

A Tale of Two Covers

**Comparing the Book Covers of Young Adult Novels and their
Graphic Novel Counterparts**

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Presentation Overview

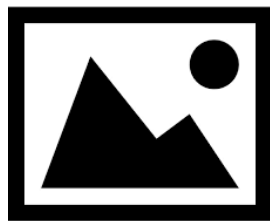
- Introduction: Multimodality and Visual Analysis
- Research Questions
- Initial Data Corpus of Covers
- Visual Analysis Tool
- Guided Analysis: Three Book Cover Pairs
- Your Turn: Practicing Visual Analysis
- Preliminary Findings
- Implications

Multimodality: A Brief Introduction

Central Tenet

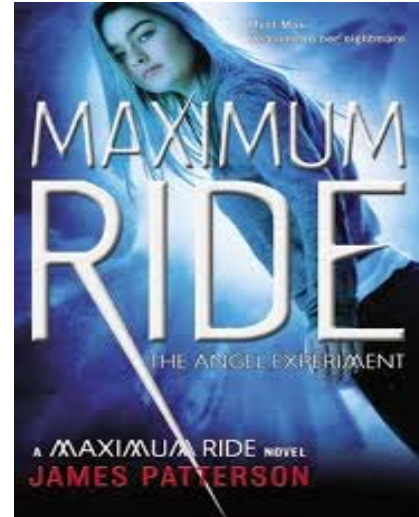
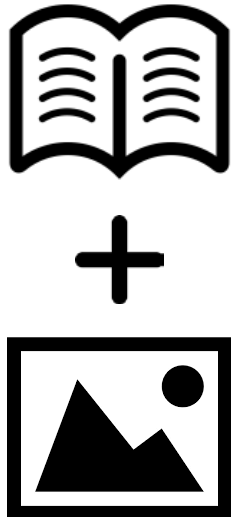
There are multiple modes of communication

For example:



Multimodal Texts

Texts constructed from multiple modes



Multimodality Matters in Education



**School
privileges
language**



**Students
interpret
words**



**Students
compose with
words**

Multimodality Matters in Education

“If students aren’t taught the language of sound and images, shouldn’t they be considered as illiterate as if they left college without being able to read and write?”

George Lucas

Research Questions

- **How do young adult novel book covers and graphic novel book covers differ and converge in their representation of the same story?**
- **How do young adult novel book covers and their graphic novel book cover counterparts appeal to an audience and position prospective readers?**

Book Cover Analysis Tool

COMPOSITIONAL ANALYSIS

	Description	Notes	Meanings/Implications
Textual Elements			
Title/Subtitle	How is the title and/or subtitle presented? (e.g. color, size, position, etc.)		
Language	What verbs/nouns are used in the title? What do these suggest?		
Font(s)	What are the characteristics of the fonts used? (e.g. weight, color, serif/san serif, expanded/condensed, etc.)		
Author(s)	How are the names of authors/editors presented? (e.g. color, size, position, etc.)		
Design Elements			
Media	What types of visual media are used? (e.g. photograph, line art, collage, etc.)		
Location (Information Value)	What is centered? What is located at the top/bottom? What is located on the edges?		
Composition	What design elements dominate the cover? (e.g. lines, shapes, colors, borders, etc.)		
Framing	How are textual elements (i.e. title, subtitle, author(s), etc.) used to frame the cover?		
Logo	How is the publisher identified? (e.g. color, size, position, etc.)		
Color Palette	What are the dominate colors on the cover? What are the subordinate colors on the cover?		
Overall	What meanings or feelings are constructed from the cover? What are your overall impressions?		

Book Cover Analysis Tool

IDEATIONAL ANALYSIS

	Description	Notes	Meanings/Implications
Actors/Characters - Roles	Who is in the image? (e.g. race, gender, age) What roles do they play?		
Pose	How are the actors/characters posed?		
Vectors	What horizontal, vertical, or angled vectors are observed?		
Setting	What setting is included? Is the setting realistic or abstract?		
Objects	What objects other than people are included on the cover?		
Actions	What actions are being suggested?		

INTERPERSONAL ANALYSIS

	Description	Notes	Meanings/Implications
Gaze	Do the characters look at the viewer (demand) or away (offer)?		
Interpersonal Distance	How close or far is the viewer from the character(s)? (e.g. closer, personal, etc.)		
Angle of Interaction	Is the viewer positioned above, below, or at eye level with the characters?		
Modality	Is the image realistic or abstract? Is the image posed or naturalistic?		
Framing	Are there any framing components or shapes in the image itself?		

IDEOLOGICAL ANALYSIS

	Description	Notes	Meanings/Implications
Keyword Associations	What keywords are included in the title, subtitle, or other text?		
Absence	Does anything seem to be missing from the image?		
Symbols	What potential symbols are included in the image?		
Appeal to Consumer	What is being used as the hook? What might compel/prevent buying the book?		
Implied Reader/Audience	Who is the implied reader of this book? What suggests this?		

FINAL THOUGHTS/IMPRESSIONS

Frequency Counts (Preliminary/Predominate)

	YA Covers	GN Covers
Number of Actors	Solo Male (7)	Male+Female (8)
Race	White (16) : POC (1)	White (32) : POC (3)
Gaze	Offer (8) : Demand (7)	Offer (13) : Demand (12)
Appeal	Author (19) Recognition (14) Series (10)	Author (16) Series (16) Graphic Novel (12)
Audience*	Middle School (15)	High School (13)

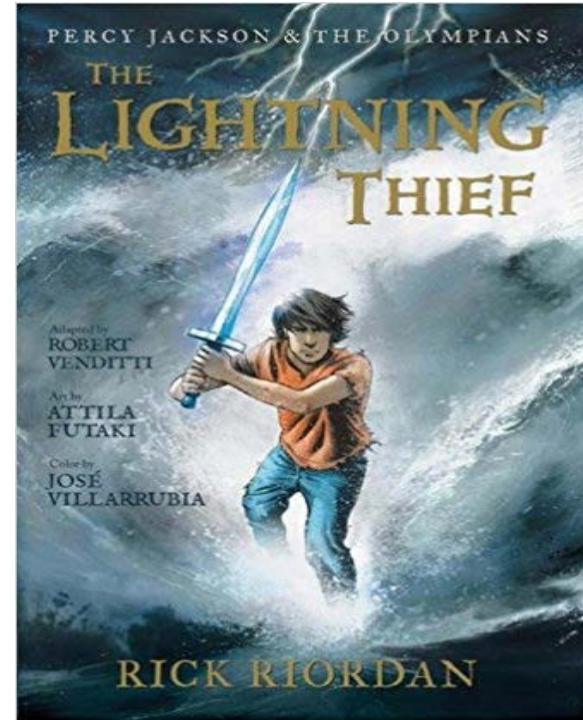
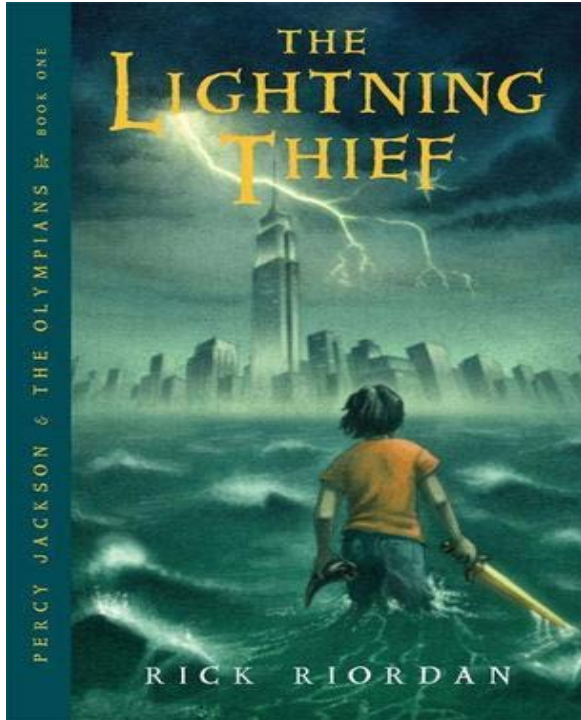
*Many texts had crossover appeal.

The Lightning Thief - Rick Riordan

Realistic

Offer

Age - MS



Abstract

Demand

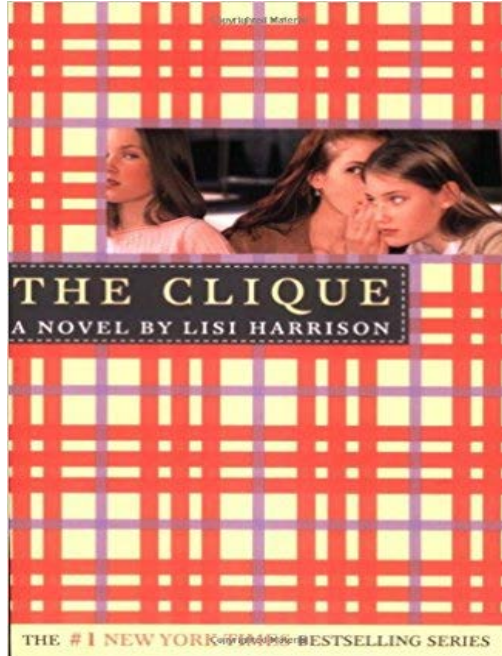
Age - HS

The Clique - Lisi Harrison

Realistic
Modality

Offer/Demand
Vectors

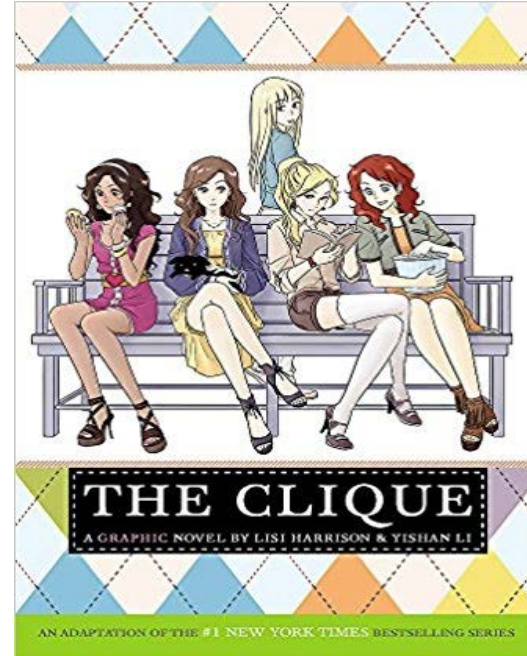
Color/Pattern



Illustrated
Modality

Offer,
Vectors

Color/Pattern



Speak - Laurie Halse Anderson

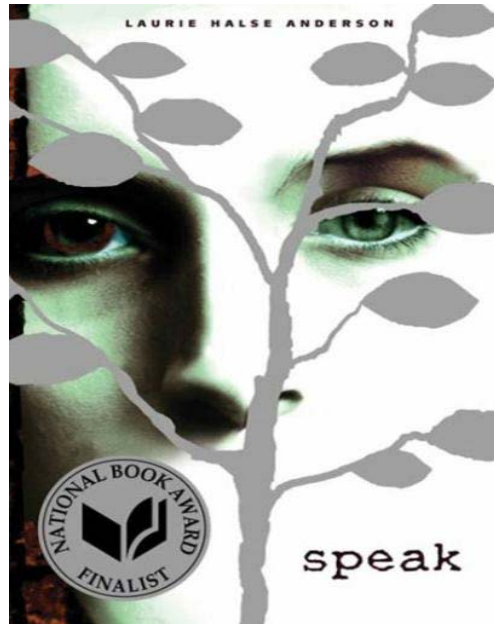
Absence

Symbols

Demand

Title

Framing



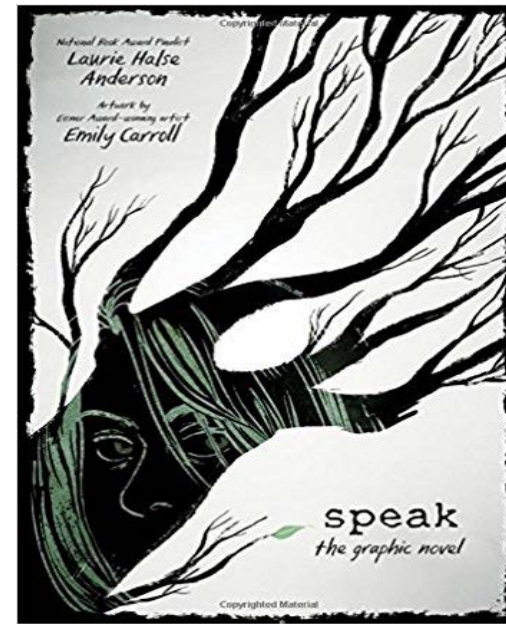
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Symbols

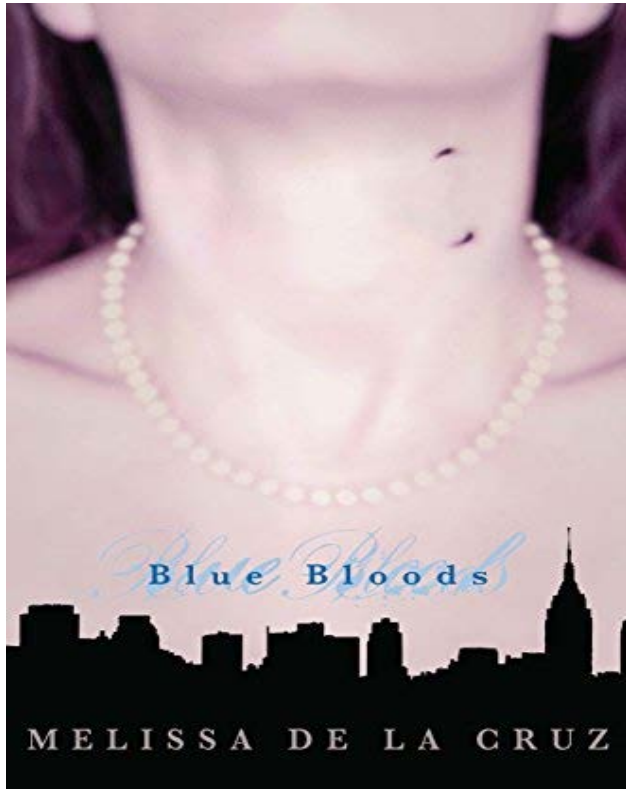
Demand

Title

Framing



Your Turn: *Blue Bloods* - Melissa de la Cruz



Implications for Teachers

- **Become familiar and competent with aesthetic and visual nature of multimodal texts**
- **Recognize opportunities to discuss visual/multimodal text throughout curriculum**
- **Begin critical analysis and discussion of classroom texts before reading begins**
- **Support students visual/multimodal literacy development**

Implications for Students

- **Develop and apply visual/multimodal literacy skills**
- **Develop and apply critical literacy skills**
- **Develop an understanding of marketing practices used to sell products to tweens/teens**
- **Become an informed consumer**
- **Respond to and challenge adult perceptions of tweens/teens as characters and consumers**

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Google Drive Link: <https://tinyurl.com/coveranalysis>