordless Picturebooks

Due: Read *The Arrival*
Read GSVN Chapters 6-7: The Reader & Reader Influences
In class: Discuss assigned reading
Directions for paper #1

Feb. 3 Week 4: Picturebooks

Due: Read GSVN Chapter 8: Ideas
In class: Discuss assigned reading
Examine picturebooks as visual narratives

Feb. 10 Week 5: Comics and Graphic Novels

Due: **Analysis Paper #1: Picturebook, comic, or graphic novel (5-7 pages) (21%)**
Read GSVN Chapters 9-12: The Writing Process, Storytellers, Artistic Style and
Storytelling, & Comics and the Internet
In class: Discuss assigned reading
Examine comics and graphic novels as visual narratives
Workshop time for creative piece #1

Feb. 17 **Week 6: Photo Essays**

Due: **Creative Piece #1: Picturebook, comic, or graphic novel (10%)**
In class: Share picturebooks, comics, and graphic novels
 View photography how-to videos (see Blackboard for links) / Discuss
 Examine photo essays as visual narratives
 Workshop time for creative piece #2

Feb. 24 **Week 7: TV**

Due: **Creative Piece #2: Photo Essay (5%)**
 Read VS Chapters 1-2: The Visual Components & Contrast and Affinity
In class: Share photo essays
 Discuss assigned reading
 Analyze TV shows as visual narratives

Mar. 3 **Week 8: Film**

Due: Read VS Chapter 3: Space
In class: Discuss assigned reading
 Overview of film terminology
 Analyze *Strictly Ballroom* as a visual narrative

Mar. 17 **Week 9: Film**

Due: Read VS Chapter 4: Line and Shape
In class: Discuss assigned reading
 Analyze *Once Upon a Time in the West* as a visual narrative

Mar. 24 **Week 10: Animation**

Due: Read VS Chapters 5-6: Tone & Color
In class: Discuss assigned reading
 Analyze animated works as visual narratives
 Animation studio videos
 Directions for paper #2

Mar. 31 **Week 11: Animation**

Due: Read VS Chapter 7: Movement
In class: Discuss assigned reading
 Analyze *Totoro* as a visual narrative

| | |
|---------------|--|
| Apr. 7 | Week 12: Short Films |
| Due: | <u>Analysis Paper #2: TV show, film, animated work, or videogame (8-10 pages) (30%)</u> |
| | Read VS Chapter 8: Rhythm |
| In class: | Discuss assigned reading |
| | Analyze short films as visual narratives |
| | Workshop time for creative piece #3 |

| | |
|----------------|---|
| Apr. 14 | Week 13: Videos |
| Due: | Read VS Chapter 9: Story and Visual Structure |
| In class: | Discuss assigned reading |
| | Analyze vines, commercials, and music videos as visual narratives |

| | |
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| Apr. 21 | Week 14: Short Films / Videos |
| Due: | <u>Creative Piece #3: Short film (15%)</u> |
| | Read VS Chapter 10: Practice, Not Theory |
| In class: | Discuss assigned reading |
| | Share short films |
| | Directions for course reflection |

| | |
|-----------------|--|
| April 28 | Week 15: Course Wrap-Up |
| Due: | <u>Course Reflection (5%)</u> (What did you learn about visual storytelling this semester? Write a visual narrative depicting your journey.) |
| In Class: | Share course reflections |
| | Course wrap-up |

The instructor reserves the right to make changes to this syllabus.

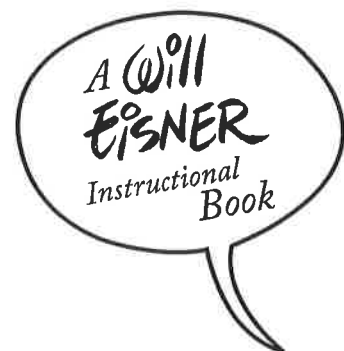
GRAPHIC STORYTELLING AND VISUAL NARRATIVE

PRINCIPLES AND PRACTICES FROM THE LEGENDARY CARTOONIST

Will EISNER



W. W. NORTON & COMPANY
NEW YORK • LONDON



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THE VISUAL STORY

**CREATING THE VISUAL STRUCTURE OF
FILM, TV AND DIGITAL MEDIA**

SECOND EDITION

BRUCE BLOCK



Focal Press
Taylor & Francis Group
NEW YORK AND LONDON

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✱ THE ARRIVAL ✱



Shaun Tan



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