Project 1: Human-Centered Experimental Critical Media

Analyze a work of experimental writing/transmedia theory using the CAT design frame and create a suite of transmedia pieces that communicates your research for at three audiences: peers in your own field, teenagers interested in creative writing and digital media, and your classmates. Use the design thinking frame to learn the values and desires of these different groups, reframe your approach, and help generate ideas, prototypes (drafts), and final work.

This project calls on you to combine analytic and creative skills using specific design frames to engage with experimental writing/transmedia theory and with different audiences. Experimental writing and transmedia theory can be very challenging but once you "tune them in," they can be mind-blowing and fun. Both are what Roland Barthes called "writerly" texts: beyond simply reading them, you need to "write" or interact with them, producing new texts as you do. CAT provides a frame for both analyzing such texts and creating responses with them.

You'll want to select a text that almost selects you; i.e., it resonates and calls to you—exciting you, challenging you, perhaps even daring you to select it. As Ulmer notes, the object of post-criticism can take on fetish-like powers. As Sedgwick argues, the form of experimental critical writing may "know" something that you don't, producing a ritualistic silence around it. CAT is a heuristic that enables you to get at the conceptual, aesthetic, and technical aspects of your object, allowing this silence to "speak" through you and creating ways to do so.

The design thinking (DT) frame will help you resonate or communicate the power of experimental writing/transmedia theory with your audiences. DT has applications in relational aesthetics, social activism, and community engagement. Use DT to learn more about your own field and why it might be attracted to or repelled by experimental writing/transmedia theory. You'll also use DT to understand your other target audience, teens from the George Junior Republic School's Poetic Justice poetry clubs. You will consult with them on their poetry projects, and they will consult back with you on this project.

The project has three deliverables:
- a 1500-2000 word **text** with supporting graphics
- a 7-10 minute **multimedia presentation**
- a 3-5 minute **reflective video** in which you discuss what you've learned

These can be created using Word, InDesign, PowerPoint, Keynote, Prezi, laptop camera, iMovie, etc. Approach these deliverables as experimental writing/transmedia theory projects. Given the media genre and your tutor text, you decide the form each takes and also the target audience of text and presentation: the video's audience is you, me, and your classmates.

Demonstrate your new skills by referring to the readings and consider using CAT to structure one or more of your deliverables.

Evaluation – Projects will be evaluated on their conceptual, aesthetic, and technical merit. You will help evaluate the presentations using the CAT frame to provide productive feedback to one another.

Deadlines: 2/7 select tutor text   2/14 GJR students visit class   3/14 Project Due