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### **Journal of Graphic Novels and Comics: Vol 9, No 5**

Graphic novels can be evaluated for the same literary elements as traditional texts, are of equal literary merit, and can be used to build background knowledge and foster intertextuality (Carter, 2007a).

### **Sequential Art, Graphic Novels, and Comics - Lincoln**

Graphic novels are amazingly diverse, both in terms of their content and usefulness. For example, Gorman (2002) notes that graphic novels are exactly what teens are looking for—they are motivating, engaging, challenging, and interesting. Schwartz (2002, 2004) believes that graphic novels are engaging because they allow for teachers

### **Graphic Novels in Education Professional Development W**

libraries: comic books, graphic novels, storyboards, and more tangentially, graffiti and sticker art. Although patrons may not differentiate between graphic novels and comics, it is important for librarians, at least in collection-development terms, to make the distinction. Comics, in production, publication, and consumption, are essentially serials.

### **The Aesthetics and Academics of Graphic Novels and Comics**

Effects of graphic novels on reading comprehension in Malaysian year 5 students Article (PDF Available) in Journal of Graphic Novels and Comics 4(1):146-160 Â· March 2013 with 1,025 Reads

### **(PDF) Effects of graphic novels on reading comprehension**

English Journal 102.2 (2012): 57â€“63 57 Kathryn Strong Hansen The author describes why she teaches graphic novels and directly confronts criticism teachers may face from colleagues,

### **In Defense of Graphic Novels I - NCTE**

This book covers the history of comic books and graphic novels, including their communication techniques, industry practices, and fan culture. Graphic Novels and Comics in Libraries and Archives: Essays on Readers, Research, History and Cataloging. Edited by Robert G. Weiner. McFarland & Company, Inc., 2010. 276p. 9780786443024.

### **Graphic Novel Resources for Academia - Brodart Company**

he graphic novel now offers English language arts teachers opportunities to engage all students in a medium that expands beyond the traditional borders of literacy. The . graphic novel, a longer and more artful version of the comic book bound as a â€œrealâ€• book, is increasingly popular, available, and meaningful.

### **EJ July2006 B - okhighered.org**

The Journal of Graphic Novels and Comics is a peer reviewed journal covering all aspects of the graphic novel, comic strip and comic book, with the emphasis on comics in their cultural, institutional and creative contexts.

### **Journals and Online resources - Graphic Novels and Comics**

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### **School Library Journal - slj.com**

graphic novels for boys, ELL students, reluctant readers, and deaf students.<sup>2</sup> Often perceived as easier to read, recent research suggests that graphic narratives require different ways of reading and understanding.

### **Cartooning History: Canada's Stories in Graphic Novels**

graphic novels as part of their curriculum. Learning how to create a Graphic novel is a powerful tool for advertising, movie making, and many other creative fields that involve sequential art. Creating characters and story lines is empowering. It keeps teenagers focused on ideas. They are masters of this universe.

### **Teacher's Guide - penguin.com**

Graphic novels are books written and illustrated in the style of a comic book. To be considered a graphic novel, rather than a picture book or illustrated novel, the story is told using a combination of words and pictures in a sequence across the page. Graphic novels can be any genre, and tell any kind of story, just like their prose counterparts.

### **VELS AND TEENS - Scholastic**

English Journal Vol. 93, No. 3 January 2004 19 Nancy Frey and Douglas Fisher Using Graphic Novels, Anime, and the Internet in an Urban High School Using forms of popular culture not frequently found in schools, the authors encouraged urban English-language learners and native English speakers to improve their written communication.

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