

Projects 5 and 6 Combined: Longer Essay and Internship CFP Pecha Kucha

Project 5: The Longer Essay: Strategic Storytelling

Compose a 2,500-word essay that extends research begun in Project 2, theorizing your concept more in depth and/or from additional perspectives. Your goal is to theorize (struggle into thought, argue with concepts) *X*, a yet to be determined thesis concerning your concept's what (its meaning, significance for different groups), as well as its why (its value for different groups) and how (its applicability for different groups). Your *X* is your **BIG IDEA OR PROBLEM SET** that you will share with others.

Use at least seven external references, three from our readings and four from your own research, using the online Library Catalogue's Articles and Full Text search function to find scholarly articles. You must use at least three images, diagrams, and other visuals within your text to demonstrate, illustrate, or explain your theorization. Target specialists in the relevant field in your paper and utilize appropriate citation style..

Over the semester you'll write abstracts and short descriptive and analytical essays, as well as your own info comic. In the last part of the class, you'll combine your skills to create a sustained argument or reflection based on an *insight-vision-hunch-revelation-pattern-Eureka-leap-a ha-surprise-flash-idea* about *X* that you have while researching your concept and its place in the world. The power of writing is ideation and strategic storytelling, and this is your chance to produce and share ideas sparked by your text.

You will need to continue researching your concept, taking notes to help you describe and understand their concepts and arguments, in order to develop different perspectives, arguments, and concepts and articulate your own *theory or new way of seeing-knowing-doing X* revealed by your information comic (or whatever term you think works best) and arguing for its *significance, value, and applicability (or lack)*. Why should your target audience care about your concept and your argument?

Continue using Horton as a guide, contrasting old ways and your new way of seeing *comics, specialized knowledge, knowledge in general, education, life*—and/or some other way of framing *X*, the concept's "why", "what" and "how." Shuttle between your theory and other theories, between different fields, and between your audience and your subject matter.

To generate your thesis (the form your revelation takes in language), carry a notebook or create a Google folder to collect notes, ideas, and other generative materials; try experimenting with Horton's old school note-card method of composition or new school methods, such as *Post-its* and *Sketchnotes* to spatialize ideas on a table or wall in order to define terms, discover relationships, organize arguments, and generate minor and major insights. How do these visual methods connect to others we will learn, such as *battle lines* of oppositions an author uses to make arguments, or *conceptual spreadsheets* gathering and distinguishing different authors' ideas, or *schematic and narrative outlines*, or *sparklines* that embed arguments within an overarching rhetorical narrative, or the *Paramedic Method* of reshaping long, weak, meandering sentences? Is Horton right that having and communicating a *ha!* moments comes down to order? Can this be done in other ways?

Horton describes writing the longer essay as a combination of *mess* (research) and *mystery* (insight), but I add a third process: *massage* (transmediating or shaping your idea in appropriate media). This project requires you to transmediate your idea into a written essay for specialists and a short presentation for non-specialists. Your idea will take slightly different shapes in these media, and you should draw on all materials as tutor texts to create the most professional work you can.

Project 6: Micro-PechaKucha: Internship Position for X

Compose a 6X20 (2 min) micro-PechaKucha that presents EITHER a proposal for a new internship OR your application for an existing or dream internship. Internship can be specific (do *Y* for stakeholder *Q*) or general (research *Y* to connect stakeholders *Q, R, S*) or a mix. Present to stakeholder or donor.