



# CART11002 *Creative Pioneers*

## Term 2 - 2018

Profile information current as at 28/04/2024 10:58 pm

All details in this unit profile for CART11002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

What compels artists to create and provokes their desire to break new artistic ground? In this unit you will consider the concept of creativity and its history; what it is and how it has been employed by great artistic minds from the medieval era to the present day. You will consider the nature of innovation and outcomes of the many different forms of creative process. You will examine how creative energies can be harnessed and applied to your own artistic practice.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2018

- Cairns
- Distance
- Rockhampton
- Townsville

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **In-class Test(s)**

Weighting: 30%

#### 2. **Presentation**

Weighting: 35%

#### 3. **Essay**

Weighting: 35%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Unit evaluation

**Feedback**

Teaching Facilities

**Recommendation**

Examine room selection for the delivery of this unit.

#### Feedback from Staff feedback

**Feedback**

Assessment

**Recommendation**

Implementing alternative assessments such as a presentation, essay and in-class tests.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Evaluate and explain artistic approaches to creativity from the medieval era to the present day
2. Describe and contextualise the concept of the avant-garde and its social and artistic implications
3. Understand how to harness creative energy and apply it to creative practice

N/A

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - In-class Test(s) - 30%	•	•	
2 - Essay - 35%	•	•	•
3 - Presentation - 35%			•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•		

Graduate Attributes	Learning Outcomes		
	1	2	3
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice	•	•	•
9 - Social Innovation	•	•	
10 - Aboriginal and Torres Strait Islander Cultures			

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - In-class Test(s) - 30%		•	•	•				•	•	
2 - Essay - 35%	•	•	•	•				•	•	
3 - Presentation - 35%	•	•	•					•	•	

## Textbooks and Resources

### Textbooks

CART11002

#### Prescribed

##### **The Creative Habit Learn it and Use it for Life**

(2006)

Authors: Twyla Tharp

Simon & Schuster

New York , New York , USA

ISBN: 0-7432-3527-4

Binding: Paperback

#### Additional Textbook Information

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Geoffrey Gartner** Unit Coordinator  
[g.gartner@cqu.edu.au](mailto:g.gartner@cqu.edu.au)

## Schedule

### Lecture 1 (July 9) - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Course Introduction</b> <ul style="list-style-type: none"><li>• Defining creativity and innovation</li><li>• What compels us to create?</li><li>• The creative imperative</li></ul>	<b>Kaufman, J. (2016). <i>Creativity 101</i> (2<sup>nd</sup> ed.) pp. 3-20. New York: Springer Publishing Company.</b>	

### Lecture 2 (July 16) - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Heavenly Bodies</b> <ul style="list-style-type: none"><li>• What makes an idea dangerous?</li><li>• Humanism</li><li>• Cosmology</li></ul>	<b>Burkholder, J.P., Grout, D. J., Palisca, C.V (2010) <i>A History of Western Music</i> (8th ed., international student ed.) pp. 146-154. New York: W. W. Norton &amp; Company.</b>	

### Week 3 (July 23) - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Creative Obsession

- Creativity and mental health
- The compositional process
- The concept of perfectionism

Ehrenzweig, A. (2000). Chapter 3 **Unconscious Scanning**. In *The Hidden Order of Art: A Study on the Psychology of Artistic Imagination*. London: Phoenix.

### Lecture 4 (July 30) - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>The Most Dangerous Ballet Ever Written</b> <ul style="list-style-type: none"><li>• The Rite of Spring</li><li>• The Ballets Russes</li></ul>	Stravinsky, I. (2011). Chapter III. In <i>An Autobiography</i> . Retrieved from <a href="http://www.gutenberg.org">www.gutenberg.org</a> .	

### NO LECTURE (August 6) - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
NO LECTURE		NSW Bank Holiday

### Vacation Week - Lecture 5 (August 13) - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Orlando</b> <ul style="list-style-type: none"><li>• Modernist literature</li><li>• Gender studies</li><li>• Queer studies</li></ul>	Woolf, V. (2013). Chapter 2. In <i>A Room of One's Own</i> (pp. 27-42). Australia: Penguin Group.	Make-up lecture for last week's holiday

### Lecture 6 (August 20) - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Art, Politics and Protest</b> <ul style="list-style-type: none"><li>• Banksy</li><li>• Soviet Propaganda posters</li></ul>	No Reading	<b>Assessment 1: In-class test</b>  <b>Mid-Term Assessment</b> Due: Week 6 Monday (20 Aug 2018) 11:30 am AEST

### Lecture 7 (August 27) - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Music, Politics and Protest</b> <ul style="list-style-type: none"><li>• Socialist realism</li><li>• Entartete (Degenerate) music</li></ul>	Ross, A. (2007). Chapter 7 The Art of Fear: Music in Stalin's Russia. In <i>The Rest is Noise: Listening to the Twentieth Century</i> (pp. 235-258). New York: Picador.	

### Lecture 8 (September 3) - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>The Art of Life</b> <ul style="list-style-type: none"><li>• Dada</li><li>• The ready-made</li><li>• The blurring between art and life</li></ul>	Kimmelman, M. (2006). The Art of Making Art Without Lifting a Finger (pp. 71-91). In <i>The Accidental Masterpiece: On The Art of Life and Vice Versa</i> . USA: Penguin Books.	

### Lecture 9 (September 10) - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Chance Innovations</b> <ul style="list-style-type: none"><li>• American experimentalism</li><li>• The creativity of chance and improvisation</li></ul>	Ehrenzweig, A. (2000). Chapter 7 The Three Phases of Creativity. In <i>The Hidden Order of Art: A Study on the Psychology of Artistic Imagination</i> . London: Phoenix.	

### Lecture 10 (September 17) - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Danger Music</b> <ul style="list-style-type: none"><li>• The Fluxus Ethos</li></ul>	Higgins, D. (1998) A Child's History of Fluxus. In <i>Horizons</i> (pp. 87-93). Ubu editions 2007. Retrieved from <a href="http://www.ubu.com/ubu/pdf/higgins_horizons.pdf">http://www.ubu.com/ubu/pdf/higgins_horizons.pdf</a>	

### Lecture 11 (September 24) - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Flawed Masterpieces

- Modernist architecture
- The creation of the Sydney Opera House

O'Neill, H. (2013). Chapter 13. In *A Singular Vision: Harry Seidler* (pp. 214-225). Australia: HarperCollins.

### NO LECTURE (October 1) - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Public Holiday		Queen's Birthday Holiday

### Review/Exam Week - Lecture 12 (October 8) - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Musical Chameleon</b> <ul style="list-style-type: none"><li>• Invention and re-invention</li></ul>	<b>Bowie, A. (2000). <i>Backstage Passes: Life on the Wild Side with David Bowie</i>, pp.148-173. New York: Cooper Square Press.</b>	<ul style="list-style-type: none"><li>• Make-up lecture for last week</li><li>• <b>Assessment 2; Spoken Presentations this week</b></li></ul> <b>Spoken Presentation Due:</b> Review/Exam Week Friday (12 Oct 2018) 11:45 pm AEST

### Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Assessment 3 due:</b> <b>11.59pm, October 19th</b>
		<b>Research Essay Due:</b> Exam Week Monday (15 Oct 2018) 11:59 pm AEST

## Assessment Tasks

### 1 Mid-Term Assessment

#### Assessment Type

In-class Test(s)

#### Task Description

This assessment to be completed in class, 10.45-11.30pm (AEST) on Monday, 20th August 2018.

The in-class test will be completed in the form of an online quiz accessed via the CART11002 Moodle site.

Students will be given 45 minutes to complete the online quiz which will be open only between 10.45-11.30am (AEST).

#### Assessment Due Date

Week 6 Monday (20 Aug 2018) 11:30 am AEST

End of scheduled lecture

#### Return Date to Students

Week 7 Friday (31 Aug 2018)

#### Weighting

30%

#### Assessment Criteria

Questions will primarily be short answer format.

The order of questions will be automatically randomised from a larger question bank.

Questions will be drawn from the content of the first six weeks of lectures only.

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### Submission

Online

#### Submission Instructions

To be completed via Moodle online quiz format

#### Learning Outcomes Assessed

- Evaluate and explain artistic approaches to creativity from the medieval era to the present day

- Describe and contextualise the concept of the avant-garde and its social and artistic implications

### **Graduate Attributes**

- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice
- Social Innovation

## **2 Spoken Presentation**

### **Assessment Type**

Presentation

### **Task Description**

Present a case study on a great artistic innovator. You may choose one of the innovators mentioned in the tutorials whose work was not studied in depth, or you may choose your own (*you must verify your subject choice with the lecturer first*).

- Describe their unique creative processes and influences
- Give an account of the social and cultural factors that influenced them
- What made their work truly innovative or avant-garde?
- How did their work affect society and subsequent artistic practices?

### **Assessment Due Date**

Review/Exam Week Friday (12 Oct 2018) 11:45 pm AEST

Spoken presentation will take place October 8-12

### **Return Date to Students**

Review/Exam Week Friday (12 Oct 2018)

Each student will be sent a detailed rubric with specific commentary

### **Weighting**

35%

### **Assessment Criteria**

This assessment will consist of a spoken presentation delivered in person to your tutor and on-campus colleagues and staff in Exam Week (Tuesday, October 8 – Friday, October 12).

- Presentations must be 15-20 minutes in length
- A timetable of assigned presentation times will be uploaded to Moodle shortly after census date
- You are encouraged to use PowerPoint to support your presentation, but this is not mandatory. All technological issues are your responsibility
- Any notes or PowerPoint materials used in your presentation should be in point form only. **Do not merely read a document to the audience**
- At the conclusion of your presentation the examiner will ask you three questions relating to your presentation (your answers will form part of your overall grade for this assessment)
- A marking rubric containing feedback will be forwarded to all students on Friday, 12th October. You will incorporate this feedback into a **1500 Word Essay** due Friday, 19th October

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

No submission method provided.

### **Submission Instructions**

Spoken presentation. No written assessments to be submitted by students

### **Learning Outcomes Assessed**

- Understand how to harness creative energy and apply it to creative practice

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking



- Ethical practice
- Social Innovation

## 3 Research Essay

### Assessment Type

Essay

### Task Description

**Write an essay on the creative individual studied in your Spoken Presentation.**

- It is important to include any feedback and criticisms delivered to you by your lecturer from your Spoken Presentation
- The word limit for the essay is 1300-1500 words
- Your essay must contain a comprehensive Reference List
- *Your essay will contain more detail than your spoken presentation*

### Assessment Due Date

Exam Week Monday (15 Oct 2018) 11:59 pm AEST

### Return Date to Students

Exam Week Friday (19 Oct 2018)

With certification of grades

### Weighting

35%

### Assessment Criteria

- A Recommended Reading list is included in this Course Outline. It is a starting place only. To adequately complete this assessment it is recommended that students consult a large variety of sources.
- Essays are to be uploaded to the CART11002 Moodle site in Word format
- You may *not* cite or reference CART11002 PowerPoint slides or the lecturer's words.
- Ensure you cite your sources and list them in the reference list. *Non-citation of sources will be regarded as plagiarism.*
- When answering the question, ensure you back up your assertions with evidence such as quotes, score examples and illustrations.
- Format your work according to the CQU APA Style Guide.
- For assistance with essay writing please refer to the CQU Guide to Essay Writing
- *Include a word count at the end of the essay.* (N.B. this only includes the words of the text. It does *not* include title page, diagram labels and reference list).
- Essays will be graded according to the grading rubric found in Assessment 3 of the CART11002 Moodle site.
- N.B. Late submissions and extension deadlines will be governed by the Assessment Policy and Procedure Policy.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Evaluate and explain artistic approaches to creativity from the medieval era to the present day
- Describe and contextualise the concept of the avant-garde and its social and artistic implications
- Understand how to harness creative energy and apply it to creative practice

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice
- Social Innovation

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem