

COURSE IDENTIFICATION**Course Title:** Creativity and Imagination**Description and Prerequisites**

This course will provide students with a practical and theoretical basis for creative practice in art and design, exploring issues of creativity, imagination, and innovation through direct experience, discussions, and studying the work of notable innovators in historical and contemporary contexts.
No pre-requisites

Textbooks and Required Materials

Texts will be provided to students in the form of PDF documents excerpted from published sources, online resources, and lecture notes. Students may need to find and/or purchase materials specific to their group project but this is not determinable in advance.

COURSE OUTCOMES & OBJECTIVES

Outcomes	Objectives
Knowledge: What students should know	
Understand the history, current issues, and direction of the artistic discipline	Students will gain an understanding of contemporary applications of creativity, innovation and imagination in art and design.
Place works in the historical, cultural, and stylistic contexts of the artistic discipline	Students will relate the objects they create to historical precedents and contemporary examples.
Use the technology and equipment of the artistic discipline	Students will use relevant equipment and technology in the creation of course projects.
Skills: What students should be able to do	
Use the elements and principles of art to create artworks in the artistic discipline	Students will explore elements and principles of design as they create course projects.
Create artwork that demonstrates perceptual acuity, conceptual understanding, and technical skill	Student work will demonstrate relevant skill and accuracy.
Analyze and evaluate works of art in the artistic discipline	Students will engage in peer and self-critique of their works.

Synthesis: How students will combine knowledge and skill to demonstrate learning	
Produce artworks demonstrating technical skill and disciplinary knowledge	Students will produce works demonstrating relevant skill and technique.
Use knowledge of art and disciplinary vocabulary to analyze artworks	Students will use appropriate vocabulary in their written work and self-reflections.
Participate in critiques of own work and work of others	Students will participate in individual and group critique of projects.

CLASS SCHEDULE

Week	Date	Topics and Assignments	Assessments
1		Course Introduction Sketchbook: 10 ways to use a pencil that don't involve writing Read: Mihaly Csikszentmihalyi, "Enhancing Personal Creativity," in <i>Creativity, Flow and the Psychology of Discovery and Invention</i> , 343-372	Work in sketchbook and journal is ongoing throughout the course. Readings are assigned the week PRIOR to discussion. Students must write 2 questions for discuss and collect one meaningful or impactful quote. Instructor will collect quotes and questions at the end of the day's class. These are included in the course participation grade.
2		How does creativity work? Journal: when were you most creative? Read: Read Twyla Tharp, "Before You Can Think out of the Box, You Have to Start with a Box," and "Scratching," in <i>The Creative Habit</i> , 78-115	
3		Nurturing Creativity Sketchbook: draw the flow of the creative process	
4		Flow Journal: impediments to the creative process Read: Mihaly Csikszentmihalyi, "Where is Creativity" in <i>Creativity, Flow and the Psychology of Discovery and Invention</i> , 23-50	
5		10,000 Hours Sketchbook: where are you in the road to 10,000 hours? Read: Arthur Koestler, "The Evolution of Ideas," in	

		<i>The Act of Creation, 224-254</i>	
6		Creativity and Change Journal: Why do ideas evolve? Read: Richard Sennett, "Ability," in <i>The Craftsman</i> , 268-285	
7		The role of expertise Innovator presentations Sketchbook: draw a portrait of the innovator who's the subject of your project Watch: any TED talk we didn't have time to view in class.	
8		Innovator Presentations Journal: what was the most interesting thing you saw in the presentations today?	Mid-term Critique— Innovator Presentations
9		Introduction of Course Project Formulate schedule and plan for project completion Sketchbook: sketch project idea Read: "Toward a Theory of Imagination" in <i>The Body in the Mind. The Bodily Basis of Meaning, Imagination, and Reason</i> , 139-172	
10		Philosophy and Imagination Journal: why should an artist learn philosophy? Read: Richard Sennett, "Conclusion: The Philosophical Workshop" in <i>The Craftsman</i> , 286-296	
11		Theory and Creativity Sketchbook: sketch progress on course project	
12		Imagination and Industry Students begin writing final reflection paper about their experience in the class. Continue working on course project. Sketchbooks and journals due Week 14 Projects and papers due Week 15	
13		Presentation of Industry Projects Work on project and paper	Industry and Imagination—group project due
14		Open work time for project and paper Individual instructor critiques	Sketchbook due Journal due
15		Final critique: presentation of course project Final paper due	Course Project Final Paper

ASSIGNMENT & ASSESSMENTS		
Item	Due	Weight
Sketchbook	Evaluated at mid-term and final week	15%
Journal	Evaluated at mid-term and final week	15%
Innovator presentation	Week 8 (mid-term)	5%
Project	Week 15	25%
Project Presentation	Week 15	5%
Final Reflection Paper	Week 13	10%
Class Participation	Ongoing throughout course	25%
Total		100%

Attachments-1**Written directions for assignments****Journal and Sketchbook (30% of final grade)**

The journal and sketchbook represent a significant portion of your grade in this class because the real WORK of the course occurs through your thought processes and personal reflections. This is an ongoing process, so your recordkeeping of this learning through visual and textual means is very significant.

Sketchbook (15% of final grade)

- Entries have a date and a title
- Entries must clearly connect to course content or class discussions
- Entries demonstrate connection between the student's life experiences and course content
- Entries demonstrate personal growth, learning and/or reflection
- Entries are of high quality and demonstrate thought and effort

Journal (15% of final grade)

- Entries have a date and a title
- Entries are written legibly
- Entries must clearly connect to course content or class discussions
- Entries demonstrate connection between the student's life experiences and course content
- Entries demonstrate personal growth, learning and/or reflection
- Entries are of high quality and demonstrate thought and effort

Class Participation (25% of final grade)

- This is an experiential, hands-on course. Therefore, your active participation is required at all times
- Students must be prepared for class and ready to engage in the day's discussions and activities
- You should be prepared to share your ideas and opinions during class discussions.
- You should demonstrate active listening through your facial expressions and body language
- You should exhibit willingness to volunteer your ideas and opinions, and enthusiasm for class activities.

Innovator Presentation (5% of final grade)

- You will be assigned an innovator to research this person, making sure to focus the bulk of your information on:
 - WHY is/was the person's innovation significant?
 - HOW did the person accomplish this?
 - WHAT did this person do that no one had done before and what is the lasting impact of this innovation?
- Prepare a 5-minute presentation. Creativity is important, but there are no specific criteria beyond the time limit, which will be strictly enforced.

In-Class Presentation (counts towards overall participation grade)

- **Small groups of students will be given the name of a ground-breaking company.**
- **The group will have 30 minutes to conduct research about the company, and 30 minutes to assemble a presentation for the class.**
- **Presentations should be 5 to 10 minutes in length and should demonstrate creative communication.**

Course Project (25% of final grade)

- **Course projects are dependent on lectures, class activities, and discussions occurring in the first half of the course. Because of the nature of this class, it is not possible to anticipate specific criteria ahead of the time the project is assigned. Rather, this will be a work in progress, with criteria emerging as we work together.**
- **Projects will be evaluated during a one-on-one critique with the instructor, and also via the final presentation**

Project Presentation (5% of final grade)

- **Because student projects will vary widely, guidelines for evaluation are necessarily broad. All projects must demonstrate:**
 - **Substantial knowledge**
 - **Creativity**
 - **Evidence of preparation and organization**
- **Presentations must be:**
 - **Of high quality**
 - **Clear and easy to understand**
 - **Engaging and interesting**

Final Reflection Paper (10% of final grade)

- **You will write a 300-500-word paper reflecting on your experience in this class.**
- **The paper should address:**
 - **How the things you've learned might be of benefit to your educational journey**
 - **How your learning will benefit your eventual practice as a professional artist.**
 - **Activities or experiences you found most valuable during this class**
 - **Activities or experiences you felt were unsuccessful during this class**