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# COLLEGE OF IMAGING ARTS & SCIENCES

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## -----TOPIC OUTLINE FORM-----

**Shell courses have very flexible course outlines that allow instructors to develop a specific focus and content for their particular Topic offered within the Shell.**

In order for a new Topic within a Shell course to be scheduled, a completed, approved digital version of this form must be submitted to the Scheduling Officer by the scheduling deadline date for the term in which the topic will be offered. **No late submissions will be accepted.**

**Procedure for proposing a new Topic:**

1. Faculty proposing to offer a new Topic will complete this form and forward electronically to the Program Chairperson or Graduate Director for electronic approval.
2. The Program Chairperson or Graduate Director then secures the electronic approval of the school's Administrative Chair.
3. The Administrative Chair electronically forwards the form to the CIAS Curriculum Committee Chair (CIAS CCC) for review.
4. If electronically approved by the chair of the CIAS CCC this form will be forwarded electronically to the CIAS Scheduling Officer for processing. The Scheduling Officer will send an electronic copy to the to the school's representative on the appropriate CIAS College Curriculum Committee.

**Course #** PHAP-351 **Proposing Faculty** Patricia Russotti

**Course title and topic title:** Topics in Advertising Photography: Curiosity, Getting Lost and the Distance of Blue

**School:** SPAS **Program:** Advertising

**1st term offered:** \_\_ Yes \_\_ Check all that apply: \_\_ online \_\_\_ approval required  
\_\_ repeat for credit \_\_\_ # times TOPIC offered

**1.0 Course Designations and Approval**

Required course approval	Electronic Signature	Approval Granted Date
Program Chair/Graduate Director	<b>Susan Lakin</b>	
School Administrative Chair	<b>Therese Mulligan</b>	
College Curriculum Committee Chair	<b>Robin Cass</b>	<b>11.14.16</b>

**2.0 Course information:**

<b>Topic title:</b>	Studio Topics in Advertising Photography: Curiosity, Getting Lost and the Distance of Blue
<b>Topic proposed by:</b>	<b>Patricia Russotti</b>
<b>Effective term scheduled:</b>	<u>2165</u>

*In the sections that follow, please use sub-numbering as appropriate (eg. 3.1, 3.2, etc.)*

**3.0 Goals of the TOPIC:**

3.1	To discuss new ways of ideation
3.2	To enhance and expand creativity
3.3	To develop strategies to discover and maintain a creative mindset.
3.4	Develop research methodology and resources to cultivate an open mind to possibilities

**4.0**

**Course description** (course title includes course and topic title)

**Studio Topics in Advertising Photography: Curiosity, Getting Lost and the Distance of Blue**

This course will look at what happens when we let go of the ideas, notions, concepts and practices we are most comfortable with to enter a new creative space. This class is designed for students who are interested in exploring ways to change and maximize a creative mindset. Wandering, curiosity and becoming lost can be powerful tools for understanding how we create new ideas and shifts in one’s work.

This is a collaborative, conceptually based class where students will read, discuss, respond and make work that may not have been possible without first becoming lost.

Class readings will include excerpts from a variety of books and resources that address the creative process. There will be assignments throughout the semester and the class will culminate in creating new work based on the semester’s discoveries.

**Course number:** PHAP - 351

**Name of Course & Topic – Long Title** Studio Topics in Advertising Photography – Curiosity, Getting Lost and the Distance of Blue

**Name of Course & Topic – Short Title :** AD Topics – Curiosity and Getting Lost

**5.0 Possible resources** (texts, references, computer packages, etc.)

- 5.1 “A Field Guide To Getting Lost” by Rebecca Solnit
- 5.2 “Big Magic “ by Elizabeth Gilbert
- 5.3 “Letting Go of the Camera” by Brooks Jensen
- 5.4 Various online resources discussing current and evolving photographic technology

**6.0 Topics (outline):**

- 6.1 What does ”Getting Lost” mean
- 6.2 The importance of mindfulness in the creative process.
- 6.3 Creating a sustainable Daily Art Practce
- 6.4 Tools to encourage curiosity, wonder and wandering
- 6.5 Resources that encourage and assist in critical thinking
- 6.6 Resources that encourage conceptual thinking
- 6.7 How to best use research techniques to expand visual concepts
- 6.8 Identify resources for maintaining a life time of creativity
- 6.9 Utilizing MindMapping and Brain storming within the creative process

**7.0 Intended course learning outcomes and associated assessment methods of those outcomes**

(please include as many Course Learning Outcomes as appropriate, one outcome and assessment method per row).

Course Learning Outcome	Assessment Method
7.1 Produce new work that demonstrates new concepts	Assignments, Critiques
7.2 Apply mind-mapping exercise to connect ideas and thoughts	Assignments, Critiques
7.3 Demonstrate advanced visual concepts	Assignments, Critiques
7.4 Demonstrate visual problem solving skills and critical, conceptual thinking	Assignments, Critiques
7.5 Integrate new mixed media techniques into art work	Assignments, Critiques

**8.0 Program outcomes and/or goals supported by this course**

- 8.1 Develop professional critical thinking and visual problem solving skills within a global perspective.

- 8.2 Identify the aesthetic, conceptual and technical skills necessary to develop a professional level applied photographic practice.
- 8.3 Integrate aesthetic, historical and theoretical perspectives into the conception, application and practices of chosen career path.
- 8.4 Recognize the responsibility for maintaining high legal and ethical standards when working professionally.
- 8.5 Develop the skills to work both independently and collaboratively in solving problems related to the application of technology and imaging.

**10.0 Required Resources -** Identify all resources needed to effectively teach this class and what students will need to complete the assignments. (Please provide detailed list of equipment, software, computer lab, data storage/retrieval requirements, special classroom, studio, shop, wet lab, work space or media requirements)

10.1 Critique environment with appropriate lighting	
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**Approval request date:** This is the date that the college curriculum committee forwards this course to the appropriate optional course designation curriculum committee for review. The chair of the college curriculum committee is responsible to fill in this date.

**Approval granted date:** This is the date the optional course designation curriculum committee approves a course for the requested optional course designation. The chair of the appropriate optional course designation curriculum committee is responsible to fill in this date.