UN1001 Perspectives
Creativity, Art, and the Everyday
Fall 2008

Instructor: Professor Jennifer Daryl Slack, 304 Walker Hall, 487-3229
Office Hours: Tue & Thur 12:30-1:30 or by appointment  jdslack@mtu.edu

Course Goals:
1. To increase your understanding of perspectives on creativity
2. To exercise your creative potential
3. To introduce you to college level work

Required Course Materials:
1. Paper - preferably unlined - brought to class daily
2. Camera - preferably digital - cheap disposable is fine
3. Books:
   - On Becoming an Artist by Ellen J. Langer (2005)
   - Breakthrough Thinking by Nick Souter (2007)
4. Other readings available at
   www.hu.mtu.edu/-.idslack/un1001

Assignments:

Informal Assignments:
1. Four “insight essays.” These are 1-3 page essays in which you discuss/explore something you have learned in the readings for that week. These essays are reflective in nature. These may be handwritten (if very clear).
2. Music and quotation: You will all choose a day to begin class with brain gym exercises, music, and an appropriate quotation on creativity.

Formal Assignments:
Written assignments in formal English, typewritten, well written, not plagiarized, appropriately referenced where appropriate. Photos to be visually produced (not left “in camera” and aesthetically presented.)
1. Essay on
   "If I was creative, I would..." (2 pages)
   OR "If I was more creative I would..." (2 pages)

2. Essay on
   An experience of being totally engaged. (whether you call it deep play, flow, really
   into it.) Describe the state, the passing of time, the quality of your sensing
   (smell, taste, touch, sight), the effort engaged, the pleasure or displeasure, etc.
   Was it rewarding, exhausting, exhilarating, etc? Use where appropriate the
   terminology from your readings. (4 pages)

3. Essay exploring a rule or recipe. More information to follow. (4 pages)

4. Photos of found faces. More information to follow. (at least 3 photos)

5. Presentation/research paper on creativity in a field of interest to you, including
   analysis of at least one substantial academic reading. More information to follow.
   (8 pages)

Grading:
Because this is a course on creativity that is, in part, designed to encourage
creativity, I need to reward you accordingly. Thus I place an unusually high value on
process as opposed to product. Both, as you will see in the course, matter very
much. Grading "process," however, is a challenge. So I need to explain to you what I
mean by process. To assess process, I will evaluate each of you individually,
assessing both your formal and informal contributions. Keep all summaries, drafts,
notes, images, whatever, as evidence of your process. If there is any question about
your grade, I will ask that you turn in these materials.

To evaluate process I will assess your willingness and ability:
1. To engage the material - to play, to be mindfully present, to imagine, to
   concentrate, to contribute to a creative class environment, to produce
   assignments that take creativity seriously.
2. To undertake both formal and informal assignments in a thoughtful and creative
   way. To demonstrate serious engagement with the assignments.
3. To complete all assignments on time (required to pass).
4. To complete all readings on time.
5. To attend class regularly. You are permitted two unexcused absences. Three
   unexcused absences lowers your grade ½ grade. Each three additional absences
   lowers your grade another ½ grade.
6. To write well. If you have any difficulty with writing or seek (as you should) to
   improve your writing, I expect you to work with the Writing Center
Grade Breakdown

Process 25%

Product 75%

Four insight essays (an overall grade for these) 10%
Assignment #1 (if I was creative) 10%
Assignment #2 (in the flow) 10%
Assignment #3 (rule or recipes) 10%
Assignment #4 (found faces) 10%
Assignment #5 (research paper/presentation) 25%

Other Policies:

1. Please turn off cell phones and laptops. In class there is to be no texting, no checking email, no internet browsing. You will be dismissed from class for engaging in these activities without permission; and the day will count as an absence.

2. There will be no make-up for in-class presentations. If you cannot make a scheduled presentation date, you must notify me in advance to resolve.

4. Academic Integrity. Any instance of academic dishonesty (for example, plagiarism) will result in your being reported to the Dean of Students for disciplinary action. Carefully document any sources you use in your work. Please refer to the MTU Academic Integrity Policy at http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html

5. ADA Policy: MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please contact Dean of Students Office (487-2212) or the Office of Affirmative Programs (487-3310), or talk with your advisor or department chair. It is imperative that you take the initiative in this regard, as an instructor is not legally permitted to initiate inquiry about the particular needs of students.

6. Equal Employment Opportunity Policy: In keeping with its responsibilities as an educational institution, Michigan Technological University is committed to a policy of affording equal opportunity to all of its employees, students, applicants for employment, and applicants for admission without regard to race, religion, color, national origin, height and weight, veterans status, marital status, sexual orientation, age, or sex, except where age or sex is a bona fide occupational qualification. The University is also committed to a policy of educating and employing disabled individuals without discrimination. These policies are to be implemented with due regard for the relative qualifications of all involved [MTU Board of Control Policy 3.7]
**UN1001 Course Schedule**
(I reserve the right to respond to class needs and change this syllabus to enhance your learning experience)

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<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>Sept 2 &amp; 4</td>
<td>Play! (And the seriousness of creativity)</td>
<td>Read: Ackerman, “Deep Play”</td>
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<td>Read: Breen, “The 6 Myths”</td>
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<td>Read: Souter 1, 2</td>
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<td>2nd: Discuss Assignment # 1 and Insight Essays</td>
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<td>4th: Assignment #1 due</td>
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<td>Sept 9 &amp; 11</td>
<td>Mindfulness</td>
<td>Read: Langer 1, 2</td>
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<td>9th: Insight essay due</td>
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<td>11th: Discuss Assignment #2</td>
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<td>Sept 16 &amp; 18</td>
<td>Everyday creativity/genius/art</td>
<td>Read: Langer 7; Souter 3;</td>
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<td>Read: Booth, “Trade Secrets”</td>
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<td>16th: Assignment #2 due</td>
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<td>Sept 23 &amp; 25</td>
<td>Evaluation, peer pressure, avoidance</td>
<td>Read: Langer 3, 6</td>
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<td>23rd: Insight essay due</td>
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<td>Sept 30 &amp; Oct 2</td>
<td>Knowing</td>
<td>Read: Langer 8</td>
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<td>30th: Insight essay due</td>
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<td>Oct 7 &amp; 9</td>
<td>Rules / Recipes / Mistakes</td>
<td>Read: Langer 4 &amp; 5; Silver Palate, “Curried Butternut Squash S”</td>
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<td>7th: Discuss Assignment #3</td>
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<td>7th: Insight Essay due</td>
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<td>Oct 14 &amp; 16</td>
<td>14th: Discuss Assignment #5: Final Research Project</td>
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<td>16th: Orientation to library search engines</td>
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<td>16th: Assignment #3 due</td>
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Oct 21 & 23  
Context: Framing the problem  
Read: Souter 4, 5, 6  
Discuss Assignment #4

Oct 28 & 30  
Problem Solving - brainstorming  
In class brainstorming exercise

Nov 4 & 6  
Problem Solving  
Read: Souter 7, 8, 9  
Begin reading: Edwards, Artscience  
Assignment #4 due

Nov 11 & 13  
Problem Solving  
Continue reading Edwards, Artscience  
Read: Tom Mueller, Biomimetics: Design By Nature

Nov 18 & 20  
Doing good; ethics  
Read: Langer 9, 10; Tharp, “Pick a fight”

Nov 25 & 27  
Thanksgiving Break - no class

Dec 2, 4, 9, 11  
9th and 11th: Assignment # 5 due: Presentations and Papers

Think around corners.....