COURSE TITLE: **CREATING & PUBLISHING COMICS IN THE CLASSROOM**

WA CLOCK HRS: **60**
OREGON PDUs: **60**
PENNSYLVANIA ACT 48: **60**

NO. OF CREDITS: **6 QUARTER CREDITS**
[semester equivalent = 4.00 credits]

INSTRUCTOR: **Debora Supplitt**
supplitt@comcast.net

COURSE DESCRIPTION:
Creating comics is powerful teaching tool that sparks interests with struggling readers, writers, and creative visual artists. Discover the engaging pedagogical super power that an innovative comic creation and publication curriculum provides as repellent to any dull art studio kryptonite. Participants will be introduced to one of the best comprehensive storytelling curricula, **Pop Culture Classroom *"Storytelling Through Comics,"*** and **Fable Visions** online publishing tool, ***"Get Published"*** which features resources from New York Times best seller, Peter Reynolds, author of ***"The Dot* and *ish".*** By blending these two powerful resources, participants will focus on how to apply, produce and publish collaboratively created comics in their common core art studio classes.

Participants will come away with hands-on creative ready-to-use comic lessons, assessment tools, rubrics, comic vocabulary, character development, creative story ideas, art studio activities, online resources and ideas for developing a one of a kind published, collaboratively created comic book. Request Fable Visions ***"Get Published" and "Story Telling Through Comics" resources from your instructor: supplitt@comcast.net.***

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- Explored Pop Culture's "Storytelling Through Comics" comprehensive curriculum for story telling and comics.
- Discuss components of basic creative comic strips.
- Examine the conventions of comic development.
- Analyze the online resource by Fable Vision "Get Published!".
- Apply interactive resource to create a stories and/or comics from "Get Published!".

COURSE REQUIREMENTS:
Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:
Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT
Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)
Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor

numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT
Pop Culture Classroom Presents: "*Storytelling Through Comics".* Comprehensive Teacher's Guide.

Digital Download contact instructor at: supplitt@comcast.net for access

AND

Fable Visions *"Get Published!"* for access to publishing videos and worksheets. Contact your instructor at: supplitt@comcast.net for access.

None. All reading is online.

MATERIALS FEE
"Storytelling Through Comics". Comprehensive Teacher's Guide and "Get Published!" Contact instructor at: supplitt@comcast.net for access.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION
Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.
Group participants can only view and respond to their group members in the Forum.

Assignment #1: Course Forum, Introduction
Getting To Know You:

- Write a 250-500 word response to the following questions and post your answers in the online response box.
    - Please introduce yourself (i.e. teaching assignment, location, level, etc.).
    - Discuss why you chose this course?
    - What is your background?
    - Describe your previous experience, if any, for creating and publishing student generated comics.
    - Describe your classroom or home based setting, what age or grade and finally for what discipline you would like to develop your lessons and unit plan for.

Post your document in the online response box.

Assignment #2: "Storytelling Through Comics" (STC) and "Get Published" Introduction

- Create a resource folder/file or binder for this course that will include articles, handouts and worksheet you print out and complete for the class assignments.
- In STC, print two copies (one hard copy & one consumable copy) of page 32 and page 33 "Draw a Comic and Complete this Statement" and the "Vocabulary Assessment"
    - Complete one copy of the "Draw and Complete this Statement" and the "Vocabulary Assessments". This will be used as your formative assessment and classroom examples.
    - Read pages 1-19 in Storytelling Through Comics (STC)
- Access Get Published!
    - Videos to view
        - Awesome You!
        - Self Portrait

        - Quick Survey
        - I like Survey
        - Write About What You Know
        - Your Mission
        - Sign it!
        - What's Your Brand?
        - Your Publishing Company
        - Name Your Publishing Company
        - Design Your Logo
        - Your Slogan
- Print out two (2) copies of Fable Visions worksheets that can be found on the tab next to the video
    - Contact instructor at supplitt@comcast.net for access to a Google Document that includes all "Get Published!" worksheets.
- Fill out one copy of the worksheet after viewing each "Get Published!" short video
- In a 250 to 500 word response paper discuss
    - How you might use the downloaded pre-formative assessments and worksheets in your classroom or setting.
    - Other creative ideas for classroom projects
    - Any extension activities based on any individual worksheet
    - Any other inspiring ideas you may have thought of while completing these worksheets
    - How you would use the video/worksheets in combination with STC to develop the classroom lessons for your setting.

Upload this document in the assignment response field.

Assignment #3: Brainstorming
https://www.youtube.com/embed/LyoVX0Ydzvk?autohide=1&controls=1&showinfo=0
View: Schroeder, L. (2011) Telling Stories With Pictures. YouTube Video: 9:41

- STC: Read pages 18-21. Alter Egos, The Vocabulary of Comic Books, Final Expectations, Favorite Comics and Problems in Our World.
- Access Get Published! View the 2 videos from the **Brainstorm** and **Your Idea** tabs
    - Kind of Stories
    - The Container
    - Who Inspires You
    - Problems are Awesome
    - Future and Past You.
- Print two copies of each worksheet, 1 for you resource binder and 1 for you to fill out.
- Complete one copy of the worksheets after you view each Get Published! video.
- View the attached three video, Telling Stories With Pictures, What Makes a Superhero and How to Build A Superhero in 5 Easy Steps.

TEDxGateway (2013)Stan Lee. What Makes A Superhero? Stan Lee at TEDxGateway. YouTube (7:54)

https://www.youtube.com/embed/DSGf6is3U2w?autohide=1&controls=1&showinfo=0
TedxWanaka (2014) How to Build A Superhero in 5 Easy Steps, Michelle Dickinson. TedxTalks. YouTube 13:22

https://www.youtube.com/embed/BRhBA_SHePE?autohide=1&controls=1&showinfo=0

- Assignment: In an attached 250-500 word document describe how you may use the worksheets and videos to develop activities to support:
    - Alter Egos
    - The Vocabulary of Comic Books
    - Final Expectations
    - Favorite Comics
    - Problems in Our World
    - Other creative ideas for classroom projects
    - Any extension activities based on any individual worksheet
    - Any other inspiring ideas you may have thought of while completing these worksheets

Upload this document and any illustrations in the assignment response field.

Assignment #4: Early Storytellers and Character Sketch

- View the posted "Greek Studies: Vase Paintings, Telling Stories with Pictures" and the "Chavet Cave paintings of France"

Kondoleon, C. (2012) Greek Studies: Vase paintings, Telling Stories with Pictures. YouTube Video (5:59)

https://www.youtube.com/embed/Lh_ZUXMdOf0?autohide=1&controls=1&showinfo=0

BBC News: Preserving Prehistoric Art. YouTube 2:44 “Chavet Cave paintings of France”.

https://www.youtube.com/embed/3OLaNtKoJFk?autohide=1&controls=1&showinfo=0

- Access the Google:“Comics By Kids” (2016).
- Choose any three student made comics to review.

https://www.google.com/search?q=Comics+by+kids&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjWuP_5h6TQAhUP62MKHWecCDsQs

- Access the five Get Published! **Characters** videos
    - Character Types
    - Draw From Real Life
    - Explore Characters
    - Create Your Story Star
    - Character Focus
- Print two copies of each worksheet, 1 for your resource binder and 1 to fill out.
- In a 250 word document describe:
    - Why knowing about the origins of "Beginning Storytelling" could be important to creating comics
    - What were the chosen three kid created comics to review
    - Any students, story, characters, setting and/or any other important facts that you felt were of interest
    - Include student artist name and URL where the comic can be found
    - Discuss the process of your worksheet created character
    - Include your character exploration, and story starter

Post your document and any illustrations to the assignment response field.

Assignment #5: Map It Out from Get Published

- From Get Published! access and view 4 videos and complete the 4 worksheets the **Sample Story** and **Storyboard** tabs
    - One Minute Book
    - Note Cards
        - For this video you will need 20 3x5 cards
    - Storyboard
    - The Extras
- Write a 250 word document,
    - Identify what portions of Get Published and STC you would use for your class
    - The activity of using note cards for developing a story lines
    - Describe how you would integrate your selected concepts this into the class curriculum
    - Your process of creating your storyboard
    - Your cover
    - Other creative ideas you came up with.

Attach your word document and any illustrations to the online response field.

Assignment #6: Editing

- Read from STC pg. 25-28 Catch Phrases, Story Arc, Scripts and Layout.
- Access and view and complete the worksheets for two Get Published! videos
    - Polishing
    - The Check List
- In 250-500 words describe
    - The process of creating your six panel book
    - Attach a jpeg of the book to the online post

Assignment #7: Studio Days and Promotion

- From the assignment bibliography access and view Mrs. Warner's 4th Grade Classroom Comic Creator Web blog (Note that most pages require Adobe Flash which no longer is supported).
    -
        - http://mrswarnerarlington.weebly.com/comic-creator.html or
        - Find a Comic Creator that you like on the web
        - For your resource binder download and print any comic creator worksheets located at the bottom of Mrs. Warner's blog or your comic creator site.
        - Explore Student-Friendly Searches at the bottom of the "Comic Strip Creation Tool" site.
- Choose, create and print a developed comic from one of the 17 "Comic Strip Creation Tools" interactive online sites
- Access and complete the worksheets from "Get Published!" **Promotion** tab
    - Press Release
    - Promotion
    - The Elevator Pitch
- Describe in a 250-500 paper
    - The resources from this course
    - Worksheets process
    - How you might integrate all or most of these worksheets into your program or setting
    - What sites and tools you would use for your comic unit plan
- Attach your word document and any created a jpeg of your created Comic Strip Creation
- Post to the online response field.

Assignment #8: Online Projects

- Read, print out two copies of STC pg. 32 -37 "Assessments and Handouts".
- Fill out one copy to use as your summative assessment.
- Compare your results from the formative assessment that you filled out in assignment #2.
- Explore how to create an online comic book with Fable Vision Learnings "Get Published!"
- Explore how to create an online comic book with Kablam http://ka-blam.com/main/
- Describe in 250-500 word paper
    - STC and Get Published and how you would implement the lessons , worksheets, videos, sites and ideas for your classroom
    - Discuss the results from your pre and post summative assessment you took.
    - How might you use these assessment results for you unit development
    - Finally, discuss the cost of publishing an individual or collaborative comic book for your classroom
    - Discuss other options and publishing resources that are available for you to access include the cost per comic published
- Attach your word document and post to the online response field

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #9: Meeting the Writing and Visual Arts Standards with Storytelling in Comics & Get Publi

- Access and watch the video Teaching Channel: Comic Book Templates: An Entry Point into Non Fiction. Video 8:21 https://www.teachingchannel.org/videos/teaching-nonfiction-entry-points
- Examine your states and/or national standards for writing and visual arts for your grade level as well as the common core curriculum.
- Access Mctighe, J. (2016) Unit and Lesson Plan Template download. http://jaymctighe.com/resources/downloads/
- Or choose any Unit/Lesson Plan Template to develop your Comic Book Unit and Lessons
- Develop a comic curriculum by using the material from STC and from Get Published!

- As you formulate your teaching unit choose a common core area to focus your lesson upon, use or adapt the foundations lessons from Storytelling Through Comics and/or ideas and worksheets from Get Published!
- Include and identify the State or National standards you intend to meet with your unit

Post your comic book curriculum/unit Group Response field.

Assignment #10: Create and Implement a Unit Reflecting What You Have Learned In This Course
Assignment #10A:

- Implement one lesson in your unit with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback or noteworthy student products.
- Submit your lesson to your instructor via the lesson tab below.
- Share what you've learned with other teachers taking our courses by checking the lesson library box when you submit your lesson.
- You may download a copy of THI's lesson plan template here.

OR

Assignment #10B:

Use this option if you do not have a classroom available.

- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines for our blog What Works: Teaching at its Best prior to writing your article.
- When you submit your article to your instructor, please also email a copy to Yvonne Hall THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your article to your instructor via Response field and the modified lesson via Submit Lesson.
- As you submit your lesson, consider sharing it with other teachers taking our courses by checking the lesson library box.

Assignment #11: (500 Level ONLY)
In addition to the 400 level assignments, complete **one** of the following:

Option A)

- Search for and evaluate any iPad apps or computer programs that deal with creative story telling, comic book creation, or visual storytelling that you would use in a classroom setting.
- Create a bibliography citing at least 6 apps
    - Give a brief description of each (app logo, company, cost, age level)
    - Describe how you would utilize this app in the classroom.

OR

Option B)

- Prepare a Power point, Keynote or video presentation
- Present this power point to staff, parents and/or community groups showing how to address creative storytelling and publishing instructions into the curriculum.

OR

Option C)

- Conduct additional research into one of the impacts that visual literacy, storytelling and comics in the classroom can provide.
    - Discuss the possible impact on ELL students, special education, visual literacy and reading, increased reading ability with comics or some aspect of creative storytelling in the classroom.
    - Include how creative storytelling and visual literacy bridges the common core curriculum
    - Cite your online and in-print reading sources as you summarize in 2-3 pages what you learned and how you'll use this information

OR

Option D)

- An assignment of your own choice with the instructor's prior approval.

Post to the online response box and attach any Power Point, Keynote or video presentation.

C. INTEGRATION PAPER
Assignment #12: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER
(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:
Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:
Debora Supplitt M.F.A-A.Ed./M.Ed. received her Masters (M.Ed.) and Bachelor of Art (B.A.) degree from San Francisco State University and Masters of Fine Arts in Art Education (M.F.A.-A.Ed,) from Boston University. She has worked with students of all levels, including preschool, elementary, middle school, high school and professional educators, since 1980. She is certified in Washington, Oregon and California in Pre/K-12-Adult Special and Elementary Education and is highly qualified in the core areas of Art, Music, Reading, and Special Education as well as being a trained Intervention Specialist. Debora knows the importance of providing a creative environment where all students and teachers can thrive. Presently she is working in her dream position as a full time middle school Art Teacher. Debora provides classroom teachers with the tools and resources needed to integrate art into the daily curriculum and is always busy developing new, creative and fun workshops for teachers. She is passionate about providing exciting, meaningful, useful and fun filled continuing education for all teachers.

BIBLIOGRAPHY

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Comic Rocket (2016). Sequential Story Comics. https://www.comic-rocket.com/genre/gag-a-day/

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Eidman-Aadahl, E. (2013). Elyse Eidman-Aadahl on Writing in the Digital Age (Big Thinkers Series) 7:33 Video. Co-director of the National Writing Project Elyse Eidman-Aadahl describes how the craft of storytelling is evolving, as new digital tools and communications technologies enable connections for content creators around the globe.

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