

Mindfulness & the Creative Process
IML 140



Location: TBD
Date/Time: TBD

Professor: Mark Koberg
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Class wiki: TBD

SCI 101Q (Office hours: By appointment)

Course Description

As we head deeper into a digital world, regardless of career choice, you will be called upon to create and deliver persuasive and shareable presentations that evoke change.

The average adult spends 11 hours per day engaging with electronic media in an ever increasing digital culture that permeates every aspect of life. You have the opportunity and responsibility as content creators to be consciously aware of what you produce becoming skilled at connecting more profoundly with those you wish to share and communicate.

Whether you're using digital media to present your own story, a revolutionary idea, a lesson you've learned in life, or - even selling a product, bringing full awareness to your message will allow for it to deeply resonate with those who view it and help spark the change you envision. Using the latest tools and technologies of digital media creation and production while incorporating mindfulness in your presentations is a new and responsible imperative providing you an edge previously untapped.

IML 140 *Mindfulness and the Creative Process* will give you the ability to harness the power of digital media with the tools of mindfulness learning to be present and connected to what's true to you. You will become comfortable with unearthing and identifying what it is that you want to share by clarifying your intention and purpose while considering the impact of the media presentation you create. With a clear vision of your message and commitment to the process, you'll master how to storyboard, produce, and deliver compelling and socially-shareable presentations.

Grading Breakdown & Course Structure

- Project 1: 10%
- Project 2: 15%
- Project 3: 20%
- Project 4: 20%
- Project 5: 15%
- Final Project and Presentation: 20%

Project #1: What piece wisdom, that you know today, from your own experience, would you like to share with your younger self? What makes your heart sing or brings you joy? When was the last time you remember feeling totally present? Write 3 paragraphs and then record yourself reading the essay on your iPhone.

Project #2: Choose one, minimum of 1 minute, piece of digital media, each day to watch mindfully. It could be a YouTube video, a news clip, a funny animal video, anything that peaks your interest. Begin this practice with 2 minutes of mindful breathing, noticing your mind state, making note of the flavor of the mind. Is it negative, positive, neutral? Then re-focusing your attention on the video, press play, notice any thoughts, emotions/feelings or physical sensations in your body as you watch. Notice what arises once the video is finished. Then write up few paragraphs explaining your experience.

Project #3: Chose a topic, possibly, what you wrote your reflective essay about, and in Google slides, create a PowerPoint illustrating your own hero's journey. 1 page per progression of journey - Each page should include a paragraph linking your story to the journey and should also include a picture or image that represents your state of being during that period. The sections of the HJ to include, are the Ordinary World, Call to Adventure, Refusal of the Call, Meeting with the Mentor, Crossing the Threshold, Tests, Allies and Enemies, Approach the Inmost Cave, Ordeal, Reward, Road Back, Resurrection, Return with the Elixir.

Project #4: Write up a paragraph that describes your intentions, motivations, purpose and ultimate impact globally you intend your presentation to create. Then create a digital presentation; using the paragraph as voiceover in a program you're familiar with (iMovie, Premiere, FCP, PowerPoint, Prezi) and use pictures, words, music and video to lay over your narration.

Project #5: Spend a minimum of 5 consecutive hours in the next week, while you're awake, without any form of electronic media. Write up a few paragraphs reflecting on the experience. Beginning with what you think your digital fast will be like, then after the fast, what thoughts, feelings/emotions & physical sensations were present during the digital fast?

Final Project and Presentation: Each student in IML 140 will deliver a 3 to 5 minute digital presentation that will be shown during the classes final.

Evaluation

Each IML 295 assignment will contain project evaluation guidelines clearly indicating what is expected for the assignment. In general, you will be graded on these elements:

Conceptual Core

- Is the project's thesis clearly articulated?
- Is the project productively aligned with one or more of the multimedia genres outlined in lab?
- Does the project effectively engage with the primary issues presented in the assignment?

Research Competence

- Does the project display evidence of substantial research and thoughtful engagement with its subject?
- Does the project use a variety of types of sources (i.e., not just websites)?
- Does the project deploy more than one approach to its topic?

Form and Content

- Do structural and formal elements of the project reinforce the conceptual core in a productive way?
- Are design decisions deliberate and controlled?
- Is the effectiveness of the project uncompromised by technical problems?

Creative Realization

- Does the project approach its subject in creative or innovative ways?
- Does the project use media and design principles effectively?
- Does this project achieve significant goals that could not have been realized on paper?

Course Policies

Statement on Fair Use: Fair use is a legal principle that defines certain limitations on the exclusive rights of copyright holders. MAP seeks to apply a reasonable working definition of fair use that will enable students and instructors to develop multimedia projects without seeking authorization for non-commercial, educational uses. Four factors should be considered when determining whether a

use is fair: (1) the purpose and character of use, (2) the nature of the copyrighted work, (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and (4) the effect of the use upon the potential market for or value of the copyrighted work. In general, we regard the reproduction of copyrighted works for the purposes of analysis or critique in this class to be covered by the principle of fair use.

Citation Guidelines: All projects will need to include academically appropriate citations in the form of a References section, which covers all sources, in order to receive a passing grade. The References area is either included in the project or as a separate document, as appropriate to your project. We will be following the [KAİROS style guide](http://www.technorhétoric.net/styleguide.html) for citation purposes in this class [\[http://www.technorhétoric.net/styleguide.html\]](http://www.technorhétoric.net/styleguide.html). Kairos uses a modified APA format, whose general guidelines and many specific examples you can find [here: http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

Statement on Academic Integrity: USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SIACS/>.

Statement for Students with Disabilities: Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

Emergency Plan: In the event of an emergency, all attempts will be made to continue MAP courses as usual. If we cannot meet synchronously, we will continue with our asynchronous work. In addition, all course materials are backed up on a secondary site (usually Blackboard) in the event that the primary wiki site should go down.