

LINC 101 C First Year Seminar

Where do ideas come from? The nature of creativity

Moravian College
Fall 2015
MWF 11:45am-12:55pm
Room 7 Art Building, South Campus

"Once we abandon a certain activity like drawing because we are bad at it... a certain state of mind is lost. A certain capacity of the mind is shuttered and for most people, it stays that way for life."
-Lynda Barry

Instructor: Kristin Baxter, Ed.D., Associate Professor of Art
Office location: Art Building, South Campus, Office 2 (Floor L)
Studio location: Art Building, South Campus, Room 103 (Floor 1)
Office/Studio hours: MW 9:00-10:00am & Fridays 9:30-11:30am
Look for me in my office or studio during those hours
Office phone: Art Dept: 610.861.1680
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My (work-in-progress) website: <http://baxterk8.wix.com/steammaker>
Art Department on FB: <https://www.facebook.com/MoravianCollegeArtDepartment>
Student Advisor: Sabrina Signorelli stsms20@moravian.edu

Course Description: Where do ideas come from? The nature of creativity

Little kids often draw or paint quite happily, build structures with Lego, blocks, or cardboard boxes, and tell magical stories (both real and imaginary) about their experiences. Why do most of us stop making things once we become teenagers and adults? What if we could start making things and telling and writing stories again with that same freedom and joy? This course will examine the origin of ideas and consider the nature of the creative process.

If you are viewing this as a Word Doc, [click here for a short iMovie about the course](#)
Or go to <https://www.youtube.com/watch?v=3eG1VMoL0aI>

FYS Description & Objectives

First-Year Seminar introduces writing as a process that is central to college learning and to life. First-Year Seminar focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each section of First-Year Seminar entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings.

With regard to broad academic and writing skills, by the end of this course, students will:

- Demonstrate a process approach to writing.
- Use writing as a way to discover new information and insights—in short, to learn.
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- Write effectively for a variety of audiences.
- Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- Read critically and comprehensively to integrate others' ideas with their own.

With regard to transition to college expectations, by the end of this course students will

- Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community --students, faculty and staff-- to promote the students' success at Moravian College.

Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing. At least one writing assignment should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they should be proficient in the following basic competencies of information literacy:

- Define a research need
 - Formulate a research topic
 - Determine an information need
- Plan and execute a search for information
 - Identify key terms and concepts
 - Identify the most appropriate sources of information
 - Use Boolean operators and truncation where appropriate
 - Impose limiters (e.g., scholarly vs. popular, date, language)
 - Modify the search based on search results
- Know how and where to find the sources discovered in the search process
 - Determine which sources the library owns or provides access to and retrieve them
 - Request material not owned by the library on Interlibrary Loan
 - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

Required Readings – if you are viewing this as a Word Doc, click these hyperlinks or find them on Blackboard [APA Citation Style Examples \(pdf\)](#)

Baker, D. & Baker, S. (2012). To “Catch the Sparkling Glow:” A Canvas for Creativity in the Management Classroom. *Academy of Management Learning & Education*, 11(4), 704-721.

Balsley, J. (2012, March). Five practical tips to fuel creativity. *Arts and Activities*, 17.

Dante, E. (2010) [“The Shadow Scholar”](#) *Chronicle of Higher Education*. Nov 12, 2010.

Jaquith, D. B. (2011). When is creativity? Intrinsic motivation and autonomy in children's artmaking. *Art Education*, 64 (1), 14-19

Miller, M. (2011) [“Let's Talk About Plagiarism”](#) *Inside Higher Ed*, July 12, 2011.

Zimmerman, E. (2009). Reconceptualizing the role of creativity in art education theory and practice. *Studies in Art Education*, 50(4), 382-399.

Required readings - To be purchased

[Behrens, L. & Rosen, L.J. \(2015\). *A Sequence for Academic Writing*. 6th ed. New York: Pearson.](#)

[Smith, K. \(2008\). *How to be an explorer of the world: A portable art/life museum*. New York: Perigee.](#)

[One Sketch A Day: A Visual Journal](#), Chronicle Books, 2010 **YOU ARE REQUIRED TO HAVE THIS SKETCHBOOK. YOU CANNOT USE A DIFFERENT SKETCHBOOK FOR THIS ASSIGNMENT.**

Course Goals

Students will

1. develop an appreciation of the visual arts and the creative process in the fine arts (**Art Department Outcome #4**)
by completing simple art activities, keeping a sketchbook, reading about the nature of creativity, and curating an art exhibition.
2. be introduced to a critical framework for thinking and looking at images with increased attention to emerging media and new technologies (**Art Department Initiative #5**)
by collecting, altering, and reflecting on objects and experiences and curating them in a public exhibition and website or iBook.
3. use appropriate technology to demonstrate competency in academic writing including generating revisions, evaluating the credibility of sources, framing questions, and synthesizing information (**FYS Goal**)
by using Google Docs to generate and share drafts of writing, visiting with a Writing Center tutor, participating in peer review workshops, and creating a final, multi-modal website or iBook.
4. collaborate with faculty and student advisors and engage with the College community --students, faculty and staff-- to promote the students' success at Moravian College (**FYS Goal**)
by participating in a culminating show in the HUB, participating in events outside of class, and meeting informally with the student advisor and professor during in-class peer review workshops and planned meetings.

Collaboration opportunities

Join the **Moravian College Student Chapter of the National Art Education Association (NAEA)**. All students who become **active members of our NAEA Student Chapter** will have their NAEA membership reimbursed. This is a professional development club designed to help art education students prepare for their career in teaching K-12 art in schools, museums, or art centers. Contact Dr. Baxter for more info.

Join the **Moravian Visual Arts Collective (MVAC)**, formerly Art Club - we meet at lunch in the South Campus Cafeteria on Wednesdays. We plan workshops, exhibitions, trips, visiting artists and other activities, and also just hang out and talk about art and life. Contact Jan Ciganick for more info:
ciganickj@moravian.edu

Class Expectations/ Class Participation Grades

Your class participation grade is posted on Blackboard at Mid-Term; this can improve or decline for the remaining half of the semester; Final class participation grade posted at the end of the semester.

Expectations regarding Assignments

- Complete the Google Form about your interests outside of school and the two summer writing assignments.
- Read the weekly schedule in this syllabus and complete the assignments due each day. Be prepared.
- Read and understand all assignment sheets. These give you details about requirements and grading.
- Complete assigned readings and all Google Forms. (You lose 5 points on Class Participation for each Google Form you miss. They are due at the beginning of class).
- Lead the class in completing “Explorations.” Groups will sign up in advance. (You lose 5 points on Class Participation if you do not do this on the day you signed up.)
- Lead the class in group presentations/discussions. Groups will sign up in advance. (You lose 5 points on Class Participation if you do not do this on the day you signed up.)

Expectations regarding Technology in Class

- We will use our laptops a great deal during class; at the Student Affairs presentations, you may be asked to use your iPad or smartphone. However, there will be other times when you may **not** use your gadgets, such as when someone is simply addressing the class, giving a presentation, or while meeting with the librarians or with Writing Center staff. During those times, put away all of your gadgets, *unless the presenters ask you to use them*.
- And don't wear earbuds... even if you're not listening to anything.
 - Don't even have them dangling from your ears. Just put them away.
- If you are using your gadgets or you're wearing earbuds (even dangling around your ears) during class or during a presentation (except if you are asked to use them), **you will be marked “absent” for the day (unexcused)**. See section in the syllabus about how attendance affects your final grade.

Expectations regarding Behavior

- Stay in the classroom for the entire class period. Send your texts, use the bathroom, check who's posted pictures of their breakfast on Instagram BEFORE you get here. (If you absolutely need to use the bathroom during class, just go. You don't need to ask me.)
- Be mindful, present, and respectful to the presenter. Take notes. Look at the presenter. Ask questions.
- Avoid endlessly looking at your phone or gadgets - Don't check the time or check your texts during class.
- Get a good night's sleep (avoid those alligator yawns in the middle of class).
- Be acutely aware of when you are asked to use technology and when you need to be attentive to the human souls in the room.
- Show up for class and appointments on time and be well prepared.
- Drinks are fine. But don't eat during class, except on those days when we plan on eating together. Food and drinks aren't permitted in the computer labs.

90-100%:	Meets or exceeds all expectations, consistent, outstanding effort in all expectations; makes significant improvements from the first half of the semester – changing behavior in positive ways
80-89%:	Inconsistently meets expectations, does not work to potential; some effort to make positive changes
70-79%:	Mediocre efforts at meeting expectations; little effort at making positive changes
69% and below:	Does not meet class expectations; no effort to make positive change

Course Requirements

Course Goals	Assignment	Percentage of Final Grade	Approximate number of hours per week spent on this project, outside of class
4	Sign up for Blackboard by 9/14	5%	
1,2	7 sketches per week (105 in total)	15%	1 hour per week
1,2	4 explorations per week (59 in total)	15%	1-2 hours per week
4	Class Participation	10%	in class
1,2,3	2 digital research project DRAFTS, as Google Docs 1st draft DUE: OCTOBER 7 2nd draft DUE: NOV 4	15%	2 hours per week
1,2,3	FINAL digital research project as a website OR iBook DUE: DECEMBER 15th	15%	2-3 hours per week
1,2,3,4	Culminating HUB Show	15%	1 hour per week
4	Attendance at 6 College events 1. Attend Convocation 2. Meet with a Writing Center tutor before Fall Break 3. Meet with Sabrina to go over Spring registration procedures before your meeting with Dr. Baxter +3 more Sabrina will be checking on attendance at THREE additional extracurricular events; Please see her for approved activities. These events should be ones that you are NOT required to attend for other purposes.	10%	approx 8 hours over the entire semester

Expected Number Of Hours To Spend On Coursework, Outside Of Class Time

Students are expected to spend 8-10 hours per week, outside of class time, on assignments, readings, trips, and/or fieldwork. The student work in this course is in full compliance with the federal definition of a four-credit hour course. For a 4-credit/1-unit courses, students must spend a minimum of 174 hours on coursework including class time.

Attendance & Grading

If you are using your gadgets or you're wearing earbuds (even dangling around your ears) during class or during a presentation (except if you are asked to use them), **you will be marked "absent" for the day (unexcused)**. See section in the syllabus about how attendance affects your final grade.

For classes that meet three times a week, after the third unexcused absence, final grade will be dropped by one full letter. After the fifth unexcused absence, student will receive a failing final grade.

An excused absence is one confirmed by a note from the Dean's Office, Academic Support Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Academic Support Services. Documentation is required for sports. Students are permitted to miss class, with advanced notice, for games or matches, but not for practice. Students should provide the instructor with a schedule, if you know you will be missing a class due to a game or match. Practice is not an excused absence. Students must make arrangements to cover any missed class material and turn in assignments on the appropriate date.

Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

Missing Portions of Class: The following count as unexcused absences

- More than 15 minutes late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

If you are late or absent, it is your responsibility to find out what you missed (not the professor's to tell you what you missed) and to catch up in a timely manner. Do not email the professor to find out what you missed in class instead contact a fellow student in the class.

If a project is due on a day that you have an EXCUSED absence, that project is due on the day you return to class; if it is not turned in at that time, it receives a grade of "0."

If a project is due on a day that you have an UNEXCUSED absence and that project is not submitted to the professor on that due date, the project receives a grade of "0." You can upload assignments to your student folder in DRIVE or you could have another student deliver it to me. Absences do not give you extensions for deadlines. If you have an UNEXCUSED absent on the day a project is due, you are still required to submit that assignment - either through email, Google Drive, or having another student deliver a hard copy to me by the due date. Late assignments receive a grade of "0."

Do not wait until the last minute to complete your work

Technological problems are NOT AN EXCUSE for turning in work late or not turning it in at all. PLAN AHEAD. If you know you have to upload something or use technology for an assignment, DO NOT WAIT UNTIL THE LAST MINUTE to test it out and make sure all the technology works.

All deadlines are listed on the syllabus and reviewed during our first meetings. Do not wait until the last minute to complete your assignments.

Grading

- In fairness to all students, it is not possible to receive an extension for deadlines, even if you ask in advance. Due dates are firm.
- Late work earns a “0”
- There is no “extra credit” offered in this class.
- All grades count. I do not “drop” lowest grade.
- It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.

Assignment Sheets

Each assignment has a detailed, corresponding “Assignment Sheet” that describes the requirements and grading rubric for each project. It is the student’s responsibility to read and follow the assignment sheets and understand the grading rubrics.

On-going Grades on Blackboard

All grades are posted on Blackboard throughout the semester. I will return assignments and grades to you throughout the semester, but it is the student’s responsibility to check grades on Blackboard regularly so you know how you are doing in class.

Final grades on Blackboard

The “Final Grade” column on Blackboard does NOT factor any drop in grades because of attendance. See syllabus for details about how absences will lower your final grade. Your Class Participation grade may also fluctuate. Your Class Participation grade is posted on Blackboard at Mid-Term. This can improve or decline for the remaining half of the semester, depending on your work in class. Final Class Participation grade is posted at the end of the semester.

Late work earns a “0.”

Standard numeric grading scale for Final Grades

A	94-100
A -	90-93
B+	87-89
B	84-86
B -	80-83
C +	77-79
C	74-76
C -	70-73
D +	67-69
D	64-66
D -	60-63
F	below 60

“Creativity arises from our ability to see things from many different angles.”

-Keri Smith

Course outline and schedule – Subject to change

BRING LAPTOPS EVERYDAY, except for Student Affairs Presentations

WEEK 1

Mon Aug 31 & Wed Sept 2

Welcome & Introduction to the Course

(Optional) Thursday, Sept 3rd

6:30-8 pm

Payne Gallery Reception – Tiger Strikes Asteroid (contemporary gallery)

Fri Sept 4

Student Affairs Presentation: Sex Signals Performance

WEEK 2

Mon Sept 7

Continuation of Introduction to the Course

7 weekly sketches due

4 explorations due

(Optional) Tuesday, Sept 8th

4:30 pm HUB Gallery Reception – Kris Kotsch “As the Crow Flies”

Wed Sept 9

Reading Due: Catch the sparkling glow: Creativity in the management classroom

Due: Google Form related to reading

Fri Sept 11

Student Affairs Presentation: Health Center, Religious Life, Counseling Center

WEEK 3

Mon Sept 14

You must sign up for Blackboard by midnight tonight. 5% of your final grade!

7 weekly sketches due

4 explorations due

Complete explorations in class - students sign up in advance

Reading Due: Keri Smith, *How to be an Explorer of the World*, pages 1-27 BRING YOUR BOOK TO CLASS.

Due: Google Form related to reading

Wed Sept 16:

Readings Due:

Balsley, J. (2012, March). Five practical tips to fuel creativity. *Arts and Activities*, 17.

Jaquith, D. B. (2011). When is Creativity? *Art Education*, 64(1), 14-19

Due: Google Form related to readings

Fri Sept 18 Student Affairs presentation: Academic Support Center

WEEK 4**Mon Sept 21:**

7 weekly sketches due

4 explorations due

Meet in the [Writing Center, North Campus, Zinzendorf Hall, 2nd floor](#)

Reading Due: Zimmerman, E. (2009). Reconceptualizing the role of creativity in art education theory and practice. *Studies in Art Education*, 50(4), 382-399.

Due: Google Form related to reading

Wed Sept 23**Due today:**

Meet at Reeves Library, in computer lab to the right, as soon as you walk into Reeves

Choose a partner for peer review workshop on 9/30; Share your draft (Google Doc) with him/her for peer review workshop in class on 9/30.

Thurs Sept 24th: Fall Convocation REQUIRED CLASS ATTENDANCE Meet at 9:45am in front of Johnston Hall and will find seats together

Fri Sept 25

Student Affairs Presentation: Career Development

WEEK 5**Mon Sept 28**

7 weekly sketches due

4 explorations due

These presentations are part of your Class Participation Grade. -5 points on FINAL Class Participation if you do not complete participate in these presentations today.

1. Avoiding Plagiarism. *Sequence for Academic Writing*, pp. 50-52; pp.270-275

Create a Google Form or some other way to engage the class in Q & A.

2. Miller, M. (2011). "Let's Talk About Plagiarism" *Inside Higher Ed*, July 12, 2011.

Create a Google Form or some other way to engage the class in Q & A.

Dante, E. (2010) "The Shadow Scholar" *Chronicle of Higher Education*. Nov 12, 2010.

Create a Google Form or some other way to engage the class in Q & A.

Wed Sept 30**Peer Review Workshop**

At least a day or two prior to class, share your research paper draft with a partner, using Google Docs.

Fri Oct 2

Student Affairs Presentation: Student Leadership

Students are required to meet with a Writing Center tutor no later than October 9, Fall Break.

WEEK 6**Mon Oct 5**

7 weekly sketches due

4 explorations due

DUE:

- Bring your DRAFT of your research paper, with ALL 3 citations, cited in APA format
- Bring the 3 scholarly sources that you have cited – the books, articles, websites, etc. that you have cited
- Bring *Sequence for Academic Writing*
- [Click here for instructions on citing websites in APA format](#)
- [Download the APA Citation Style Guide here](#) or from Blackboard to help you with citations

Wed Oct 7**DUE Google Doc in shared folder:**

1st draft: First GRADED draft of research paper, shared with me as a Google Doc

Complete explorations in class - students sign up in advance

(Optional) Thursday October 8

6:30-8 pm

Payne Gallery Reception – Jules Buck Jones (installation sculptor)

Friday Oct 9

- Student Affairs Presentation: Intercultural Advancement & Global Inclusion
- Mid Term grades are posted on AMOS: Satisfactory, Unsatisfactory, Failing
- Students are required to meet with a Writing Center tutor no later than October 9, Fall Break.

WEEK 7**Mon Oct 12**

No Class Fall Break

Wed Oct 14:

7 weekly sketches due

4 explorations due

Sabrina presents her SOAR Research that will be presented at PAEA conference

Friday Oct 16: PAEA Conference. No class

WEEK 8**Mon Oct 19**

No class

Wed Oct 21

7 weekly sketches due

4 explorations due

Introduction to Spring Registration/AMOS

- Sabrina will have a sign-up sheet to schedule a one-on-one appointment . You are required to meet her BEFORE you meet Dr. Baxter for Registration Advisement.
- Ask a **NEW partner** to read your draft of your research paper. Share Google Doc with him/her. We will review in class on 10/28.

Fri Oct 23: Introduction to Spring Registration/AMOS

WEEK 9**Mon Oct 26:**

In-class time to work on digital research project
7 weekly sketches due
4 explorations due

Wed Oct 28

Peer Review Workshop: Make edits/ additions that were suggested in your first draft.

Fri Oct 30

Lunch together in the Root Cellar or something else?
7am Registration for Spring semester opens for First Year Students

WEEK 10**Mon Nov 2**

7 weekly sketches due
4 explorations due
AppsFest! Bring in your favorite apps to share... TypeDrawing, WordFoto, MegaPhoto, ChatterPix.....

Wed Nov 4

Complete explorations in class - students sign up in advance
Due: 2nd Draft of Research Paper with revisions

Fri Nov 6

Optional: Trip to NYC Museums
\$50 fee
Email Jan Ciganick if you'd like to go. ciganickj@moravian.edu

WEEK 11**Mon Nov 9**

In-class time to work on digital research project
7 weekly sketches due
4 explorations due

(Optional) Tuesday, Nov 10th

4:30 pm
HUB Gallery Reception – Matt Beniamino '13 – Invision Photo Festival
Curated by Kris Kotsch

Wed Nov 11

TBA, Based on student needs

(Optional) Thursday, Nov 12

6:30-8 pm
Payne Gallery Reception – Mavis Smith (egg tempera painter)

Fri Nov 13

TBA, based on student needs

Week 12

Mon Nov 16

7 weekly sketches due

4 explorations due

Reading due: *How to be an explorer of the world*, pages 192-203 BRING YOUR BOOK TO CLASS.

Sign up to help plan the group show in the HUB.

Due: Complete Google Form

Wed Nov 18

In-class time to plan HUB show

Fri Nov 20:

No class -- Dr. Baxter will be at a conference at Kutztown University. Meet informally with Sabrina to plan HUB show.

WEEK 13

Mon Nov 23:

7 weekly sketches due

4 explorations due

Last class period to work on website/iBook

Wed Nov 25 & Fri Nov 27: No Class: Thanksgiving

WEEK 14

Mon Nov 30

7 weekly sketches due

4 explorations due

Presentations of your websites or iBook/ digital research project

(Optional) Monday, Nov 30th

4:30 pm

HUB Gallery – closing reception for Art Department Student show

Wed Dec 2

Presentations of your websites or iBook/ digital research project

Friday Dec 4

Final arrangements for the HUB show; Bring in signage and labels for artwork

Week 15**Mon Dec 7**

Install show in the HUB

Wed Dec 9:

Complete installation of HUB show

Fri Dec 11

Reception in the HUB; Refreshments served

Final Exam Week: Tuesday, Dec. 15, 1:30PM

You will be required to come to the HUB to take down the show

all 105 sketches in total due

all 59 explorations due

Bring your explorations and sketchbook to the HUB to be checked

DUE: FINAL Digital Research Project. Share your website URL or upload iBook onto DRIVE, including all revisions and your final reflections on the HUB show.

Syllabus is subject to change

We will follow this syllabus as closely as possible, but sometimes changes must be made for various reasons (the college closes because of inclement weather; a guest speaker cancels; a trip is canceled due to weather; students need more/less time on particular content, etc.). Students will receive a revised schedule (in print, on Blackboard, and emailed) if we must make changes to the syllabus. It is the student's responsibility to keep track of revised schedules.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

Academic Honesty

Institutional expectations and the consequences of failure to meet those expectations are outlined in this link: [Moravian College Student Handbook 2015-2016](#).

Plagiarism

If an instructor suspects plagiarism or any other form of academic dishonesty, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Department Chair and Academic Dean using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs. A student may appeal either a charge of academic dishonesty or a penalty as follows: First, to the course instructor. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Attention Education Majors

All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.