



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo
Department of English
Course ENGL 332
Creativity Unplugged
Winter, 2019
Mondays & Wednesdays, SJ1 2011

Instructor Information

Instructor: Carrie Snyder
Office: Sweeney Hall (St. Jerome's) 2112
Office Phone: n/a
Office Hours: Mondays and Wednesdays, 11:30-12:30
Email: ca2snyder@uwaterloo.ca
I am also available to meet by appointment.

Course Description

Where do ideas come from? How do ideas change as we explore them, shape them, and try to set them down on paper? How does a project move from concept to realization? This course cultivates disciplined practices to access creativity, sharpen attention, make lateral connections, and build community within the classroom. Exercises in graphic expression, with an emphasis on writing and drawing by hand, will generate material toward a final project that will take the form of a short graphic narrative. Techniques learned will be applicable to creative writing and to all forms of creative thinking and making.

Course Goals and Learning Outcomes

The goal of this course is help students find structured expression for their core interests and values through reflection, completion of exercises, and setting their own personal creative practice.

Upon completion of this course, students should be able to:

- A. Organize their ideas into a short graphic narrative
 - Draw cartoon characters within settings, and block scenes, in service of an idea or story
 - Shape written material into concise text, paired with drawings, to convey complex ideas
- B. Participate in a disciplined artistic practice
 - Complete challenging, free-flowing, time-based exercises in-class
 - Complete rigorous drawing and writing exercises independently (out-of-class)
- C. Support their peers' and their own artistic practices
 - Participate in collaborative group activities
 - Identify and implement support systems and practices that nurture their ongoing work
- D. Create an artist's statement
 - Set project goals and re-assess goals throughout the term
 - Reflect on their own creative process

Required Texts and Materials

- Syllabus, by Lynda Barry
This text is also available on reserve at the main library.
- Cartooning: Philosophy and Practice, by Ivan Brunetti
- Materials, required: Composition notebook, lined (7.5 x 9.75 in); sketchbook with blank pages or lots of blank paper (8.5 x 11 in); non-photo blue pencil crayons (available in art stores); good pencil sharpener (Staedler makes a good-quality small sharpener); black pens (you can experiment with different brands and thicknesses, including Staedler, Micron, Uniball, and Papermate Flair); set of crayons & set of pencil crayons (Prismacolor or other brand)
Optional: 12-inch ruler; eraser; scissors; index cards; glue stick; portfolio to hold loose work; watercolours, brushes and ink (we won't be able to use these latter materials in the classroom)

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Weekly homework uploads	See notes below	10%
Reflection # 1	Jan. 11, 2019	2.5%
Poem project	Jan 28 & 30, 2019	10%
Reflection # 2	Feb. 1, 2019	2.5%
Collaborative project	Feb. 13, 2019	10%
Reflection # 3	March 1, 2019	2.5%
Reflection # 4 (critique)	March 22, 2019	2.5%
Project template	March 20, 2019	10%
Final project	April 8, 2019	25%
Participation	April 8, 2019	20%
Reflection # 5	April 8, 2019	5%
Total		100%

All dates are approximate and subject to change.

Poem project

The poem project is a two-part project. Part 1: Students will select a poem to memorize. As part of the memorization process, they will write the text of the poem on a single page in cartoon form, using as many or as few panels as they wish. Due Jan. 28. Part 2: Students will recite their memorized poems to the class. Students will be marked on participation rather than performance for the recitation, and on legibility, structure and creativity for the "poem-as-cartoon." Due Jan. 30.

Collaborative project

This project will be completed in class over several days with an assigned group. Groups will choose a graphic novel to review and/or imitate in cartoon form. Each group member is expected to contribute a single page of text and drawings that help communicate the vision of the whole.

Final project (includes reflections and project template)

The final project is the culminating project toward which students will work all term. Final projects will combine text and drawings in some form to make a short graphic narrative. The final project is meant to be both the expression of a "big idea" or important personal theme, and also a vehicle throughout the term for exploring the creative process, particularly as it relates to long-term projects. As such, each

reflection completed throughout the term will relate in some way to the final project, tracking and marking each stage of development, from conception to delivery and all the stages in between (which could include tearing one's hair out, feeling mired in self-doubt, and/or ecstatic breakthroughs). The project template also helps build toward the final project by storyboarding a structure for the narrative.

Weekly homework uploads

Each week you are asked to share a sample from your out-of-class notebook work. The workload for the course has the potential to be quite heavy, should students choose to complete all assigned out-of-class work; however, it's up to each individual student to set a creative practice at home. The weekly uploads are assessed on completion and not evaluated on artistic merit. In-class exercises are not homework.

Participation

Without participation, our classroom community would not exist. Each student brings to this room a unique perspective, energy, set of strengths, and individual approach to creative endeavours. Introverts and extroverts are both welcome here. There is no one right way to contribute to the development of a challenging and rewarding creative community. I ask you to recognize and appreciate the strengths of each individual in this room, including your own. For practical purposes, I've created a participation rubric that you can access on LEARN, which outlines my expectations in the following four key criteria: attendance, in-class work, out-of-class work, and engagement. At the end of each class, I will ask you to assess your participation based on the four key criteria; if you miss class, you can email me instead.

Course Outline / Class Schedule

Note: Homework assignments will often be drawn from the required texts, and will be selected in response to how the class is progressing as a whole.

Week	Date	Topic	In-class exercises
1	Jan. 7 & 9	Setting intentions & goals	Individual and group work. Cartoon jam(s); quick draw.
2	Jan. 14 & 16	Lynda Barry's x-page	Writing & drawing combined
3	Jan. 21 & 22	Identifying images & scenes	Start poem project
4	Jan. 28 & 30	Developing characters	Poem recitations; drawing characters
5	Feb. 4 & 6	Into the wild	Scavenger hunt; library visit
6	Feb. 11 & 13	Collaborative project with small group	Review and/or imitate graphic novel
7	Feb. 25 & 27	Multi-panel cartooning	Lynda Barry exercises
8	March 4 & 6	Fairy tales	Re-envisioning familiar stories
9	March 11 & 13	Technical assistance: guest lecturer	How to make short graphic narratives
10	March 18 & 20	Rough draft & critique in small groups	Create template for final project; discuss
11	March 25 & 29	Reflection	Map of project from beginning to end
12	April 1 & 3	Sharing & Feedback	Classroom gallery

Late Work

If you require an extension you must contact me at least 3 days before the deadline. I am very understanding, but value clear communication; unexplained late submissions will be docked 10% / day.

Information on Plagiarism Detection

I won't be using software to detect plagiarism. I don't anticipate plagiarism to be an issue in this course.

Electronic Device Policy

This is a drawing and writing class. Work is produced by hand on paper, using pens and pencils. Unless otherwise stated, assume that your cellphone and laptops won't be needed to complete in-class exercises. Please contact me directly if you require accommodation for any reason.

Attendance Policy

Attendance will be taken each class. I value clear communication. Please email me before class if you won't be able to attend. In-class participation is evaluated in part on your attendance. Please show your commitment and respect to your fellow students by showing up and building our community. Important: if you are sick, please stay home. Your peers will thank you, and I will understand.

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome's University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.