

CREATIVE HABITS

Course Title: ART 5930c: A Focused Studio: Creative Habits that Stick
Instructor: Amy Freeman
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*Note: Please communicate about class through Canvas. Use the ufl.edu email address when unable to connect to Canvas.

COURSE DESCRIPTION:

Creative Habits that Stick is designed to create new and lasting studio habits amidst a fast-paced, habitual life. Students will ignite their creative edge by introducing tiny studio habits within ones that already exist and/or by creating new ones. Routine everyday habits will be potential creative events for future work. Students will engage in experiential learning through journaling and building a series of thematic works in a variety of media, one small work at a time. Emphasis will be placed on minimizing distractions to foster a focused and sustainable creative practice. The goal will be to make freely with purpose to maintain a creative life that sticks.

This course focuses on studio work, journaling, reading/media discussions and written responses to peers' work. Due dates and activities will follow a Sun + Wed schedule. Module content becomes available on a weekly basis. Reminders and additional information will be communicated via Announcements.

All course requirements, assignments, resources, schedule, and evaluation criteria are available through Canvas. Some of our course activities can be completed from anywhere you have access to the Internet (so long as you follow the Course Schedule).

OBJECTIVES:

- To analyze the psychology behind habit formation and the role of rituals in sustaining a creative practice.
- To evaluate personal daily routines to identify patterns that either enhance or hinder creativity.
- To develop strategies to modify existing habits or introduce new ones that support artistic growth.
- To investigate the relationship between personal identity, life goals, and creative habits to establish a meaningful and lasting studio practice.
- To examine the habits and practices of contemporary artists as a model for creative development.
- To apply creativity as both an additive and subtractive process to refine artistic decision-making.
- To experiment with unconventional creative methods to build a cohesive series of thematic artworks.

MATERIAL LIST:

PAPER:

- Small Unlined Sketchbook/Journal (4x6 or 5x8)
 - ✓ Consider > 4x6 Pentelic Traveler Grid Pocket Journal [DICK BLICK class list: https://www.dickblick.com/lists/wishlist/TJRT2462L3XKV/](https://www.dickblick.com/lists/wishlist/TJRT2462L3XKV/) (Can also select alternative sketchbook or gridded notebook at Dick Blick or elsewhere)
- Mixed Media Sheets (~11x14)
 - ✓ Consider > 11x14 sheets [DICK BLICK class list: https://www.dickblick.com/lists/wishlist/TJRT2462L3XKV/](https://www.dickblick.com/lists/wishlist/TJRT2462L3XKV/) (12) mixed media paper 180lb
 - ✓ Will be trimmed for series work - dimensions will reflect artist concepts)

MATERIALS: Collect a variety of media that can be used spontaneously (2D/3D)

- Wet/Dry Media: achromatic, chromatic (*pencils/pens, markers, watercolor pan set*)
 - ✓ Consider > Watercolor Travel Pan Set [DICK BLICK class list: https://www.dickblick.com/lists/wishlist/TJRT2462L3XKV/](https://www.dickblick.com/lists/wishlist/TJRT2462L3XKV/)
 - ✓ As needed (clay, paint, wood, cardboard, found objects, etc.)
- Text-Based Media: gather magazines, old books, newspapers, photocopies, flyers, etc.

TOOLS:

- Favorite Pen for journal writing
- Sharpie Marker
- Exacto-blade and/or Scissors
- Glue – for collage
- Camera for documentation
- As needed: masking tape, ceramic/sculpture tools, markers, etc.

GENERAL COURSE OUTLINE

WEEK	SUBJECT	OBJECTIVE
1	THE HABIT RABBIT	Understand how habits shape daily life, distinguish them from rituals, and explore the studio practices of working artists.
2	RABBIT'S NUDGE	Foster creative rituals by identifying daily triggers in the home and workspace. Eliminate distraction to enhancing creative opportunity.
3	RABBIT'S DEN	Expand creative potential by exploring new environments. Disrupt routine triggers and cultivate fresh artistic habits.
4	TRIMMING THE TAIL	Examine the power of creative constraints by focusing on omission as a tool for exploration and discovery.
5	RABBIT STACK	Explore habit stacking as a method of seamlessly integrating creative practices into daily routines.
6	THROUGH THE LOOKING GLASS	Explore the concept of recontextualization. Examine how perspective shapes understanding.
7	FOLLOW THE RABBIT	Apply previous lessons to develop a final series of artwork.
8	CATCH THAT RABBIT!	Reveal outcomes through a presentation of work.

LEARNING + GRADING ACTIVITIES

The primary instructional methods of this course include assigned readings/media for each week, studio projects, group discussions and journal entries. Reading, media viewing, art making, and personal research will be required to help students achieve the course objectives. Assessment points for peer responses are included within each assignment rubric. Note: Due dates for all learning activities are provided in the course schedule.

JOURNAL + PEER RESPONSES, INTRODUCTION (15%)

The Rabbit Trail Journal is a physical tool for reflection, documentation, and habit formation. Inspired by the metaphor of a rabbit trail, it represents a journey of exploration and discovery, where small, consistent steps lead to meaningful progress over time. This journal serves as a shared community space that fosters creative reflection and personal growth. It encourages individuals to develop healthy habits, pause to reflect on their paths, and document their experiences by hand. Through this practice, students can build a creative habit while offering one another mutual support and encouragement. Together, they can cultivate momentum and consistency as they navigate their personal and collective journeys.

DISCUSSIONS + PEER RESPONSES (25%):

Throughout the semester, you will be required to read, view or listen to various readings/media that will help shape the class conversation. You will then reflect on these materials in dialogue with your peers via READING/MEDIA Discussions. Share your OPINION! Let us hear your unique VOICE! Do not summarize the reading assignments or explain the author's point of view for the class. We've read or seen it too! Provide a creative reaction to the readings/media. Bring new insights and critically engage with your peers to explore the content and open ourselves to new ideas. Write freely, but make sure to cite specific reading/media in your writing so that we know where the impulse of information is coming from. This is not a book report but referring to the readings/media is essential to understanding your claims.

STUDIO PROJECTS + PEER CRITIQUES (60%):

Studio projects build on the concepts introduced in each lesson. Along with your work, you must submit reflective writing that clarifies its conceptual foundation. Each project includes peer critique, requiring feedback on at least two classmates' works. These critiques contribute to your final grade and should prioritize peer projects with fewer responses. Engaging beyond the minimum is encouraged to foster artistic growth.

Peer critiques are essential to a studio art course, offering diverse perspectives on both concept and process. Highlight strengths, suggest improvements, and keep feedback constructive. Share relevant artists, readings, or media to inspire and support your peers.

GRADING OPPORTUNITIES:

Students will have a variety of grading opportunities with projects, journal entries, and discussions.

Evaluation Method:

15% Journal + Peer Responses, Introduction

25% Discussions + Peer Responses

60% Studio Projects + Peer Critiques

- Students will have the opportunity to rework projects. There must be noted improvement for an increase in grade. The original and second submission will be averaged together for final grade.
 - Evaluation criteria for each area are provided within the lessons. 'Incompletes' are granted only to students in good standing who, due to exceptional circumstances, cannot complete course requirements on time (see Incomplete Policy below). Students considering withdrawal should consult their advisor and refer to the university catalog. The official UF calendar specifies the last day to withdraw from a class.
 - To earn an 'A' in this class, all assignments must be completed and submitted on time. Late submissions (as outlined in the course schedule) will incur a 5% penalty for each day past the due date. Your work should reflect continuous self-reflection, critical analysis of course topics, research interests, and evidence of transformative thinking and learning.
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LATE POLICY:

- All late work will be lowered by 5%, each day it is late.
- All assignments must be completed to pass the class

GRADING STANDARDS & EVALUATION

Evaluation for each project or portfolio will be based on the following criteria:

- ✓ Concept (Conceptual Rigor, Ideation/Evolution from proposal to finished work)
 - ✓ Creative Solutions (Inventiveness. Ability to solve problems and devise new approaches for achieving course objectives and personal goals. Successful resolution of the assigned problem)
 - ✓ Criteria (Evidence of experimentation within the parameters of the project guidelines)
 - ✓ Dedication + Effort (Work Ethic, Technical Innovation, and Craftsmanship)
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- A (94-100) - Superlative work: careful attention to craft and presentation. Originality of idea and execution work. Goes beyond merely solving the problem –visibly outstanding, work is outstanding in every respect.
 - A-/B+ (87-93) - Very fine work: almost superlative. A few minor changes could have been considered and executed to bring the piece together. Again, goes beyond merely solving the problem.
 - B (83-86) - Above average: solution to the problem and idea well planned. Execution well done. This is an honorable grade.
 - B-/C+ (77-82) - Slightly above average: slipping in levels of concept, originality, and presentation. The piece does not work well as a unified whole or statement, yet effort was made.
 - C (73-76) - The requirements of the problem are met in a relatively routine way, including concepts. Creative solutions are average, as well as breadth of application and the depth of idea development.
 - C-/D+ (67-72) - Adequate problem solving but needs more time/effort and developed concept.
 - D/D- (60-66) - Inadequate work: the requirements of the problem not addressed. Effort represents carelessness and/ or incomplete work. Work is substandard.
 - E (0-59) - Unacceptable work and effort

READING + LEARNING RESOURCES

All required readings and media are provided (course reserves, weblinks, and/or pdf files for download) within each week's module. Please see requirements for peer responses and critiques in Canvas.

Technology for e-Learning and Canvas:

Connecting to and using e-Learning in Canvas is simple if you have a compatible browser and internet connection. Firefox or Chrome works best with Canvas. Please see <https://helpdesk.ufl.edu/>. Additionally, this course will use

various technologies and media. To complete the activities in this course and to access course content, ensure that the following technologies are available:

- Digital camera or good cell phone camera (for documenting work)
- Zoom
- Microsoft Word or other program (assists with writing/grammar structure before submitting)
- A complete list of the technical requirements can be found here [MAAE: TECH REQUIREMENTS](#)

Technical Support Information:

Concerns with the eLearning platform or computer issues (not class content)? Please contact the UF Help Desk.

- Help Desk: <http://helpdesk.ufl.edu/> (great information, variety of help options)
 - Email: helpdesk@ufl.edu
 - Phone: (352) 392-HELP (4357)
 - NOTE: University of Florida will NEVER ask or email you for your GatorLink password.
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COURSE POLICIES

Class Participation

Successful online learning requires active participation. It is recommended to log in several times a week to stay on track. Regular, meaningful participation in class discussions is expected and may impact your grade.

Changes to the Syllabus

The faculty reserves the right to make changes to the course syllabus and course schedule. If changes become necessary, students will be notified through CANVAS email.

Incomplete Policy

School policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in *good standing* in a course but is unable to complete the course requirements because of mitigating circumstances. In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E"

Student Honor Code

Students are expected to abide by the [UF Student Honor Code](#) defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for materials (both printed and online) used in completing assignments.

Netiquette

[Netiquette](#), short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. They are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Note: The instructor reserves the right to remove any journal and/or discussion postings deemed inappropriate.

Students with Disabilities

Individuals with disabilities are encouraged to register with the [Dean of Students Office](#) and submit to this instructor the memorandum from that office concerning necessary accommodations. The Disability Resource Center may be found online or reached by phone at (352) 392-7056 TDD: (352) 846-1046. All course materials may be made available in alternative format on request.

CAMPUS RESOURCES

Health and Wellness

- [U Matter, We Care](#): If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- [Counseling and Wellness Center](#): Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- [Student Health Care Center](#): Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.
- [University Police Department](#): Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- [UF Health Shands Emergency Room / Trauma Center](#): For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- [GatorWell Health Promotion Services](#): For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

ACADEMIC RESOURCES

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- On-Line Students Complaints: View the [Distance Learning](#) Student Complaint Process.