

Prof. Jon McKenzie

ENGL 1168 First-Year Seminar Spring 2025

Section 110 • TuTh 1:25-2:40 • 110 Google folders

Section 111 • TuTh 2:55-4:10 • 111 Google folders

Comics, Posters, PAR&D Exhibition

COMICS SHOWCASE!



Horton's 10 Stages of Longer Essay

1. Beginning before Beginning
2. Listening Habit
3. Generating Materials
4. Note-taking
5. Organizing Notes
6. Incubation Stage
7. Forming and TESTING Hypothesis
8. Writing the First Draft
9. Revising the First Draft
- 10.Editing the Final Draft

Wrestling with Plato's Fight Club



Fig. 1.1 Cornell entomologist Michael Hoffmann speaks at the March for Science rally, Ithaca Commons, Ithaca, New York, April 22, 2017. (Photo by author)

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J. McKenzie, *Transmedia Knowledge for Liberal Arts and Community Engagement*, Digital Education and Learning,
https://doi.org/10.1007/978-3-030-20574-4_1

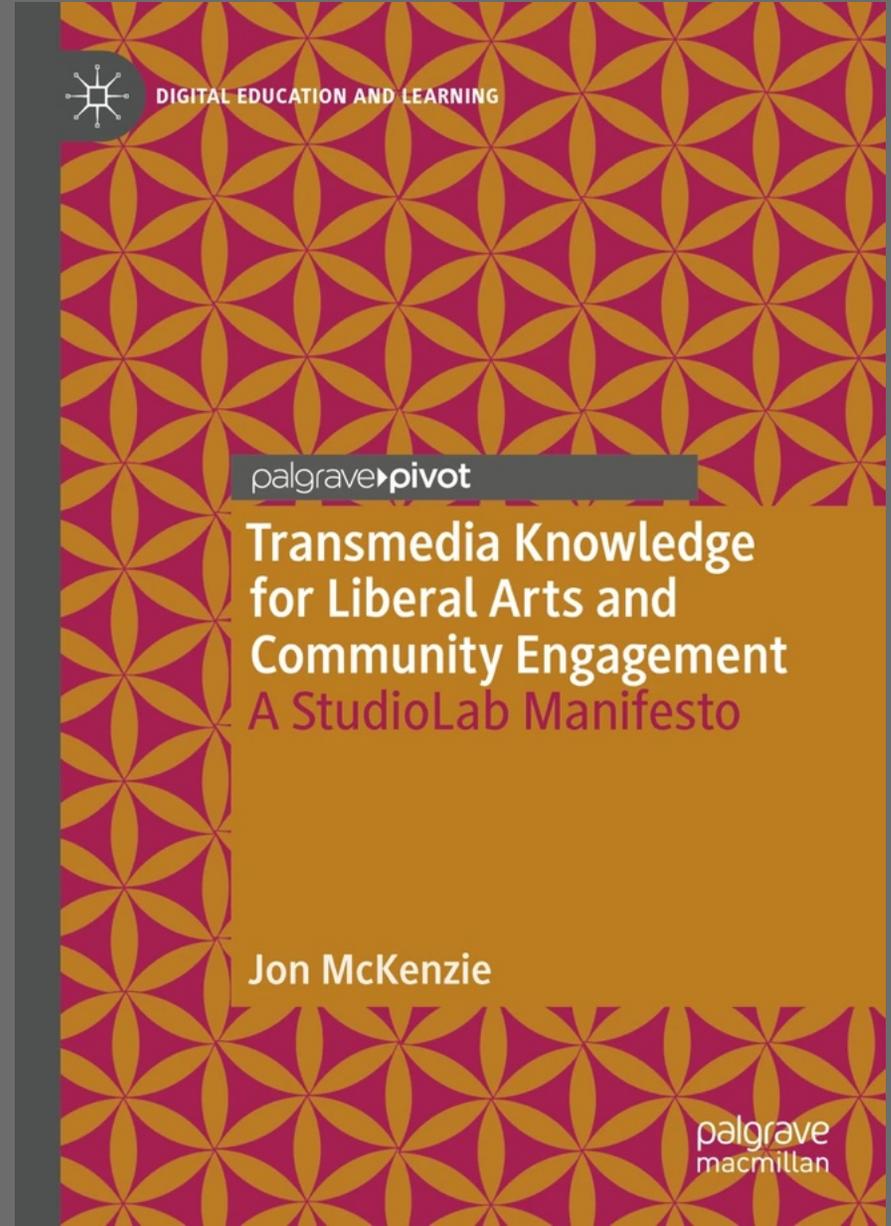
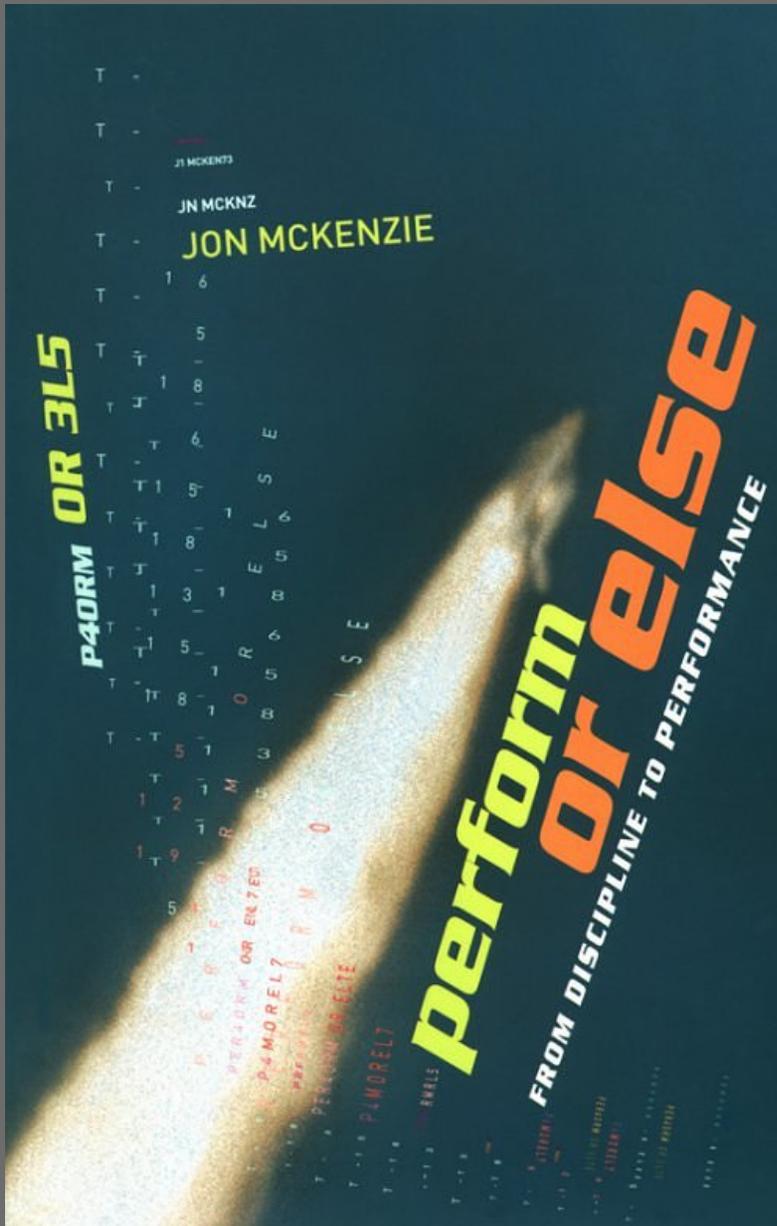
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Fig. 1.2 Proposed reCLAIM Café for Renne's Corner in the Wisconsin Institute for Discovery by the KAMG group, 2016. (Image by Keegan Hasbrook)

ON THE USE AND ABUSE OF THIS BOOK

To revitalize the liberal arts, we must transform Plato's Fight Club at the levels of space and media, habits and curricula, values and institutions. Given the social, political, and economic pressures on higher education, we cannot rely solely on expert disciplinary knowledge and traditional media genres of expository essays, journal articles, and academic books, as



Old School

New School

Traditional forms and practices

Disciplinary knowledges and interdisciplinary collaboration within the institution

Separation of seminar, studio, and lab to divide conceptual, aesthetic, and technical learning

Scholars as solitary Romantic geniuses

Values of originality and specialized skill

Monomedia knowledge production (print)

Tutor cultural forms: nineteenth-century essay, novel, painting, classical music, ballet, realist drama

Division of high culture and popular culture

Publication of research for fellow researchers

Emerging forms and practices

Transdisciplinary knowledges and extra-disciplinary collaboration outside the institution

Mix of seminar, studio, lab, and field to integrate conceptual, aesthetic, and technical learning

Scholars as idiosyncratic collaborators

Values of recombination and multiple skills

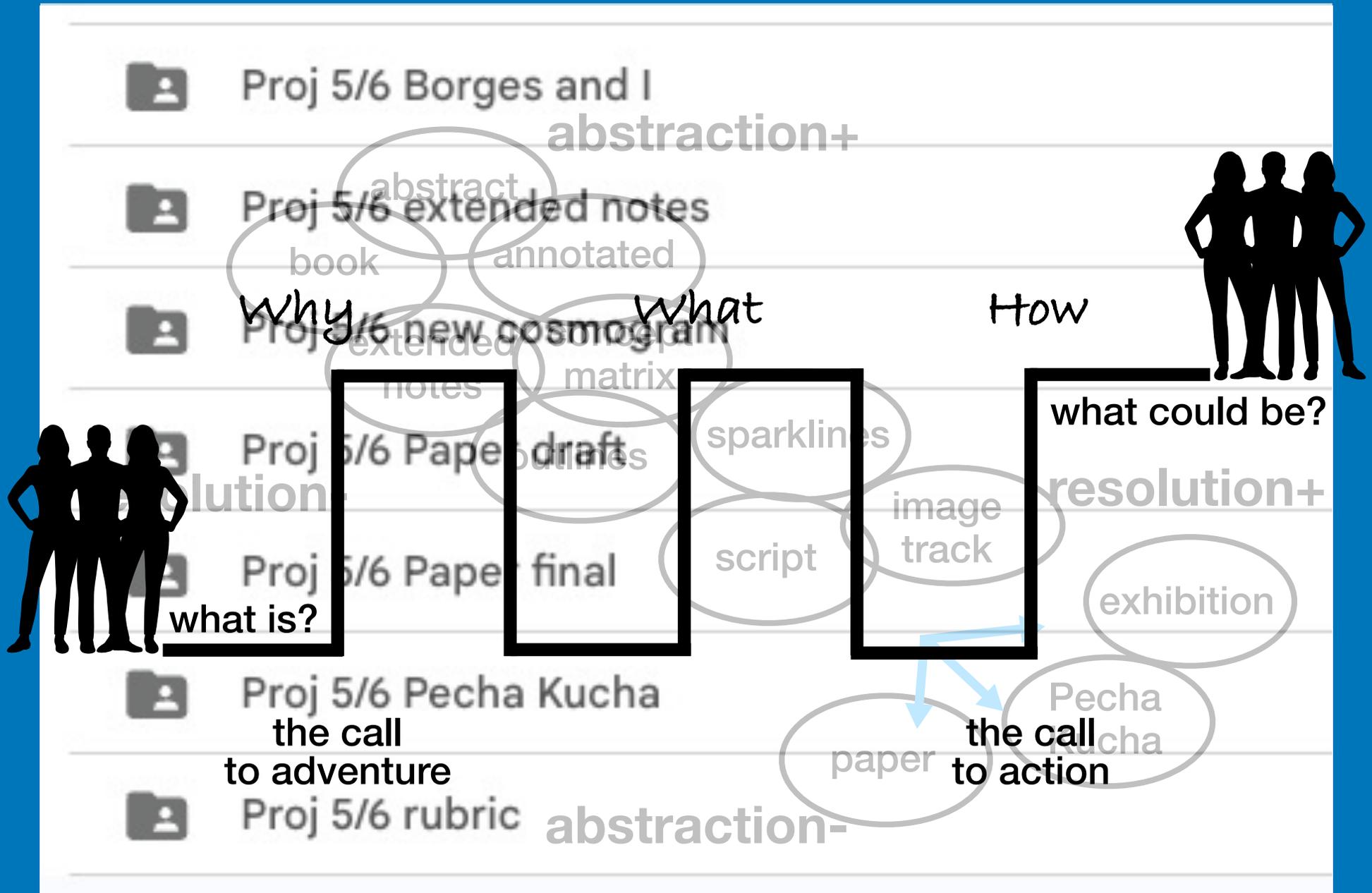
Transmedia knowledge production

Tutor cultural forms: twentieth-century magazine, film, radio, graphic design, hip hop, performance

Mixing of high cultures and popular cultures

Publication and sharing of research for fellow researchers, specific communities, policymakers, and general public

Thought-action Media Cascade



Outline

Introduction

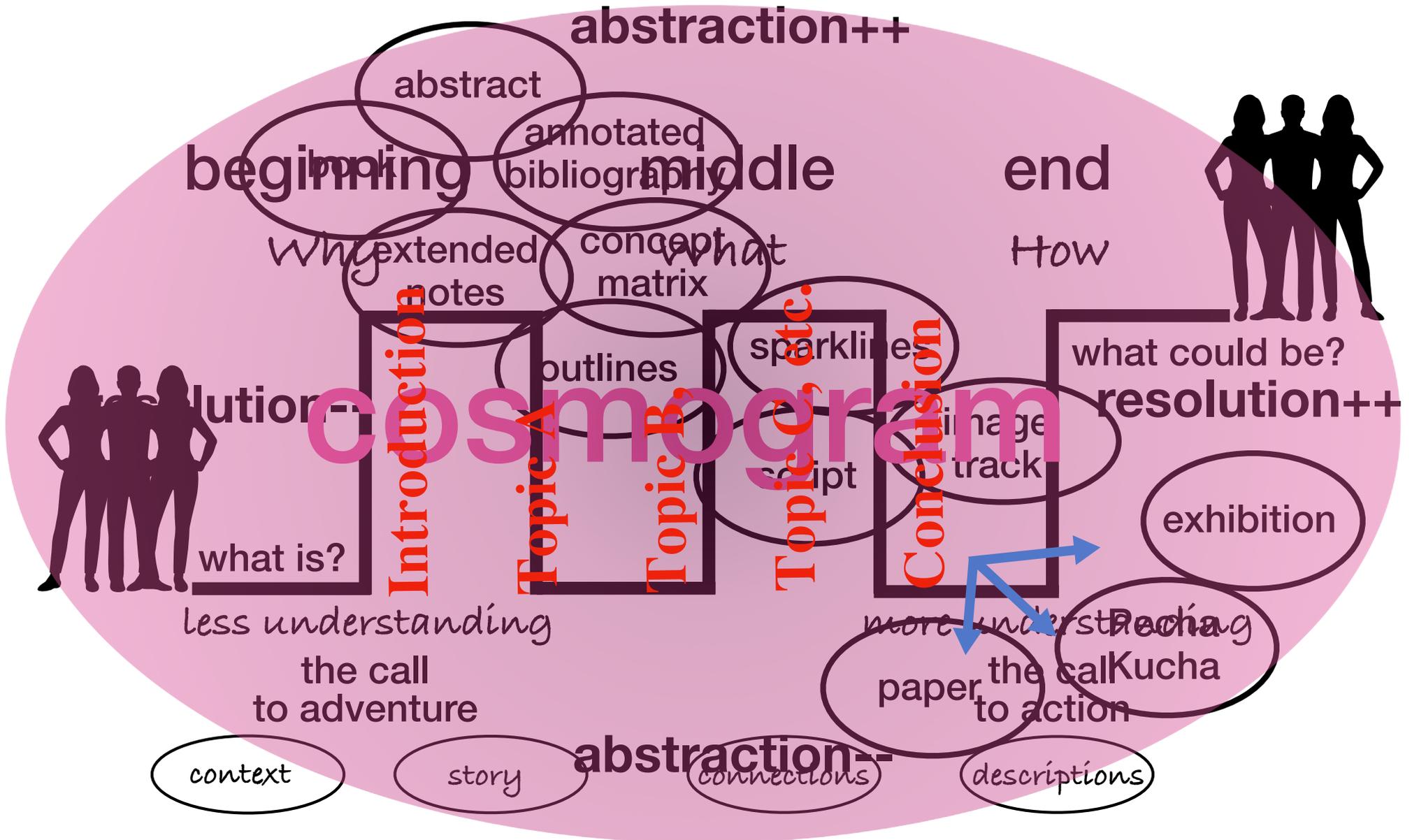
Topic A

Topic B,

Topic C, etc.

Conclusion

WhyWhyHow Sparkline



Abstract

With the **crisis in higher education**, **transmedia knowledge** can help institutions connect to communities and the world by sharing knowledge across different media forms, from **essays** to **info comics** to **PK**. The emergence of transmedia knowledge reflects profound **economic, technological,** and **societal transformations** and also changes how we understand **thought and action, seeing and believing**. **Institutions must collaborate with different groups using different media** to connect groups.

Outline

1. Introduction: crisis and TK			PechaKucha
2. Topic A: Economic, Tech, Society	<i>"The Careful Sphere of Pascal" "The Competent Care"</i>	<i>It Takes a Village, Your First Child Comic for Proj 5 and 6</i>	<i>Crippled Confrontations, Cubism, PK from your field</i>
3. Topic B: Freud, McLuhan, Stiegler	Horton Lanham	Cadwell, McKenzie, McCluhan	Nguyen, Hyaal, etc.
4. Topic C: Arendt, Butler, Corbin			
5. Topic D: Economic, Tech, Society			
6. Conclusion: crisis and TK			

Conceptual Matrix

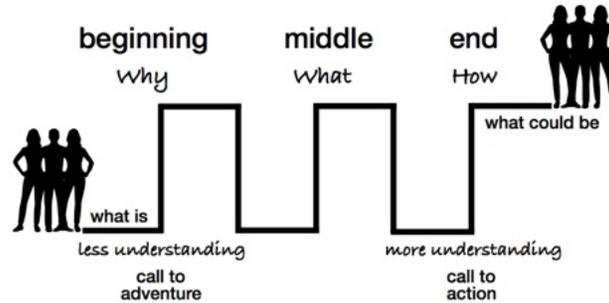
Genre/ Topic	Essay	Info Comic	PechaKucha
Examples	"The Fearful Sphere of Pascal," "Culturally Competent Care"	<i>It Takes a Village, Your Proj 3 comic Comic for Proj 5 and 6</i>	<i>Crippled Confrontations, Slenderman, PK from your field</i>
Theorists	Horton, Lanham	Caldwell, McKenzie, McCloud, etc.	Nguyen, Hvaal, etc.
Old way of seeing			
New way of seeing			
Image/text relation			



Final Projects WhyWhatHow Sparkline

Use the WhyWhatHow Sparkline to Organize Your Paper and PechaKucha. Research papers and presentations often have three-part structures of introduction/argument/conclusion, similar yet different from the classic three-act narrative structure found in myths, novels, and fictional comics: set up/confrontation/ resolution.

Narratives involve characters, plot, and setting, while arguments entail evidence, logic, and context. Project histories, case studies, even process description all rely on narrative. One way in is simply contextualizing the topic for a wider audience. Or as Lee LeFever suggests: contextualizing it, telling a well-crafted story, and connecting narrative elements to detailed descriptions of the issue. Nancy Duarte draws on narrative theory to design organizational presentations, which she says should mix story and argument to transport audiences from “what is,” through a series of contrasts with “what could be,” to produce a “state of bliss.” The difference between “what is” and “what could be” measure the *stakes*, the *why*, of the project. Superimposing LeFever and Duarte: start with context (WHY), tell a story as call to adventure, contrast IS/COULD be, and end describing the project with a call to action (HOW).



Use your paper and presentation to present arguments, stories, and images that create resonances between your theory and your target audience or stakeholder: try to transport them from *what is* to *what could be*.

Beginning: What Is? Who are your stakeholders?	Middle: Contrast of What Is/Could Be What makes the concept distinctive?	End: What Could Be? How can project best succeed?
Why is your concept important to each stakeholder?	What are the core issues and potential solutions?	How does your concept engage each stakeholder?
What is the adventure , what's at stake for each stakeholder?	What are the key perspectives and challenges ?	What action can your stakeholders take?

Workshop and Homework

- Revise your **abstract** to hone argument/evidence struggles re: X
- Translate abstract into **outline/sparkline** with topics/aspects of X
- Using **database**, research topics (arguments, concepts) and collect articles
- Use **conceptual spreadsheet/matrix** to organize ideas and reveal patterns
- Circle back to X, revise your abstract, outline/sparkline, matrix and repeat:
grow your ideas with images, words, and feelings
- Once you have robust outline/sparkline, research materials, matrix:
transmede into a **draft essay**
- Sketch **Pecha Kucha** as prototype (6 slides x 20 sec)
- COLLECT IMAGES**