OVERVIEW:
1. Groups assigned in first few weeks of course based on survey of interests.
2. Three days of in-class **required attendance** during concept/design/planning stages. Instructor and AI circulate these days to help guide, manage and counsel groups on project design and distribution of responsibilities. Individual penalty (7pt/day) applies to any member missing those days (no exceptions).
3. All Projects **DUE IN CLASS SAME DAY** (See Syllabus for Date). Any FILES should be clearly labeled: Group1.SDRnR.Project, Group2.SDRnR.Project, Group3.SDRnR.Project, etc. **TAKE NOTE of acceptable methods for turn-in below.** This is to avoid transfer problems across platforms, email overloads, transfers via online platforms that inadvertently end up being “public.”
   - Any TEXT files can be simply emailed by class time directly to: lsgreene@indiana.edu.
   - For any large files (AUDIO or VIDEO or HIGH RES VISUALS etc) a group member MUST bring it to class on a USB DRIVE to transfer directly to Instructor’s computer.
   - Anything physical (i.e. sculpture, painting) can be brought to class and Instructor will store.
   - For anything that is “live performance” or “interactive game” etc the group must produce a short 2-page description and email to Instructor at lsgreene@indiana.edu.
4. Presentation schedule announced in advance. Presentations began Week 10. Instructor consolidates all files on one private online space and makes available on day of presentations.
5. Instructor presents his own creative “Project” at end. Students rank “creativity” and score is revealed: toward glory, for revenge, or in simple embarrassment.

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Basic Guidelines

**The One Rule / Rationale:**
--The only “rule” about “creativity” here is that NO PRESENTATION SOFTWARE is allowed (ie. no Powerpoint, Prezi or any presentation software). Choose a less formal and more creative medium!! Video, audio, live performance, game, visual art, poetry etc.
--The more FUN you collectively have, the more others will respond to it positively.
--It **doesn’t have** to take over your life! We’re not expecting the next ‘trending’ Netflix series or a hit single. All creative skills are welcome. But don’t let “I’m not the creative type” or “we don’t have those skills” become a burden. Work with whatever concepts and capacities the group collectively has at its disposal.
--LIVE outside the box a little. Don’t you get tired of the constant routines of academe (papers, formal presentation, exams, REPEAT). This is a chance to do something different.
--Guess what! There’s a complex interplay b/w individual and group dynamics in all aspects of life! Relationships, work, education, creative activity etc. **We are TRYING to incentivize good group work while recognizing there are individual dimensions and not always an “optimal” group dynamic.** We deal with individual “weak links” as best we can by **requiring participation** on the 3 days set aside in class and assessing a penalty to any individual who misses and by touching base with each group about any member who isn’t present during those stages.
PRACTICALITIES:
--We set up Groups on Canvas in order to easily communicate with you. But each group can figure out the best way to communicate among the group members (for online activity and any group meetings outside of class). Start by agreeing in the first meeting in class how/where to communicate (via Canvas, via text, Google, or some social media platform).
--It is NOT the group’s responsibility to be in touch with you! It is each individual’s responsibility to be in touch with the group. The ‘group’ doesn’t exist in practical terms if each individual doesn’t assume his/her/their individual responsibility to be actively in communication with others. So, it is not “someone else’s job” to reach out to you.

ETHICAL GUIDELINES:
I want you to be as creative and subversive as possible – while still recognizing that you are producing the project in the context of a university class (not an underground club, party or art cinema). Given that, certain basic guidelines must be followed. I can’t foresee all possible dilemmas that might arise but here are some of the most important and basic things to keep in mind. For anything else that falls outside of these but might still push certain boundaries please be sure to come talk to me first about how to proceed:
1. To assure the projects are only shown in this class and do not circulate beyond it, please DO NOT post any audio, video, or imagery in public online spaces (e.g. a public youtube, vimeo, or instagram). For purposes of presentation, I will consolidate projects into one private online space and make available. The projects are intended to be produced and presented ONLY for this class and so they should not be circulating among friends or peers for public view.
2. If your project addresses sexuality and involves interviewing, recording, or videoing people (as opposed to material used from other sources that are not your own) be careful how you go about it. Put some thought into how you present things or represent people’s words and/or actions in audio or images given that sexuality is a sensitive subject. For example, for anyone that you approach to be involved in the project be sure to explain participation is voluntary, they can opt out at any time, or decide after the fact if they aren’t comfortable with you using them in the production. You should also give them the option to participate anonymously by blanking out faces, etc.
3. If your project addresses illicit behavior (drug use in particular) and involves interviewing, recording, or videoing people (as opposed to material used from other sources that are not your own) you MUST NOT reveal anyone’s identity. So, there should be no recognizable faces and no one should be identifiable by name or place.
4. If your project takes on some other topic that you think might be perceived as disturbing or offensive somehow for your peers, think carefully about how best to explore it. Perhaps you can alert people about what to expect beforehand, give a clear rationale for why you think it is important to consider, or make clear that you don’t necessarily endorse all viewpoints it contains, etc.
GROUP PROJECTS – OBJECTIVES and DETAILS

Objective:
Produce as creative and out-of-the-academic-box project as possible. One that the group can practically realize with any and all experimentation included. Present/show/exhibit it in **12 minutes total**! Groups will be timed the day of the presentation; where necessary Instructor will cut groups off so as to assure equal time for others. For example, if you produce a video, audio, game or other project that totals 10 minutes, you will only have 2 to introduce/explain/ask peers questions etc.

Grading:
Group grades are calculated like this:
1. Instructor gives base grade according to the below criteria.
2. All peers (the “public”) in class during presentation give a “creativity score” (max of 8pts) to each project. The resulting average is added to the Instructor’s base grade. In effect, peers give you a “creativity boost” relative to their reaction to the project.
3. Individual grades within a group might vary if a member of the group is absent during the 3 required in-class days for design/concept/responsibility clearly listed on the syllabus. A 7pt penalty per day is applied to any member missing for any of those 3 days. Plan ahead to assure you are present those days or accept the consequences. Sorry, no exceptions, no excuses.

Instructor Grading Criteria:
**Concept** (25 pts possible): How clear, organized and well-articulated is the concept from the start? How well does the group come together around a particular concept/theme?
**Focus** (25 pts possible): How focused is the project concept? Is there a feasible and manageable topic to explore in 12 minutes or is it a little too vague and expansive?
**Design** (25 pts possible): How well did the group take the initial concept and translate it into a creative design? What medium or media were used? How well did the group operationalize the choice of that particular design?
**Delivery** (25 pts possible): How well did the final presentation of the project come together? Were all parts of the project and group working to bring it together smoothly and for public presentation? Did all those in the group appear to be involved equally?

Instructor presents his own creative “Project” at end. Students rank “creativity” and score is revealed: toward glory, for revenge, or in simple embarrassment. 😊😊