Art 280: Approaches to Creativity
Fort Hays State University
College of Art, Humanities and Social Sciences
Department of Art and Design
Professor Amy Schmierbach

Course Information:

3 credit hours
Fall 2021
Virtual

No Course Prerequisites
Instructor Information:
E-mail: ajschmierbach@fhsu.edu
Email is the best contact method. I will return all correspondence within 48 hours.

Professor Amy Schmierbach received a MFA in Printmaking from Illinois State University, BFA in Printmaking and Graphic Design from Southern Illinois University-Edwardsville. Professor Schmierbach has been teaching at FHSU for 20 years.

Education:

MFA – Illinois State University - Printmaking
BFA - Southern Illinois University, Edwardsville – Printmaking and Graphic Design
AA – Southwestern Illinois College – Art Concentration

For more information about my creative activity and research interests please visit my website at http://www.amyschmierbach.com.

Department Secretary Contact Information:
Lauren Sargent
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Rarick Hall 102
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Text

The required textbooks for this course are:

- Gilbert, Elizabeth. **Big Magic: Creative Living beyond Fear**. Riverhead Press: New York 2015.
- Pink, Daniel. **A Whole New Mind**. Riverhead Books, Penguin Group: New York, 2006.

Both books are available on audio too, if you prefer to listen.

Electronic Needs: Camera on cell phone, or digital camera.

FHSU Catalog Description

A general education course for non-art majors, discussing the importance of creativity in all fields of study and its place within society today.

Course Description

This course is called Approaches to Creativity. I like to call it "Approaching Creativity". It is a more active phrase. Approaching means we are moving towards something and in this case, we are actively trying to be more creative and actively engaging in art, instead a mere observer.

In this course, we will explore how the students can be more creative in their own life, community and career. Each student will be required to read the required text and complete visual and written assignments each week to help explore how to be more creative. This will be a hands-on course that requires peer discussion and reflection.

Course Objectives

1. Discover how personal reflection, observation, cultural background, and knowledge influences visual awareness.
2. Create self-reflective hands-on projects that use photography, and will be posted to an online application.
3. Identify contemporary artists that address identity, cultural, environmental, social activism and community awareness in their work.
4. Compare and Contrast personal visual work with fellow students work in the form of short essays.
5. Discuss personal interpretations of reading assignments on discussion boards.
6. Recognize connections with your peers regarding identity, culture, environmental, social activism and community awareness.
7. Develop a creative community project that will provide art experiences and help underserved of under recognized community members.

Technology Expectations

- For hands-on-projects the student will be required to take photographs with a digital camera or cell phone. Those images will be loaded onto an application accessible by phone ap, ipad, or on a webpage.
    1. Download Padlet onto your cell phone. Or log into https://padlet.com
    2. Create an account.
    3. Padlet account for our class. hhttps://padlet.com/ajschmierbach/25ij23y6hi281uv5

4. The Sunday before class starts I will add each students email to this account so you can access and post on this padlet.

- Uploading Essay
- **Uploading essays to Blackboard**: https://youtu.be/Cv1KOhABlBE?list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU

If you have trouble uploading your assignment please visit http://www.fhsu.edu/ctc/helpdesk.

Teaching and Learning Methods – For most units there will be two Power Point Lectures. The first lecture will highlight an artist. The second lecture will introduce the assignment. Please watch both lectures and complete reading assignment before beginning your assignment.

***Please note that late assignments will not be accepted. Grades will be posted within 1 week after the assignment due date.**

Tutoring and Writing Assistance

There is a lot of essay writing in this course. Your grammar and organization of your essay play important role in the grading process. If you need help you may access Smarthinking a virtual tutoring service. Please check out this link for details. http://www.fhsu.edu/virtualcollege/smarthinking/

RULES! Please read!

1. Late assignments will not be accepted
2. All assignments must be your own work.
    1. You must take your own photographs and write your own words
    2. Pictures found on the Internet or taken by others is considered plagiarism.
    3. Visual and/or written plagiarism will not be tolerated. If you plagiarize the first time that assignment will receive a 0. The second time you plagiarize you will fail the class.
3. To get as much as you can from this class please follow the guidelines and rubrics from the assignments
4. Photographs must be taken during the course of the semester (do not use old photos!)
5. Essays must be a minimum of 2 pages double spaced, Times New Roman with 1 inch margins

Grades

The grades will be based on the following:

***Please follow the rubrics posted on Blackboard, especially when it comes to the Essays

Exemplary (A, 90-100):

- Followed the assignment.
- Included all information required.
- High skill in composition, subject matter and concept of photographs or essay.
- Excels in organized and well-written essays.
- Demonstrates highly proficient creativity and originality.

Accomplished (B, 80-89):

- Followed the assignment.
- Included all information required.
- Proficient skill in composition, subject matter and concept of photography or essay.
- Proficient skill in writing and organizing essays.
- Demonstrates proficient skill in creativity and originality.

Competent (C, 70-79):

- Did not include all information required.
- Moderate skill in composition, subject matter and concept of photography or essay.
- Moderate skill in writing and organizing essays.
- Demonstrates moderate skill in creativity and originality.

Novice (D, 60-69):

- Did not include all information required.
- Beginning level skill in composition, subject matter and concept of photography or essay.
- Beginning level skill in writing and organizing essays.
- Demonstrates beginning level skill in creativity and originality.

Incomplete (I, 59 and below):

- Did not complete assignment.
- Turned in assignment late.
- Plagiarized photographs. Did not follow instructions.
- Writing is poor and not organized. Use of incomplete sentences and misspelled words.
- Did not attempt to be creative or original.

Visual Plagiarism

Visual and/or written plagiarism will not be tolerated; note consequences below in the Academic Policy statement. Plagiarism is any type of coping of words or visuals that you do not note the source. You should be using anyone else's words or pictures this semester. This includes using pictures found on the Internet or drawing from images found on the Internet. Please use your own! You must take your own photos. If you use found images to draw from, you will receive a 0 for that assignment and possibly fail the class. If you need assistance finding copyright-free images, please let me know, and I will assist you.

Title IX

FHSU is committed to fostering a safe and productive learning environment. Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. This includes all types of gender and relationship violence, sexual harassment, sexual misconduct, domestic and dating violence, and stalking. If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Amy Schaffer, University Compliance Officer, and the FHSU Title IX Coordinator, at alschaffer@fhsu.edu or (785) 628-4175. The Compliance Officer can help connect you to campus and outside resources, discuss all of your reporting options, and assist with any concerns you may have.

The link for University Policies is in Blackboard. These include plagiarism, attendance, withdrawal, accessibility, and Kelly center.

DIVERSITY AND INCLUSION STATEMENT

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official FHSU records, please let me know! If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns). If you prefer to speak with someone outside of the course, Dr. Teresa L. Clounch is the Director of Inclusion & Diversity Excellence, **tlclounch@fhsu.edu**.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone, including myself) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

RESPECT FOR DIVERSITY STATEMENT

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Important note: **Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom.** I will attempt to foster an environment in which each class member is able to hear and respect the other. **It is critical that each class member show respect for all worldviews expressed in class.** It is expected that some of the material in this course may evoke strong emotions; please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom by either myself or other students is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of the context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason, you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.