

# Honors CA 2020

## Text and Textile: Exploring Creativity

Spring Semester 2016

Tuesday and Thursday: 10:30 a.m. – 11:20 a.m.

Annex 2

**Instructor:** Dr. Judy Elsley  
**Office:** EH 426  
**Office Phone:** 626-6801  
**E-mail address:** jelsley@ weber.edu  
**Office Hours:** Thursday 4:30 – 5:30 p.m.

### To Buy:

- *The Creative Habit: Learn it and Use it For Life.* Twyla Tharp. Simon and Schuster Paperbacks. ISBN: 0-7432-3527-4
- Class Packet available at the WSU bookstore
- Various supplies, such as fabric, and a box for organizing your work. (Wait to buy these)

### Class Purpose:

We will develop a sense of confidence about our creativity through the parallel activities of writing and dyeing fabric. Why dye fabric? Because dyeing fabric involves a similar process to making texts: we start with white cloth or a blank screen, then add and edit until we've shaped the text(ile) to express what we want to say. However, text and textile are also different enough that dyeing fabric will give us a new perspective on our creativity as writers. This class invites you to explore and improve your writing skills as well as think in a fresh way about our creativity through the process of fabric dyeing. We'll do a lot of writing and dyeing this semester.

### Creative Arts General Education Student Learning Outcomes:

1. Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.
2. Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.

### Class Process:

On Mondays, we'll write; on Wednesday, I'll demo dyeing techniques, and on Friday, you'll dye your fabrics.

#### Monday:

- We'll start each class with a writing exercise, based on the "Writing Tools" in the class packet. You will complete the writing assignment for homework and hand it in to me on Thursday.

- We'll discuss the Tharp chapter.

Before Monday's class, you will:

- read the assigned chapter from Tharp, and write a journal response in preparation for class discussion.

Wednesday:

- I'll demonstrate a different dyeing technique most weeks.

Before Wednesday's class, you will:

- Complete your writing exercise and hand a computer generated copy into me.

Friday:

- Show and tell your fabrics
- You'll practice Wednesday's technique.

Before Friday's class, you will:

- Bring your washed and ironed fabrics to class for Show and Tell
- Prepare your fabric for the week's technique.

## **Assignments:**

1. **Journal** (Learning outcome 1 and 2)

**30%**

You will write two journals each week:

Response to the Tharp chapter (due on Monday)

The writing exercise (due on Wednesday)

Please give me at least one single spaced, computer generated page for each journal.

For Tharp:

- show me you've done the reading;
- Apply what you've read to your own creative life.

You will find the journal prompts for Tharp in the class packet. Hand in a single-spaced, full page Tharp journal every Monday when we meet.

For the writing exercise

We'll start the writing in class on Monday, and you will complete the writing at home:

- use the writing "tool" associated with the prompt;
- Answer the question: How could I turn this topic into an extended creative project?

Hand in a single-spaced, full page writing exercise to me every Wednesday when we meet.

Follow this format:

In the top left hand corner of each journal, print:

Name:

Date:

Topic:

You'll earn journal credit if you:

- Give me an honest, full, single-spaced page. No extra-large margins or big type please; You may, of course, write more than two pages per class;
- Hand your work in each class session. No late work, please.

I won't grade you on spelling or grammar, but I will ask you to rewrite if I'm stumbling over too many errors. Your grade will be based on how many full pages you hand in. You have 2 "freebies," (in other words, two journal pages) and after that your grade will be effected in the following way: -3 = A-; -4 = B+ ; -5 = B ; -6 = B- and so on.

**Please Note:** I don't take late journal pages unless you negotiate with me before the due date.

**2. Creativity Portfolio: 30%**

Over the course of the semester, you'll do a lot of both text and textile work. Put together an attractive portfolio of your work, organizing it in a way that makes sense to you. At the beginning of the portfolio, write a one page introduction, explaining what you've learned and how you've organized your portfolio. Include verbal and visual inspirations and influences. The portfolio is due on Friday, April 22<sup>nd</sup> .

**3. Finished Project: (Learning outcome 1 and 2) 30%**

For your final project, you will combine text and textile in a way that is meaningful for you. You'll give me a written proposal on Friday, March 18<sup>th</sup>, and we'll spend the last few weeks of the class foregrounding this project. You'll show the completed project to an audience on the last day of class, Monday, April 25<sup>th</sup> . We'll talk more about this project as the class gets going.

**5. Oral Presentation: (Learning outcome 1 and 2) 5%**

On the last day of class, Monday April 25<sup>th</sup> , I'll invite each one of you to show us your completed project and describe your process, design choices, challenges and accomplishments. We'll invite family and friends to attend.

**6. Museum Visit: (Learning outcome 1 and 2) 5%**

One of the best "scratching" opportunities you can create for yourself is a visit to an art gallery or museum. These places showcase the work of other artists, and even if it's a different genre, we can learn from the exhibits, get ideas for our own work, and see things in a larger context. For this assignment, you'll visit an art gallery or museum, and then write a two page, double-spaced paper focused around the following questions and information:

- What is the title, place and purpose of this exhibition? Describe the show briefly. Include a copy of a brochure or flyer, if it's available.
- Select one piece that strikes you. Take a photo so we can see it, too, and then explain why this piece stands out for you.
- Where do you see an interplay of text and textile in this exhibit? Comment on it.
- How does this exhibit inspire your work, shift your thinking, or give you pause for thought?

We'll talk in class about places you can go to fulfil this assignment. You can make your visit and write your paper at any time during the semester. You'll make an illustrated presentation in class

on Wednesday, March 30<sup>th</sup>.

### **7. Attendance and Participation:**

**10%**

Your regular class attendance is vital for the following reasons:

- I'll be teaching you a related series of skills, each building on the last one. If you miss a step, you'll have a difficult time completing the semester's assignments. Like you, I have a full schedule, so I don't have time to repeat what you miss.
- I teach through discussion more often than by lecturing, so your attendance, careful preparation, and participation play an important part in creating the class community.

I grade your participation according to the number of times you attend class during the semester, working on the basis that you can't participate if you don't attend. Here's how it will work:

2 absences= A; 3 absences= A-; 4 absences= B+; and so on. You have two "freebies." Your freebies are intended to cover such emergencies as the day you were sick, the day the baby sitter didn't make it, or the day your car broke down. After your 2 freebies, every absence counts against you in terms of your attendance and participation grade, regardless of the reason for not attending. When you come to class late, you disrupt all of us.

I'll start promptly at 10:30 a.m. each class session, so please come to class on time. Late arrival to class disrupts me, your classmates, the flow of activities, and will count as an absence.

### **8. Studio Assistant:**

Serious play, which is what we'll be doing all semester, can be messy especially when we're working with dyes. We will all do our part, cleaning up after ourselves, but at the end of each Friday session, there's a certain amount of clean up, such as gathering up towels to wash, cleaning spots of dye from the floor etc. Please volunteer to stay after class to help me do that clean up.

### **9. Show and Tell:** (Learning outcome 1 and 2)

We learn, not only by trying new techniques for ourselves, but also by looking at other people's work. Every Friday, we'll show our fabric work to our classmates at the beginning of class.

### **Your grade:**

Weekly Journal	<b>30%</b>
Creativity Portfolio	<b>25%</b>
Text/Textile Project	<b>25%</b>
Attendance	<b>10%</b>
Museum visit paper	<b>5%</b>
Oral Presentation	<b>5%</b>
Total:	<b>100%</b>

### **Office Hours:**

Holding office hours is an important part of my commitment to the class. This is a time when you can receive individual attention from me. You'll find me in my office on Thursday from

4:30 to 5:30 p.m. in Elizabeth Hall. I realize that time doesn't work for everyone, so I'm always willing to make an appointment with you. Leave me a phone message, e-mail me, or talk with me in class if you want to set up an appointment outside office hours. It's easy to make contact with me; just look at the top of this syllabus for my e-mail address.

I work in the library on Mondays and Wednesdays as the Honors Director. On those two days, you can find me on the 3<sup>rd</sup> floor of the Stewart Library in the Honors Center, room 225, or you can call me at 626-6186.

### **Academic Honesty:**

You're expected to behave in an honest way, which means no cheating, plagiarizing, lying and/or bribery. Do familiarize yourself with the WSU Student Code as it explains your rights and responsibilities. Claim your education by doing your own work.

### **Students with Disabilities:**

Any student requiring accommodations or services due to a disability should contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can arrange to provide course materials (including this syllabus) in alternative formats if necessary. I want you to feel as comfortable as possible in this class, so please talk with me if I need to be aware of your situation.

### **Core Beliefs:**

According to PPM 6-22 IV, students are to "determine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the department head. The student's request must articulate the burden the requirement would place on the student's beliefs."

Please talk with me if you experience any conflict of core beliefs; you and I can almost always negotiate a way forward without taking the formal route described above.

### **Class Expectations:**

The syllabus is a contract between you and me. You can expect me to:

- Attend class regularly, on time, and prepared;
- Stick to the syllabus. If there's any reason to change it, I'll discuss the change with you before making the change;
- Return your work, graded, within a week of the due date;
- Attend my office hours on a reliable basis.

In return, I expect you to:

- Attend class regularly, and on time,
- Do the work conscientiously, and honestly;
- Meet the course deadlines for assignments;
- Take part in the life of the class by entering into discussions and group work.

I will talk with you if I have any difficulty meeting my expectations. Please talk with me if you face any challenges fulfilling your responsibilities to this class.

## Syllabus

### Week 1

**Monday, January 11**

**Wednesday, January 13**

**Friday, January 15**

Introduction to the class: Text and Textile

Using the Five Sense

Introduction to the dye studio

### Week 2

**Monday, January 18**

**Wednesday, January 20**

**Friday, January 22**

Holiday

Demonstration: Manipulating fabric in preparation

Manipulate your fabric

### Week 3

**Monday, January 25**

**Wednesday, January 27**

**Friday, January 29**

Tharp Chapter 1

I walk into a white room

Describing a Person

Demonstration:

Dyeing fabric

Dye your fabrics

### Week 4

**Monday, February 1**

**Wednesday, February 3**

**Friday, February 5**

Tharp Chapter 5

Before you can think out of the box

Conversation

Demonstration:

Overdyeing the fabric

Show and Tell

Overdye your fabrics

### Week 5

**Monday, February 8**

**Wednesday, February 10**

**Friday, February 12**

Tharp Chapter 6

Scratching

Naming Names

Demonstration:

Keeping a journal

Show and Tell

Continue overdyeing

**Week 6**

**Monday, February 15** Holiday  
**Wednesday, February 17** Demonstration: Discharging fabric  
**Friday, February 19** Show and Tell  
Discharge your fabrics

**Week 7**

**Monday, February 22** Tharp Chapter 2 Rituals of preparation  
Starting at a Moment of Tension  
**Wednesday, February 24** Demonstration: Printing and writing on fabric  
**Friday, February 26** Show and Tell  
Print and write on your fabrics

**Week 8**

**Monday, February 29** Tharp Chapter 3 Your creative DNA  
Moving Around in Time  
**Wednesday, March 2** Demonstration: Other ways to dye  
**Friday, March 4** Show and Tell  
Try a different way to dye

Spring Break: March 7<sup>th</sup> to March 11<sup>th</sup>

**Week 9**

**Monday, March 14** Tharp Chapter 9 Skill  
**Wednesday, March 16** Scene, Summary and Musing  
Show and Tell  
**Friday, March 18** Proposal for your final project due

**Week 10**

**Monday, March 21** Chapter 4 Harness your memory  
Metaphor  
**Wednesday, March 23** Discussion of Final Projects  
**Friday, March 25** Show and Tell  
Start work on final project

**Week 11**

**Monday, March 28** Tharp Chapter 7 Accidents will happen  
Details! Details! Details!  
**Wednesday, March 30** Museum Presentation  
**Friday, April 1** Show and Tell  
Work on final project

**Week 12**

**Monday, April 4**

Tharp Chapter 8 Spine

**Wednesday, April 6**

Combining writing techniques

“Who’s Afraid of Amateurs?”

**Friday, April 8**

Museum presentation and illustrated paper due

Work on final project

**Week 13**

**Monday, April 11**

Tharp Chapter 8 Spine

**Wednesday, April 13**

Combining writing techniques

“How Long Did it Take?”

**Friday, April 15**

Work on final project

**Week 14**

**Monday, April 18**

Tharp Chapter 11 An “A” in failure

**Wednesday, April 20**

Work on final project

**Friday, April 22**

Work on final project

Creativity Portfolio due

**Week 15**

**Monday, April 25**

Show and Tell exhibition of final Text/Textile Project