

Designing Creativity – I50-175 – Fall 2017

Syllabus & Contract

Washington University in St. Louis

Tues/Thurs from 1pm to 2:30pm in McMillan G052

Instructors: Liz Kramer (Sam Fox School)
Robert Mark Morgan (Drama)

TA's: Kaety Prentice (M.Arch/MUD), Maya Mashkovich, Claire Krupela, Claire Petrus, Caroline Avery, Anya Carter

Office Hours by appointment - please e-mail: kramer@wustl.edu or rmorgan@wustl.edu

Course Description:

Via a series of lectures from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design, and the performing arts, *Designing Creativity* is a course that will explore the study *and* practice of the creative process across many disciplines. From "Ah-ha" epiphanies to slow-developing discoveries, the creative process has been employed by innovators and artists in virtually every corner of the globe for centuries. In this course, we will study the different processes of creatives in many fields. The class will also incorporate practice of design thinking and creativity techniques in a LAB component that will allow students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates.

Course Goals:

Explore and discuss creativity across a range of disciplines.

Gain an understanding of design and design processes.

Gain experience (practice) in creative problem seeking and solving.

Attendance/Participation:

Gleaning an overview of the Creative Process across disciplines and making *connections* between them inherently means that you attend ALL lectures and labs. ***If you are not present in class, making connections and collaboration/participation in group work is clearly impossible, so absences will result in the loss of 15 points per class missed.***

Should you be absent due to illness, a note from a doctor is required to have that absence excused. Every student gets one mulligan (unexcused absence). Late arrivals will be noted and can impact your grade.

Academic Integrity:

This course adheres to the guidelines of the Washington University Academic Integrity Policy. Students should be familiar with and conform to the Policy, which is posted at <http://www.wustl.edu/policies/undergraduate-academic-integrity.html> Serious sanctions can result from academic dishonesty. Plagiarism is the act of borrowing other people's ideas, words, or work without proper citation or credit.

Plagiarism or cheating will lead to an F on that assignment. Repeated or egregious plagiarism will lead to an F in the class and will be reported to the University for further sanctions.

Accommodations:

Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact Disability Resources at 314- 935-4153.

Grading:

There are 400 possible points.

391-400 = 4.0

381-390 = 3.9

371-380 = 3.8

361-370 = 3.7

Etc. Down to zero

Grading Breakdown:

Attendance	60 pts	15%
Reflection Papers	120 pts	30%
Labs (primarily graded by group)	200 pts	50%
Lab Participation (based on peer eval)	20 pts	5%

The following standards will be used in assigning grades:

A Exemplary work, which is attended with initiative beyond the description of the stated problem. Work which makes evident a significant understanding of the problem, shows competence in the required skills, and exhibits a conceptual clarity and depth. Is attended by an attitude of exploration, of open-mindedness, and a willingness to benefit from criticism.

B Some exemplary work which shows an understanding of the problem, displays a conceptual foundation and is well crafted. Shows competence and mastery of skills. Is attended with an open and inquisitive attitude.

C Adequate work which meets the minimum requirements of the problem and course. Shows an understanding of the problem while acknowledging some deficiencies. Shows a reasonable mastery of skills and concepts. This grade is seen to represent the average solution and therefore will be the most prevalent.

D Work, which although complete, does not show an understanding of the problem, and demonstrates deficiencies in the mastery of skills. This work can often be attended with a belligerent or close-minded attitude particularly with respect to criticism and self-motivation.

F Failing work which does not meet the requirements of the problem or course, shows a serious deficiency in the mastery of skills.

Accommodations based upon sexual assault:

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to us to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at [\(314\) 935-3118](tel:3149353118), jwkennedy@wustl.edu, or by visiting her office in the Women's Building.

Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at [\(314\) 935-5555](tel:3149355555) or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling [\(314\) 935-8761](tel:3149358761) or visiting the 4th floor of Seigle Hall.

Bias Reporting:

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health:

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Course Calendar

HEART

August	29	T	Course Introduction / Intro to Heart, Kramer
	31	Th	Lab Intro/Crystal Martin, Launchcode
September	5	T	Alix Gerber, designer
	7	Th	Heart Lab: What matters to people and why?

BODY

	12	T	Dr. Gammon Earhart
	14	Th	Intro to Body, Kramer
	19	T	David Marchant, dancer
	21	Th	Body Lab: Egg Drop

MIND

	26	T	Intro to Mind, Morgan
	28	Th	Heather Corcoran, designer
October	3	T	Panel of alumni: <ul style="list-style-type: none">- Jenny Murphy, Perennial- Tucker Pierce, Westminster Press- Madeleine Gibson, College Advising Corps
	5	Th	Mind Lab: Dedicated daydreaming

HAND

	10	T	Intro to Hand, Bruce Lindsey, architect
	12	Th	Andy Kim, Narrative Furniture (tentative)
	17	T	FALL BREAK – NO CLASS
	19	Th	Prototyping Lab: Cardboard stool

FAILURE

	24	T	Intro to Failure, Morgan
	26	Th	Al Canal, comedian
	31	T	Holden Thorp, Provost/Chemist
November	2	Th	Failure Lab: Script

IMPROV & PLAY

	7	T	Intro to Improv & Play, Morgan
	9	Th	Ed Reggi & Lee Anne Matthews
	14	T	David Cooperstein + Amanda Yates, PGAV Destinations
	16	Th	Improv & Play Lab: Finding the spine

POWER

	21	T	Intro to Power, Kramer
	23	Th	THANKSGIVING – NO CLASS
	28	T	Lyda Krewson, mayor (tentative)
	30	Th	Power Lab: Lobbying Effort
December	5	T	Antionette Carroll, designer
	7	Th	Final Lab: Happening

Reflection Assignments

For each section of the course, and the course overall, you must write a one-page (single space) reflection on the section. You should address each of the following questions in your reflection. This reflection is intended to demonstrate the connections between all of the lectures as well as the labs that you participated in during this section.

- Summarize the three most important lessons for you from this section.
- What were the connections you make between the introductory lectures, the guest lectures, and the lab?
- What surprised you about what you learned in this section?
- What from this section will you apply in your studies?
- What from this section will you apply in your life?
- What is most challenging about applying what you learned from this section?

Reflections are graded on the completeness of response to the questions, as well as the quality of the written response. All responses must be uploaded to Blackboard by the start of class on the date indicated below. Late assignments will lose 25% of their grade for each day late.

Reflection 1: Heart — due 9/12/2017

Reflection 2: Body — due 9/26/2017

Reflection 3: Mind — due 10/10/2017

Reflection 4: Hand — due 10/24/2017

Reflection 5: Failure — due 11/7/2017

Reflection 6: Improv & Play — due 11/21/2017

Reflection 7: Power — due 12/7/2017

Reflection 8: Creativity — due 12/12/2017

Lab Projects

Labs will typically require out-of-class time with your team. Teams are assigned and labs are introduced in the first week of a theme. The last Thursday of the theme is reserved for completing the lab, including presentations. Lab grades are typically given to a whole group. Peer evaluation also factors into your grade.

9/7	Heart: What matters to individuals...and why?	Classrooms
9/21	Body: Egg drop	Mallinkrodt? (use Academy)
10/5	Mind: Dedicated daydreaming and other rituals	Classrooms
10/19	Prototyping: Cardboard stool	Classroom? (use Academy)
11/2	Failure: Script your failures	Classrooms
11/16	Improv & Play: Finding the spine	Classrooms
11/30	Power: Lobbying the faculty	Classrooms
12/7	Final: Happening	TBD

Two weeks per section
for each of 7 topics:

HEART / BODY / MIND / HAND / FAILURE / PLAY / POWER

Week One

Tues

Lecture
(Rob or Liz)
+ LAB Intro

Thurs

Guest

Weekend

independent lab work
in groups

Tues

Guest

Thurs

LAB
Presentations
(2 rooms)

Fri

Self-Reflection
Due@5pm

Week Two

Week Three

Tues

Section Assignments due @ 1pm:
* Reflection Paper (one page)
* Group LAB Assignment (upload)
* Peer Assessment (complete from Fri @ 5pm to 1pm)