Semester/Year: Fall 2010
Course Title: Developing Creative Imagination In the Arts
Catalog No.: HUM 121 300
CRN: 91875
Room: C018
Day/Time: Tu - Th 2:00 - 3:15pm


1 Course Purpose:
*Developing Creative Imagination in the Arts* will offer you an opportunity to explore topics emanating from the theoretical foundation of creative thinking and from the creative production of individuals in the arts and literature in the last century. The course content will add to your knowledge of the creative process and of creative people from various fields. We will give special attention to literature and the visual arts. The course structure will emphasize understanding creative performance and provide you with opportunities to develop your own creative process through exploration of problems requiring creative thinking and practice with various facilitating techniques.

2 Instructional Objectives:
Upon successful completion of HUM 121 the student should be able to:
- Understand and articulate a definition for creativity.
- Recognize and describe the role of imagination, insight and intuition in creative thinking.
- Demonstrate an improved ability for deliberate and careful observation.
- Articulate processes and properties of artistic creativity in the visual arts, writing, music, dance or acting.
- Explain the factors associated with everyday creativity and breakthrough creativity.
- Explain the difference between individual and contextual approaches to creativity.
- Use knowledge from research in practical creativity to minimize behaviors or conditions that inhibit creative problem solving.
- Demonstrate use of a creative solution to a problem in a domain specific area.
- Communicate more clearly and concisely in writing, visual / oral presentations.
- Demonstrate competent use of SCCC library resources for research.

3. **PROCEDURES FOR ACCOMPLISHING OBJECTIVES:**
The objectives of this course will be achieved through lecture, class discussion and group exercises, reading, viewing and written assignments. Our classroom work will be supplemented with film, audio, image, a variety of handouts, and possible guest presenters as warranted by the medium.
4. STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:

Relax and enjoy this unique class. I look forward to working with you as a guide, mentor, and fellow participant. **I will provide a new assignment sheet 3 times during the semester – every 5 weeks.**

You are expected to satisfactorily complete the following in order to receive credit for HUM 121.

Each category below fulfills 25% of your final grade

4.1. **Attend, participate in groups/solo, complete** assigned quizzes on chapters in text or with supplementary material and **submit** assigned Experience Response Paper (Minimum 250 words)

Assignments may be **resubmitted** with revisions to improve grade - **only** if work was submitted on time and/or no later than one week after date due.

4.2. **Complete & Submit 6 out of 10 Journals assigned.** For specifics on topic, length etc. see ‘Journal Entries’ handout attached to course outline. **JOURNALS SHOULD BE TYPED - PLEASE DOUBLE SPACE.**

– Two of the 6 required journals must be selected from “What if?” scenarios. Handout will be distributed in class week 4.

All journals should include the date, journal number and topic. Journal assignments must be submitted on the date due via your student folder provided at the beginning of semester or sent to my email. Points earned are based on the level of engagement with the assignment and ideas discussed.

**Journal Assignments may also be resubmitted** with revisions to improve grade - **only** if work was submitted on time and/or no later than one week after date due.

4.3. **Library Assignment**

Submit a one page typewritten summary on assigned topic due on 11/2

Provide a brief oral comments on the creativity concept you chose to research during class/group discussion on 10/26. Format for summary and for class discussion will be provided in the assignment handout.

4.4. **Creative Process Project** – select option most appropriate for your domain, present and discuss project in one of our last 2 class meetings of the semester 12/16 or 12/21.

See handout for details of Proposal, Class presentation, and the one page written description of 3 aspects of your Process:

1. **Preparation**,  
2. **Reasons** for choosing the particular project; and  
3. **Development**, incubation, illumination and implementation along with your personal observations/comments on day of presentation.

**Suggestions:**

- Modify an assignment previously completed for another class using a creative strategy learned in this class
- Recast one of the “What if?” journals in another medium. Format may be visual - photography, drawing, computer art; kinetic - dance; written - a story, a poem; aural – music or a song you select and perform that is conceptually connected to any creative concept discussed in class
- Other - creative work that you have an interest in - **the project idea must be discussed with and approved by me.**
5 ATTENDANCE POLICY:
I adhere to the College’s attendance policy described in the college catalog and the student handbook.
The College defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. I hope you attend every class session. It is your responsibility to communicate, to inform me of a personal circumstance that may cause you to miss two successive classes. I read my email daily. If you choose to be absent you are still responsible for whatever is due in that class.

I reserve the right to remove any student who misses 4 classes from the active class roster and he/she will receive the grade earned up to that point. Three late arrivals will count as one absence.

6 GRADING SYSTEM:
The grading system used is described in the college catalog. Final grades will be determined as follows:
- Library research an oral report & a typed summary on an assigned topic......................25%
- Your Creative Process oral summary and typed statement per assignment directions........25%
- 6 typed Journals on topics assigned/ 2 of the 6 journals will be ‘What Ifs?’ ......................25%
- Quizzes i.e. text chapter reading questions or other assigned reading questions, Class exercises Participation/Preparation, Experience Response paper..........................................................25%
TOTAL..............................................................................................................100%

7 Other Required Materials
I suggest you purchase a metal ring binder or a folder with sections to hold completed assignments, class exercises, chapter excerpts, articles etc. These other materials will be made available to you via pdf attachments to your email, on our D2L class link and/or through in-class distribution.

8 Bibliography
A list of sources relating to the topics of Creative Thinking, Problem Solving and Creativity will be provided. Excerpts/chapters from other readings etc. are identified on assignment sheets and will be made available to you via pdf attachments to your email, on our D2L class link and/or through in-class distribution.
JOURNAL ASSIGNMENT 25% OF FINAL GRADE

Complete & Submit 6 out of 10 assigned Journals. For specifics on topic, length, etc. see ‘Journal Entries’ page in course outline.

JOURNALS SHOULD BE TYPED - PLEASE DOUBLE SPACE – Two of the 6 required journals must be selected from “What if?” scenarios. See separate handout distributed with course outline. All journals must be numbered and dated. Journal assignments will be submitted via a student folder I will provide or send on date due to my SCC email account.

Each Journal is given a numerical score from 1 to 20 (see grading criteria.) The score is based on your level of engagement with the assigned topic, completeness, correct use of terms or concepts, organization, mechanics and spelling. Writing should exemplify ENG 101 competency.

First 5 journal options

1. Journal 1 due 9/16 – Consider what we have viewed in class and what you have read for class and develop a working definition for the concept ‘Creativity’

2. Journal 2 due 9/28 Who do I personally know that I think exemplifies creativity with a small ‘c’? Use thought question 1 at the end of Sawyer ch. 2 Conceptions of Creativity as a trigger for your response to this Journal.

3. Journal 3 due 10/5
   Select and write about any item listed on Journal topics attached to course outline.
   or
   Write about any reading assigned, topic discussed, or any activity experienced as part of class

4. Journal 4 ‘What if?’ due 10/12 complete your ‘What If?’ after doing In class ‘What If?’ exercise
   In class we will review examples, select a practice item, brainstorm options with group and discuss acceptable responses?
   After completions of in class ‘What If?’ you will:
   Select an idea from the “What If?” list distributed,
   Brainstorm- using one of strategies presented in class, – while brainstorming let your imagination be influenced by new stimuli such as music you do not regularly listen to. i.e. Jazz, Classical, Country
   Develop and refine one of the imagined scenarios from your brainstorm list for your journal

5. Journal 5 due 10/19
   Select and write about any suggested topic from Journal handout provided with course outline.
   or
   Write about any reading assigned, topic discussed, or any activity experienced as part of class
HUM 121: Developing Creative Imagination… Journal Entries

- The purpose of the journal is to reflect on creativity concepts encountered through course experiences. For some journals, the topic will be assigned and noted on the journal assignment sheet, otherwise the topic may be selected by the student from the suggested journal ideas provided below.
- You are required to complete 6 out of 10 journal assignments listed on assignment sheets provided each 5 weeks. For 2 of the 6 journals students will select and complete a “What If?” The description of a “What If?” scenario and idea suggestions will be provided in week 5.
- Journal responses should be typed about one double-spaced page in length. If you have very legible handwriting journals may be handwritten - but you must write on every other line. Obviously if handwritten, journals will be longer, about 2 ½ to 3 pages in length.
- For an assigned journal topic, reflect on the readings assigned or discussion/comments heard in class. You could record what you think about as you experience assignments and/or how your ‘thinking’ may have changed because of the ideas experienced during the semester. Always consider, “ways you can make a connection between what you’re doing/thinking and what is being discussed in class?" Journals will be submitted as noted on your HW assignment sheets. All journals should include the date, journal number and topic. Journal Assignments may also be resubmitted with revisions to improve grade - only if work was submitted on time and/or no later than one week after date due. Revisions should be submitted with the original graded journal.

The journals you submit should not be:
- an account of your personal relationships (start a personal diary for that)
- a forum for complaining about the course (if you are having problems please e-mail or call me)
- a draft of your in class experience papers (please hand in drafts as drafts)

Some ideas for the unassigned topic journals:
- When did ‘you’ become ‘you’? Describe the actualization of you.
- Imagine that you suddenly became one of the creative individuals we have read about or viewed. What might happen in your life?
- Sit outside for 30 minutes and imagine that the landscape is actually a painting. Write a detailed description.
- Write a poem in which every word begins with the same letter.
- What was the most fun you remember having at school before the sixth grade? Why was it so great?
- Describe something you become aware of for the first time, like a beautiful tree or the way the sun strikes it.
- Describe something you loved to make when you were a kid. What was so fun about it?
- Discuss how a creative concept we discussed in this class relates to a topic you have studied in another class.
- Identify a problem at your job or at home and come up with twelve useless solutions.
- Describe in detail your bedroom when you were 13. Describe your current bedroom. How did/does each represent you?
- Describe the process by which you determined your major area of study. Was it based on emotion or reason?
- Describe in detail something you treasure from an elderly or deceased relative.
- Draw/paint/collage a picture of your favorite song.
- If you could have dinner with any creative personality we have discussed, who would it be and why?
- Describe what is happening in the air all around you at this moment.
- If you had your own theme music playing as you walked down the street, what would it be and why?
- All alone, turn on a favorite song and dance to it - really get into it. Describe your dance and the feelings it generates.
- Drive an entire trip without any music, radio, TV, or phone. Describe the experience.
- Drive an entire highway trip at or below the speed limit. Describe the experience.
- Describe in detail a creative project you did before the age of ten that you absolutely loved doing.

**HUM 121: Developing Creative Imagination… Journal grading criteria**

I use a set of criteria (see below) based on the journal instructions. Each journal can earn a maximum of 20 points for a total of 100. Grading criteria are as follows:

**Journal point range**

**A** 18-20 pts.
Earnest and active engagement with the journal / or 'What If?' topic.
Creative response to the assignment.
Response is well-organized and provides appropriate detail - meets requirement for length
Exemplifies ENG101 competency; few, if any problems with spelling and grammar.

**B** 16-17 pts
Mix of earnest and moderate engagement with the journal / or 'What If?' topic.
Thoughtful written response to the assignment.
Response is on point, well-organized, provides some detail, may fall short of requirement for length,
Exemplifies ENG101 competency; may have minor problems with spelling and grammar.

**C** 14-15 pts
Minimal engagement with assignment or 'What If?' topic selected.
Written response to journal / or 'What If?' topic selected is not totally to the point.
Response is organized but may lack detail; does not meet requirement for length,
Writing needs editing, noticeable problems with spelling and grammar.

**D** 12-13 pts
Response shows lack of engagement with the assignment.
Token written response to journal / or "What If?" topic.
Response lacks organization and detail; does not meet requirement for length
Writing does not meet expectations for beginning college level writing

**Revise / Resubmit** 0-11 pts
Significant departure from the subject of the written journal / or 'What If?' assignment.
The response is disorganized and does not meet expectations for beginning college level work; writing
has serious problems with spelling and grammar – see me or a tutor.
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<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, Course overview, WHY are we interested in understanding and developing Creative Imagination? Conceptions of Creativity?</td>
<td>Requirements &amp; Due Dates for Library / Journals / Experience response paper / and any viewing, listening, or reading assignments will be provided on detailed weekly outline of topic handouts distributed in 5 week blocks during the semester. 1. Buy the text 2. SEND AN EMAIL TO PROFESSOR COFFEY TONIGHT <a href="mailto:coffeyc@sunysuffolk.edu">coffeyc@sunysuffolk.edu</a></td>
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<td>Week 2</td>
<td>Creativity – Ability, Attitude, Process</td>
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<td>Week 3</td>
<td>Creativity and Perception – Knowing how to see</td>
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<td>Week 4</td>
<td>Creativity / Process – A Change of Perspective, Imagining, ‘What If?’</td>
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<td>Week 5</td>
<td>Creativity / Process - Making Thought Visible</td>
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<td>Week 6</td>
<td>Experiencing Creative work - Visual Art</td>
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<td>Week 7</td>
<td>Experiencing Creative work - Photography</td>
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<td>Week 8</td>
<td>Experiencing Creative work - Jazz</td>
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<td>Week 9</td>
<td>Experiencing Creative work - Architecture</td>
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<td>Week 10</td>
<td>Experiencing Creative work - Acting</td>
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<td>Week 11</td>
<td>Nurturing individual creativity</td>
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<td>Week 12</td>
<td>Groups / - analogy - metaphor</td>
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<td>Week 13</td>
<td>Groups / Synectics / Scamper</td>
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<td>Week 14</td>
<td>Groups - <em>Medici Effect, Smart World</em></td>
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<td>Week 15</td>
<td>Creative project presentations</td>
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