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This area includes the major materials, links, and individuals presenting/discussing these topics  
During this part of the show we try to define the big idea.

“The specific attributes of comics raise complex questions bearing on semiotics, linguistics, aesthetics, textuality, representation, epistemology, narrative, and spatiality” (Witek, 2009, p. 218).

The medium of comics is "structurally equipped to challenge dominant modes of storytelling." Comics texts are "particularly relevant to literary scholars because of the way they represent history through narrative... The most important graphic narratives explore the conflicted boundaries of what can be said and what can be shown at the intersection of collective histories and life stories" (Chute, 2008, p. 456-457).

List of terms for comics studies by Andrei Molotiu (2013). *Comics Forum*.  
<http://comicsforum.org/2013/07/26/list-of-terms-for-comics-studies-by-andrei-molotiu/>

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## Segment Two: What is happening in research?

This area you can share references to great reads, blogs, or articles.

During this part of the show we try to share current perspectives that are accessible to classroom teachers.

Why should I teach with graphic novels?

What do I get out of it?

It is not about justifying but understanding.

Not talk about the modes but talk about how people use those modes

Figure out the way to evaluate Graphoc Novels

### John Weaver

3:27 PM

Coming out of what Sterg is saying about the common core, here is the powerpoint of a presentation at NYCC this year where I address comics and the common core.

[http://www.slideshare.net/jcglweaver/graphic-novels-and-the-common-core-new-york-comic-con-2310?from\\_search=2](http://www.slideshare.net/jcglweaver/graphic-novels-and-the-common-core-new-york-comic-con-2310?from_search=2)

## RESEARCH ARTICLES AND BOOKS

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## OTHER RESOURCES

Center for Cartoon Studies - <http://www.cartoonstudies.org/>  
*Comic Adventures in Academia*  
*The Comic Book Legal Defense Fund*  
*ComicsAlliance*  
*Comics Forum* - <http://comicsforum.org/>  
*Comix-Scholars Discussion List* - <http://www.english.ufl.edu/comics/scholars/>  
*Graphic Novel Resources* - <http://graphicnovelresources.blogspot.com>  
*Image/Text*  
*Journal of Graphic Novels and Comics*  
*Sequential Art Narrative in Education (SANE)*

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### Segment Three: What should I be doing in my classroom

During this segment of the show we will explore what it means to use Graphic Novels in the classroom

Jaffe, M. (2013). Raising a reader: How comics & graphic novels can help your kids love to read! <http://cblde.org/wp-content/uploads/2013/07/CBLDE-Raising-a-Reader-REV-070313-WEB.pdf>

“Comics...encourages the development of critical and political literacy, serving a countercultural function that rebuffs adult efforts to shape children’s memories, identities, and tastes” (Hatfield & Svonkin, 2013, p. 434).

"If we find ourselves refusing to accept comics...in our classrooms, or intentionally ignoring their potential, we are in reality making powerful political statements. These statements might suggest that we do not care much for others who think, read, and decode differently from the narrowest notion of reading and literacy" (Carter, 2008, p. 53).

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## Notion of a 3rd symbol system

"gutterance" as a tool for pushing a counter-narrative

affordances

