Content Warning!
*Graphic Novels may contain language, adult situations, and violence that people may find offensive.*

Text
The required textbooks for the course are:


- **Bechdel, Alison.** *Fun Home.* 2006. ISBN: 978-0-618-87171-1  Cost ≈ $12


- **Moore, Alan and David Gibbons.** *Watchmen.* 1987.

ISBN: 978-0-375-71457-3  Cost ≈ $7


Additional readings may be found via links under Content in D2L.

**Contacting the Instructor**

Please e-mail me through D2L. My address is cegeu@d2l.sdbor.edu  I will have “Virtual Office Hours” on Mondays and Wednesdays from 9:00 a.m. to 10:00 a.m. I understand that you will have questions at times other than these but in order to keep my professional life in order I must have a designated time to concentrate on answering your questions. I will not be checking into the D2L course and responding to you on a daily basis. That may seem difficult to you because the immediacy of the Internet makes all of us expect immediate turn-around times. All emails will be responded to within 48 hours Monday through Friday. You must sign your name to your emails so that I know with whom I am corresponding.

**Getting Started**

To get started in the course, you need to access the course in Desire2Learn (D2L). This can be done via the USD student portal, [http://my.usd.edu](http://my.usd.edu) or directly via [https://d2l.sdbor.edu](https://d2l.sdbor.edu) The course should be listed under “My Courses.” Note: You will be able to access the course one month before its official start date. The Course Homepage will coordinate your work in this course. You should immediately read the Syllabus, Course Description, and Course Introduction. When you finish reading these documents you will have a clear picture of how to operate in the course. You may want to print these documents and keep them handy.

You should familiarize yourself with the various tools that will be used during the course:

- **Content**: where course materials are located
- **Assessments**: where you will access your Grades and Quizzes (exams).
- **Communications**: where you access the weekly Discussions
- **Resources**: where you will find the Classlist (which you can use to contact me via D2L email)
- **Course Mail**: located at the very top right side of the course page in the gray bar. Course Mail will be used by me for all official course correspondence. When you have unread Course Mail, a red badge will appear on the email icon.
For information about the university’s technical, academic, and student support services, as well as how to take advantage of these services, please refer to the Online Student Handbook at http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx This document also contains important information pertaining to minimum technology requirements, registration information, and other university services and policies.

**Technical Standards**

You will find information on technology requirements and support in the Online Student Handbook found at http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx or in the course D2L site on the left side of the home page or under Content. If you are unsure as to whether or not your computer meets these requirements, or if you require any technical assistance, please contact the ITS Help Desk at 877.269.6837, 605.658.6000, or helpdesk@usd.edu

Please contact the Help Desk immediately so that your questions/problems can be resolved as soon as possible. It is your responsibility to resolve any issues with access to the course so that you can begin to participate in the course on the first day of the semester.

**Course Prerequisites**

There are no prerequisites for this course.

**Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity http://www.usd.edu/diversity-and-inclusiveness

**Statement of Compliance with the Americans with Disabilities Act**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT,
BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.
Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu  E-mail: disabilityservices@usd.edu

Course Description
Art Appreciation is designed to provide you with a general understanding of the visual arts.

The Course Objective
The objective of this course is to develop a framework for the appreciation of art through the examination of aesthetic, formal, and psychological dimensions of graphic novels. Students will be able to critically perceive and judge graphic novels and stimulate critical thought generally.

Goals of the South Dakota System General Education Requirements
This class fulfills the following Goals of the South Dakota System General Education Requirements:

GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience</td>
<td>a. Students will participate in discussions to demonstrate their knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.</td>
</tr>
<tr>
<td>2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.</td>
<td>a. Students will demonstrate their knowledge of the basic concepts of the selected disciplines within the arts and humanities through written examinations.</td>
</tr>
</tbody>
</table>

In addition, as a result of taking courses meeting this goal, students will be able to Demonstrate a basic understanding of at least one of the following:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities</td>
<td>a. Students will participate in discussions to identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities.</td>
</tr>
</tbody>
</table>
4. Demonstrate creative and aesthetic understanding

5. Explain and interpret formal and stylistic elements of the literary or fine arts
   a. Students will participate in discussions and take examinations to demonstrate their ability to explain and interpret formal and stylistic elements of the literary or fine arts.

6. Demonstrate foundational competency in reading, writing, and speaking a non-English language

Each course meeting this goal includes the following student learning outcomes:
Required: #1 and #2. At least one of the following: #3, #4, #5, or #6. Credit Hours: 6 hours (in 2 disciplines or a sequence of foreign language courses).

Course Guidelines

The course is divided into fifteen lessons. For each lesson you should read the assigned material. Each lesson has a quiz and an online discussion question. Before attempting the quizzes and discussion questions, read all of the material provided. You should complete the parts in the order shown below. Quizzes and Discussion Questions will be available online during the scheduled dates.

Listed articles may be found under Content in D2L.

<table>
<thead>
<tr>
<th>LESSON</th>
<th>QUIZ NUMBER</th>
<th>DISCUSSION</th>
<th>SCHEDULED DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quiz 1</td>
<td>Discussion Question 1</td>
<td>Oct. 15-21</td>
</tr>
<tr>
<td></td>
<td>“Why Comics Studies” by Angela Ndalianis</td>
<td></td>
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<tr>
<td></td>
<td>“Taking Comics Seriously” by Paul Lopes</td>
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<td></td>
<td>“Comics on Par with Picasso” by Bryan Robinson</td>
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<td></td>
<td>“What is a Graphic Novel?” Comics Terminology Poster by Jessica Abel</td>
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<td></td>
<td>Video: How Do You Define Comics?</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Quiz 2</td>
<td>Discussion Question 2</td>
<td>Oct 20-28</td>
</tr>
<tr>
<td></td>
<td>“Looking High and Low at Comic Art” by Katherine Roeder</td>
<td></td>
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<td></td>
<td>“Why Comics Have Failed to Achieve Real Respect” by Julian Darius</td>
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<tr>
<td></td>
<td>“Comic Relief” by Carolina A. Miranda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Quiz 3</td>
<td>Discussion Question 3</td>
<td>Oct. 27-Nov. 4</td>
</tr>
<tr>
<td></td>
<td>“Book from the Ground: From Point to Point” by Xu Bing</td>
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<tr>
<td>4</td>
<td>Quiz 4</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Gravett, Chapters 1 and 2</td>
<td></td>
<td></td>
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<tr>
<td>#</td>
<td>Reading/Assignment</td>
<td>Quiz/Discussion Question</td>
<td>Date</td>
</tr>
<tr>
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<tr>
<td>5</td>
<td>“Alan Moore and the Graphic Novel...” by Mark Bernard and James Bucky Carter</td>
<td>Quiz 5</td>
<td>Nov. 3-11</td>
</tr>
<tr>
<td>6</td>
<td>Gravett, Chapters 3 and 4</td>
<td>Quiz 6</td>
<td>Nov. 3-11</td>
</tr>
<tr>
<td>7</td>
<td>McCloud, Chapters 5 and 6</td>
<td>Quiz 7</td>
<td>Nov. 3-11</td>
</tr>
<tr>
<td>8</td>
<td>Gravett, Chapters 5 and 6 Read <em>Fun Home</em> and <em>Persepolis</em></td>
<td>Quiz 8</td>
<td>Nov. 3-11</td>
</tr>
<tr>
<td>9</td>
<td>McCloud, Chapters 7, 8, and 9</td>
<td>Quiz 9</td>
<td>Nov. 3-11</td>
</tr>
<tr>
<td>10</td>
<td>Beaty, Chapters 1 and 2</td>
<td>Quiz 10</td>
<td>Nov. 10-18</td>
</tr>
<tr>
<td>11</td>
<td>Beaty, Chapter 3 Gravett, Chapter 7</td>
<td>Quiz 11</td>
<td>Nov. 10-18</td>
</tr>
<tr>
<td>12</td>
<td>Beaty, Chapters 4 and 5 Read <em>Maus</em></td>
<td>Quiz 12</td>
<td>Nov. 17-25</td>
</tr>
<tr>
<td>13</td>
<td>Beaty, Chapters 6 and 7 Listen to <em>The Fine Art of Comics</em> Read <em>Asterios Polyp</em></td>
<td>Quiz 13</td>
<td>Nov. 17-25</td>
</tr>
<tr>
<td>14</td>
<td>Beaty, Chapters 8 and 9 “Chris Ware, The Art of Comics No. 2” interviewed by Jeet Heer</td>
<td>Quiz 14</td>
<td>Nov. 24-Dec. 4</td>
</tr>
<tr>
<td>15</td>
<td>Gravett, Chapter 8</td>
<td>Quiz 15</td>
<td>Nov. 24-Dec. 4</td>
</tr>
</tbody>
</table>

**Online Quiz Guidelines**

There are 15 online quizzes for this course. Each quiz has 10 true/false questions worth two points each for a total of 20 points per quiz. The quizzes are worth a total of 300 points for the course. Each quiz will be available during the week of its corresponding reading assignment. See the far right column of the Course Schedule in your Syllabus for the dates of each quiz. You will have twenty
minutes to complete each quiz. Questions are based on the key terms and ideas from the reading assignments and videos.

**Online Discussion Question Guidelines**

There are 15 online discussion questions for this course worth five points each for a total of 75 points. “Attendance” and presence are required for this class thus participation in the Online Discussions is mandatory for this class. Students are expected to log on to the discussion at a minimum of three times per week and are expected to post a relevant and substantive contribution to the discussion at that time. **These three postings must occur in three separate sessions and on three different days.** The compressed nature of this course will require you to post to more than one discussion each day, but you still need to make the required postings to each individual discussion on three different days. This chart illustrates an example of how a student can post to the discussion during the second week of class:

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 2</td>
<td>Question 2</td>
<td>Question 2</td>
<td>Question 2</td>
<td>Question 3</td>
<td>Question 3</td>
<td>Question 3</td>
</tr>
</tbody>
</table>

Because this is a university course, you are expected to carefully proofread your postings. This includes using full sentences, proper grammar and punctuation, and correct spelling. Simply saying “hello” or “I agree” is not considered a substantive contribution. You must support your position or begin a new topic or add somehow to the discussion when logging on. You will be awarded one point each for your first three logons. The other two points will be awarded based on the relevance and substance of your postings and are only available once you have completed the minimum of three postings. An effective posting will contain terms and concepts from the lessons that relate to the question being discussed. **You cannot pass this class without participation in the online discussion.**

Discussion question grades are posted after the first three discussions, at midterm, and at the end of the course. Please contact the instructor through private email at any time during the semester for an update on your discussion question points. The instructor will contact students individually if they are not meeting the posting requirements.

During Online Discussions you are expected to use good “netiquette” such as:

1. Check the discussion frequently and respond appropriately and on subject.
2. Focus on one subject per message and use pertinent subject titles.
3. Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING!
4. Be professional and careful with your online interaction.
5. Cite all quotes, references, and sources.
6. When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.

7. It is considered extremely rude to forward someone else’s messages without his or her permission.

8. It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :) or ;) to let others know that you are being humorous.

9. If something angers you, do not respond immediately. Wait and carefully formulate your response so that it is respectful.

10. Never say anything you would not want to see on the front page of your local newspaper.

[The above “netiquette” guidelines were adapted from Arlene H. Rinaldi’s article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.]

Course Policies
Grading Policy

Below you will find the point values and percentage of the final grade assigned to each component of the course. Discussion question grades are posted after the first three discussions, at midterm and at the end of the course. Please contact the instructor through private email at any time during the semester for an update on your discussion question points. Quiz grades are posted once you have completed the quiz.

15 Online Quizzes 300 points 63%
15 Online Discussion Questions 75 points 16%
TOTAL 375 points 100%
Extra Credit 25 points

The Online Discussion Questions are worth 5 points each and are graded according to your ability to effectively contribute to the discussion. An effective posting will contain terms and concepts from the course that relate to the discussion. This is your opportunity to show me you understand and are able to apply the new information you are learning. The Online Quizzes will consist of ten true/false questions worth two points each.

Final grades will be computed using the following grading scale based on total points awarded for the 15 Online Quizzes, 15 Online Discussion Questions, and extra credit if appropriate:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>337-375 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>300-336 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>262-299 points</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
<td>Points Range</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>225-261 points</td>
</tr>
<tr>
<td>F</td>
<td>59% or less</td>
<td>less than 224 points</td>
</tr>
</tbody>
</table>
Extra Credit
Students may write a two page paper for up to 25 extra credit points. The topic of the paper is “Should Graphic Novels Be Considered Art?” The paper will be typed in Times Roman 12 point double-spaced using Microsoft Word with one inch margins on all sides and must be submitted to the appropriate D2L dropbox by the dropbox deadline. **No late papers will be accepted.**

Posting of Grades
All grades, including the course grade, will be posted on D2L and available to students to view by using the Grades link. Discussion question grades are posted after the first three discussions, at midterm, and at the end of the course. The instructor will provide feedback to students on discussions and the research paper when grades are posted and at any other time during the course per student request.

Early Alert and Deficiency Grades
University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings and/or quizzes by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings and quizzes.

Make-up Policy
The quizzes must be taken on the scheduled dates. Make-up quizzes will be given, at the instructor’s discretion, only to those who make prior arrangements or whose circumstances warrant this allowance.

Instructor Initiated Drop
The Instructor Initiated Drop will be used if the student has not participated in the course discussion by **Monday, October 22, 2018 at 5:00 p.m.** and/or has not taken the required quizzes and posted to the required discussions by midterm. A student may also be dropped by the instructor for plagiarism or cheating as per College of Fine Arts policy.

Incomplete
The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made by the student with the instructor for completing the course before the last day of the semester. The student must have completed all course requirements up to the time of the request in order to be considered for the grade of Incomplete. A student then must complete the course before the end of the next semester or the grade automatically changes to F.

Other Course Policies
Policies and procedures covering this course are detailed in the **Online Student Handbook.**
Course Evaluation
Students may be asked to evaluate the course using the institutional form as per the directives of the University.

Academic Integrity
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.