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TEACHING, LEADERSHIP, AND
CURRICULUM STUDIES

PERCEPTIONS OF NEW LITERACIES WITH THE GRAPHIC NOVEL *BONE* (232 pp.)

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The purpose of this study was to explore the perceptions of one teacher and one student as they read Jeff Smith's graphic novel, *Bone* (2005). In order to investigate the two participants, perceptions of reading with image literacies in this graphic novel, a qualitative multi-case study was conducted.

Thus, the teacher's and the student's perceptions were explored in the following responsive-interviewing (Rubin & Rubin, 2005) format: before reading the graphic novel, during reading the graphic novel, and after reading the graphic novel. To further aide in data collection the participants also each kept before-reading journals, during-reading journals, and after-reading journals.

After analyzing the data from the interviews and journals, two primary findings emerged. First, it was found that the teacher and the student in this study both read with image literacies in this particular graphic novel on multiple levels, as readers for school and as readers for self.

Finally, this study reached the following conclusions: image literacies in this graphic novel can be read on multiple levels, as readers for school and as readers for self; and, graphic novels are a valuable new media age literacy, particularly for struggling readers. The implications for research and instruction then focused on the need for more new media age literacy research with graphic novels and diverse readers, including but

not limited to struggling literacy learners, gifted literacy learners, and teachers of literacy.

If taken seriously, such implications could help broaden this study's scope onto more participants, and onto other new media age image dominant literacies.