COURSE/CATALOG DESCRIPTION
[3 hours] Introduction to the principles, skills and practice of Mindfulness and their relationship to the development of creativity. Exploration of application to daily life including academic and professional situations.

COURSE OVERVIEW
Mindfulness is the skill of being deliberately attentive to one’s experience as it unfolds without judgment, commentary or conceptualization. The capacity to be mindful provides a pathway to overcoming unskillful habits of mind that cause us to suffer needlessly, and improves our ability to be fully aware participants in our own lives, and allows us to enhance our creative process. Creativity is widely held as the highest level of human activity, and it is a capacity that can be examined, practiced and developed. This course is a practical guide to developing the skills of mindfulness and creativity and applying them to every aspect of daily life. The foundational technique of mindfulness is the cultivation of intentional awareness, and it can be applied to the simplest aspects of life: sitting, breathing, walking, dressing, cleaning, speaking or driving all the way up to that most complex of human activities - the creative process. Because it is an innate capacity, Mindfulness has been part of human experience since we have been humans, but scholarship tells us that the practice and development of it was first widely taught 2,600 years ago by the individual known today as the Buddha. Though we will reference his and other contemplatively based teachings as we move through the semester, this practice oriented course neither asserts, requires, nor refutes any particular religious or metaphysical belief, nor is it a religious studies class.

COURSE OBJECTIVES
By the end of this class, learners will be able to:
1. Explain the principles, practices and skills of mindfulness and creativity.
2. Apply mindfulness and creativity principles, practices and skills to daily life situations from personal to academic or professional across all disciplines.
3. Interpret their enhanced experiences and discuss them.
4. Employ the methods of inquiry characteristic of the arts and humanities and develop tools for solving problems by integrating information from different disciplines into seelio posts and discussion board comments.
5. Demonstrate that they have acquired an expanded understanding of our global and diverse culture and society by discussing the history of mindfulness and its development in India, China, Tibet, Japan and America.

TEACHING STRATEGIES
This flipped course is designed to stimulate student learning through the web-based delivery of readings, video, and audio, activities involving online posts and in person discussion, and the taking up and tracking of daily mindfulness practices. A final project is due at the end of the semester.

WORKWEEK
In this flipped course, weeks run from Mondays through Sundays: specifically, they begin at 12:01 AM Monday morning and end at 11:59 PM on Sunday night. All assigned work for any week is to be completed by the end of Sunday in that week. The materials for any week will be posted by Monday morning of that week, if not earlier, under the appropriate folder. Begin each week on Monday by checking the schedule and then viewing the content for the week under Weekly Content. Each Monday video content will be posted along with that weeks Quiz which is due by Tuesday at 11:59pm. Learners are expected to practice the mindfulness and creativity techniques on a daily basis and keep a mindfulness and creativity journal. On Fridays, the class meets in room 1004 in the Rec Center for mindfulness practice and discussion with Professor Weik. A week summary post on Blackboard is due on Sunday at 11:59pm.
PREREQUISITES

No prior experience is required for this course, but the learner must be willing to engage in a daily awareness cultivation practice and other mindfulness and creativity exercises.

TECHNICAL SKILLS

To succeed in this course, it will be important for learners to possess the following technical skills:

- Students capture their class projects and mindfulness and creativity log with Seelio, an online portfolio program. Seelio allows for a visual and narrative presentation of one's experience. Check out some of the inspiring portfolios of students in the Department of Art. Learn more about Seelio.
- Rename, delete, organize, and save files.
- Create, edit, and format word processing and presentation documents.
- Copy, paste, and use a URL or web address.
- Download and install programs and plug-ins.
- Send and receive email with attachments.
- Locate and access information using a web search engine.
- Use chat or IM software for real-time communication.
- Use a learning management system.
- Take and upload digital photos.

RECOMMENDED TEXTS AND MATERIALS

Creativity: Theories and Themes: Research, Development, and Practice
By Mark A. Runco


The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution by Walter Isaacson

Out of our Minds: Learning to be Creative by Ken Robinson

The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution Hardcover – October 7, 2014 by Walter Isaacson

Wherever You Go, There You Are by John Kabat-Zinn

Zen Mind, Beginners Mind by Shunryu Suzuki

TECHNOLOGY REQUIREMENTS

Browser Check Page

Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course: http://www.utoledo.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html

Software

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center at http://www.utoledo.edu/dl/main/downloads.html:

- Word Processing Software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player

Mozilla Firefox Browser - Recommended Internet Service
High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

Use of Public Computers

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available at [http://www.utoledo.edu/it/CS/Lab_hours.html](http://www.utoledo.edu/it/CS/Lab_hours.html).

UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at [http://www.utoledo.edu/it/VLab/index.html](http://www.utoledo.edu/it/VLab/index.html).

COURSE POLICIES

Student misconduct will not be tolerated. All communications between students and between students and the teacher must be in compliance with academic standards, and all students must keep strict confidentiality about any personal matters that are offered in the learning environment. Students must use technology responsibly. Academic dishonesty will not be tolerated. Please read The University’s Policy Statement on Academic Dishonesty available at [http://www.utoledo.edu/dl/students/dishonesty.html](http://www.utoledo.edu/dl/students/dishonesty.html).

GRADING POLICIES

Student work will be assessed for timeliness and depth of content and contribution based on active engagement based on real-world experiences with the material. Feedback will be provided as needed for each assignment within 48 hours of the assignments due date.

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<td>15 Weekly Quizzes</td>
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<td>15 Week Summary Posts</td>
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Students are expected to complete and submit all assignments and tests by the due date listed in the Course Schedule. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date except in the case of an acceptable documented family or medical emergency. Ask questions as soon as possible by email if you do not understand an assignment.

The grading scale for this course is as follows:
- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = < 59%

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact the Office of Academic Access for verification of eligibility at [419-530-4981](tel:419-530-4981) (voice) or [419-530-2612](tel:419-530-2612) (TDD).
COMMUNICATION GUIDELINES

Email:
Students are expected to check their UT email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know. I am here to help, and will do my best to respond to email within 24 to 48 hours.

Discussion:
In this flipped course, participation is vital to your success, and your active engagement during the weekly in person class meeting and your daily practice of the techniques are crucial to learning.

Netiquette:
It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of Internet etiquette: http://www.albion.com/netiquette

TECHNICAL SUPPORT

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk website is available at: http://www.utoledo.edu/dl/helpdesk/index.html

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT’s IT Help Desk at (419) 530-2400 ithelpdesk@utoledo.edu. The IT Help Desk website is available at http://www.utoledo.edu/it/CS/HelpDesk.html.

LEARNER SUPPORT

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

eTutoring Services
The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology. Learn more at: https://www.etutoring.org/login.cfm?institutionid=232&returnPage

eLibrary Services Portal
The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard. Learn more at: http://www.utoledo.edu/dl/students/elibrary.html

Office of Academic Access
The Office of Academic Access provides accommodations and support services to students with disabilities. Learn more at: http://www.utoledo.edu/utlc/academicaccess/index.html

Counseling Center
The Counseling Center is the university’s primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental
health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies. Learn more at: http://www.utoledo.edu/studentaffairs/counseling/

Services for Online Students
Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the link below to learn more about the wide range of services for online students. Learn more at: http://www.utoledo.edu/dl/students/student_serv.html

Mindful Creativity Course Outline
(Note: Each week there will a quiz, online discussion and seeleo postings required)

Week 1: Orientation and Introductions.
Course familiarization, introductory material on mindfulness and meditation, discussion board postings, draft meditation pledge submitted.

  Intentional Awareness basics. How Schools Kill Creativity.
  Instruction on the practice of seated awareness. Ken Robinsons TED talk on Creativity and the School System.

Week 2: Ritualized Action and Mindfulness. 4 Lessons in Creativity.
Further instruction and refinements on the practice of seated awareness, instruction on the use of ritualized action as mindfulness triggers and anchors. Julie Burnsteins TED talk on creativity in the face of challenge, self-doubt and loss.

Week 3: Intentionally Aware Walking and Driving. Taking Imagination Seriously.
Making the connection between sitting practice and daily life using mindful walking and mindful driving as examples. Janet Echelmans TED talk on finding her true voice as an artist when her paints went missing.

Week 4: Mindful Caretaking. The Creative Person.
Introduces the practice of mindful cleaning. Begins discussion and readings on defining the creative person. Introduce the Zen Arts Ensemble as a model.

Week 5: The Practice of Conscious Eating. Creative Awareness as a Survival Skill.
Introduces the practice of mindful eating. Introduces creative awareness as an evolutionary development and survival skill for human beings.

Week 6: Perfect Imperfection. Creative Adaptors and Innovators.
Introduces the eastern concept of perfect imperfection and its relationship to mindfulness and the creative process. Introduces the distinction between adaptive creativity and innovative creativity.

Week 7: Non-Dual Awareness. Just Seeing what is there.
Introduces the eastern understanding of Wisdom and its relationship to mindfulness and creativity. Introduces the practice of Just Seeing.

Week 8: Open Hearted Awareness. Creative Divergent Thinking.
Introduces the eastern understanding of Compassion and its relationship to mindfulness and creativity. Discussion of divergent thinking- what it is, its function and how to cultivate it in creative problem solving.
Week 9: Cultivating Good Will. Creative Convergent Thinking.
Introduces the practice of cultivating good will and its relationship to mindfulness and creativity. Discussion of convergent thinking - what it is, its function and how to cultivate it in creative problem solving.

Week 10: The Practice of Mindful Speaking and Creative Communication Strategies.
Introduces the practice of mindful speech and its relationship to creativity and communication with others.

Week 11: Mindful Creativity Blocker #1: Irritation (Anger) and how to work with it.
Introduces the difficulty of irritation, how it develops into Anger and even Hatred, and how this process is destructive to mindfulness and the creative process. Introduces the practice of Patience as the remedy for irritation and how it furthers mindfulness and creativity.

Mindful Creativity Blocker #2: Attachment (Greed) and how to work with it.
Introduces the difficulty of clinging, how it develops into attachment and even greed, and how this process is destructive to mindfulness and the creative process. Introduces the practice of generosity as the remedy for clinging and how it furthers mindfulness and creativity.

Week 12: Mindful Creativity - Bringing It All Together.
Summary class with a general wrap up about how to further develop Mindful Creativity. Use the Zen Arts Ensemble as a model.

Final Project
The final projects will be a presentation of a creative work in any medium along with an essay about it and how mindfulness has influenced the learners creative process.