Checklist for Online Lesson: Transmediating a Passage from "Monster Culture (Seven Theses)"

Instructor: Amanda Torres

Course: English 110

Length of Lesson: 60 - 75 minutes

Type of Lesson: Synchronous

Questions	Evaluation
Learning Objective(s) and Scaffolding	
Overview of Learning Goals	By the end of this lesson/module, students will be able to: ● transmediate a challenging passage into a comic strip ● Reflect on the written choices of the passage and their impact on readers
What course objective(s) does this lesson directly address?	This lesson addresses the course objective to "produce writing that shows how writers may navigate the diverse processes of composing." Students can consider this as readers and as producers of a multimodal text.
Link to Previous Class/Scaffolding	This lesson will take place very early in the semester, preferably after the students have had an introduction to close reading and rhetorical analysis.
Link to Following Class/Scaffolding	Subsequent lessons will build off of this activity by exploring the implications of students' close reading and preliminary rhetorical analysis. This lesson will be a stepping stone towards interpreting "Monster Culture" and its rhetorical choices for Essay 1 of the "Monsters" syllabus for English 110.
Do the lesson and accompanying materials follow	Transmediating a passage into a comic engages learning beyond basic reading comprehension, asking students to visualize the content they are reading to consider the significance of writing

[**Universal Design Learning (UDL)**](#) guidelines?	choices, and inviting them to express their understanding in a creative way.

Materials and Adaptations	
What type of materials are included in this lesson?	The lesson includes text (a passage from "Monster Culture"). Students will also need access to the whiteboard function on Zoom on Blackboard Collaborate to sketch on or access to a free online comic drawing program, like Pixton.
Are the materials fully accessible / 508 compliant?	Written text will be OCR enabled. Students can practice writing alt text for any image they produce. Students who are visually impared can contribute to the comic by describing sound effects, onomatopoeia, or captions that should be included into the illustrated panels.
Are materials provided to students at no cost? / Are they OER?	All materials will be provided to students at no cost. Students will not need to download or install any new programs. If the class decides to use Pixton, students will simply need to register a free account with the website to make a comic.
Can this lesson be adapted for various modes of learning? (synchronous, asynchronous, hybrid, in-person)	Yes, this lesson can work asynchronously with students submitting their comic panels by a designated time. This lesson can also work in-person by having students sketch their comics on paper.

Activities	
Overview of Activities	1. As a class, we will read the first paragraph of "Thesis I: The Monster's Body is a Cultural Body" from "Monster Culture." (5 - 10 minutes) 2. Students will then be divided into breakout rooms in groups of 4, where they will be asked to transmediate the paragraph into a 4-panel comic. Students can decide among themselves

	if each group member should be responsible for one panel of the comic or if each group member will handle a different element of the comic (backgrounds, characters, captions, for instance). Students will also need to coordinate what elements of the text they will adapt into their comic.
	
	3. The activity can either be completed using the whiteboard function of Zoom or Blackboard Collaborate or using a designated comic application like Pixton. (30 - 40 minutes)
	    a. If using the whiteboard function during a video call, all students should have access to editing the whiteboard in their breakout room. The comic can be rudimentary, based in simple stick figures and symbols drawn on the whiteboard collaboratively.
	    b. If using a service like Pixton, Pixton has many options of pre-made backgrounds, custom character avatars, and the ability to choose preset actions and perspectives for each comic panel. Students can each complete one panel on Pixton, share them with each other through screen sharing, and then revise accordingly before putting the panels together into one comic.
	
	4. Once the students have finalized their collaborative comic, they can reflect on the experience through individual freewriting. What insights into the text did the students develop while exploring how to transmediate it into a comic? How did the author's writing choices influence their artistic and visual choices? Did they notice new things about the text's construction and meaning by representing it in image/drawing? (10 - 15 minutes)
	
	5. If time allows, groups can present their comics to the class along with a synthesis of their process and observations.

How do students complete the activities?	The students will be organized into breakout rooms in groups of 4, but alternately, the activity can be completed in pairs where each student produces a 4-panel comic entirely on their own and then compares with a partner to see how they each interpreted the passage. Working as a group, though, will give students the

	opportunity to collaborate and exchange ideas about their individual interpretations of the passage. Another option would be to have each group transmediate different passages from the text (instead of all working on the same passage).
Do the activities encourage active learning and class participation?	By transmediating a difficult passage into a visual medium, students will practice active reading to consider the implications of the text. They will be encouraged to look up unfamiliar vocabulary words to make sure they are illustrating the passage accurately, and by being active producers of a comic, they might see motifs and elements of the text that would otherwise be difficult to notice from words alone (such as the mood that the passage is attempting to evoke). Additionally, by working in groups, students can compare and contrast their respective understandings of the text and collaborate to best represent the text in their estimation.
Are there opportunities for students to test their understanding of the material (e.g. a video with embedded questions)?	Since the goal of the activity is to test their understanding of the text, this understanding will be aided by students' collaboration (one student might make a connection that another didn't immediately realize). Their understanding of the text will also be facilitated by the mindful choices the students need to make to depict the passage as an image.
Are there opportunities for adaptive learning?	I believe adaptive learning would occur in the collaboration between students to produce a completed comic. Where one student has difficulty visualizing a certain word, clause, or sentence, another student might offer an interpretation that clarifies the text's meaning. It would also be interesting to see how similarly or differently each group's comic turns out if they are writing about the same text.
Comments	
Comments	Other than time, potential difficulties that this lesson might present include drawing on a whiteboard. Students who have access to Zoom on a touch-screen enabled device might have an easier time than

	students who will use their mouse to draw a stick figure on the whiteboard. Additionally, using a website like Pixton will make it very easy for students to complete a comic individually, but it might be harder for them to combine their finished panels into one comic. Since Pixton uses preset backgrounds and avatar-style characters, students don't have to draw at all, but I am not sure if Pixton has a feature to work on comics collaboratively.