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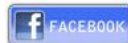
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Carter, James Bucky. (2011) *Rationales for Teaching Graphic Novels* [CD-ROM]. Gainesville, FL: Maupin House.

ISBN 978-1-934338-83-4

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The number of graphic novels has increased in recent years. This surge in the amount of published graphic novels in recent years as well as the popularity of these texts among its readership has raised the awareness of this genre. Accordingly, teachers, librarians and other literacy professionals are seeking new ways to explore graphic novels in the classroom and provide an educational platform for students to explore the literary devices of this genre. As a result, resources and information for teachers regarding how to effectively utilize graphic novels is now greatly needed.

For many years, students who read graphic novels in elementary, middle, and high schools found that there was little acknowledgement in the classroom related to the usefulness or academic potential of this genre. To enable teachers to use graphic novels and enhance student

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learning, Carter edited a CD-ROM titled, *Rationales for Teaching Graphic Novels*. This helpful resource will assist teachers that are unfamiliar with these texts by providing an overview of the genre as well as academic applications for the classroom.

Because the contributors of this resource are teachers, professors, and graduate students that have training in English education, literacy education, and teaching graphic novels in the classroom, the authors of this work have extensive knowledge of this genre and the texts that they examine in this work. Moreover, there are 108 rationales included in the CD-ROM for teaching graphic novels and there are a considerable amount of instructional resources for both novice and experienced teachers. Additionally, the themes and lessons include reviews of graphic novels, plot summaries, and pedagogical strategies. Thus, the format of this work makes this CD-ROM both informative and accessible for teachers.

For teachers who need additional information about using graphic novels in the classroom, to complement the CD-ROM, it is recommended that they explore approaches to ensure that students are learning useful information. An assessment strategy might consist of checklists, rubrics, and annotated notes. Additionally, teachers may have to develop specific teaching materials depending on the particular content area they are teaching. Despite the fact that a workbook with printable pages for teachers to use in the classroom was not included in the CD-ROM, overall, this work is practical and useful. Furthermore, this is a great resource for English teachers and other literacy professionals that are seeking to enhance the way that they teach graphic novels in the classroom.

About the Reviewer

Tiffany A. Flowers is an On-line Instructor of Education at Georgia Perimeter College. Her research interests are divided into four interrelated areas that include African American Literacy Development, Emergent Literacy, Literature, and Diversity Issues in Education.

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