

INTG294 CREATIVITY FALL 2000 SEMESTER

Instructors:

William F. Ford

Penn Hall 211
M through F: 9:00 to 3:00
(By appointment.)
215-968-8285 (office)
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Blaine S. Greenfield

Penn Hall 425
Tu: 6:00 to 6:30;
9:15 to 9:45
W: 11:30 to noon;
2:45 to 3:15
Sun: 8:00 to 10:00 p.m.
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215-968-8299 (office)
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Cara Schollenberger

Founders Hall 107
M, W: 10:00 to noon
T Th: 9:30 to 11:00
968-8047 (dept. office)
968-8099 (office)
504-8507 (fax)
schollen@bucks.edu

Texts:

1. Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: HarperPerennial
2. Freiberg, K. & Freiberg, J. (1998). *Nuts!: Southwest airlines' crazy recipe for business and personal success*. New York: Bantam Doubleday.
3. Gelb, M. (1998). *How to think like leonardo da vinci: Seven steps to genius everyday*. New York: Delacorte.

I. About Your Instructors

William F. Ford

I have been a member of the psychology faculty at Bucks County Community College since 1976. I received my Bachelors Degree in Psychology from the Catholic University of America in 1972 and a Doctor of Arts in Psychology from Lehigh University in 1976. My interests in Psychology include research methods, social behavior, cognition (problem solving and creativity), and philosophy. I held a number of positions at the College in addition to teaching. These included Department Chair (1982-1989) and Director of Development and Grants Coordinator (1989-1990).

I am one of the few people you are likely to meet that can claim Washington, D.C. as my home town (as opposed to a temporary residence.) I live in Doylestown with my wife, Barbara (who also teaches Algebra here at the College) and my three daughters. At heart I am a perpetual student; I think that teaching is the best way to learn anything. I constantly marvel that there are people in this world who would pay me to do something that I find to be so much fun. I find the way people think and act to be endlessly fascinating; I look forward to sharing that fascination with you in this course.

Blaine S. Greenfield:

Three things about me:

One: I'm a business professor at Bucks County Community College, having taught here since God was a little girl. (Well, perhaps not quite that long; my first year was 1976.) In addition, I am a part-time faculty consultant for Thomas Edison College in New Jersey.

Two: When not teaching, I head my own consulting firm. I specialize in helping clients come up with creative solutions to their marketing problems.

Three: I walk four miles a day. I'm always looking for ideas for one and two while trying to figure out how I can get paid for number three.

For those anxious to know more: I did my undergraduate work at Rider University, and I received my master's degree from Rutgers University. Proudly, I call New Jersey my home state, where I help raise a 20-year old daughter who is going into her junior year at Johnson & Wales University. (If anyone knows of any nondenominational convents, let me know.)

In my spare time, I enjoy hosting a weekly radio show: "Pulse of the Network" on WWFM, which broadcasts on 89.1 FM on Saturday night at 7 p.m. You can also listen-in via the Internet by going to www.wwfm.org. My other interests include movies, humor and the field of dispute resolution.

I make an attempt to floss my teeth regularly, having to include this information in case my mom is reading, and I truly believe in my AOL personal quote: "Service is the rent we pay for living on Earth."

Cara L. Schollenberger:

I have been a member of the Communications Area Faculty at Bucks County Community College since 1989. I received my B.S. and M.S. in Telecommunications from Kutztown University. My area of expertise is video/TV production. I freelanced for several years in broadcast and industrial TV after graduation from college and then worked as a producer/director for Kutztown University for three years before coming here to BCCC. Recently, I have broadened my horizons by becoming involved in film, graphic design and multimedia. I have been involved in several college committees and groups in my 11 years here at Bucks, and I am currently the Head of the Communication Area.

I am originally from Boyertown, PA, but have lived in Allentown for nine years. My husband and I relocated our family (twin daughters and a son) to Warrington in 1997 to be closer to Bucks and WWDB radio where my husband works. My husband and I have been in the communications industry for many years. While my area is video and his is radio, we both find "media" to be fascinating. As part of the team teaching this course, it is my job to share with you some insight into the "artistic" side of creativity. I hope you are as excited about this class as I am. I am looking forward to a great semester of discussions, exploration and surprises.

II. **What is an Integration of Knowledge Course?**

In 1991 the faculty of the College completed an extensive review and revision of the requirements for the Associate of Arts Degree. One outcome of this revision was the requirement that all students seeking the A.A. degree should take at least one course that **DID NOT** examine a topic from the perspective of only one discipline. Instead this course would examine a topic or theme using the "lenses" of at least three discipline areas (science/technology, the humanities, and the social sciences.) It was the intention of the faculty that these integration of knowledge courses be taken when the student was close to graduation (sometime in the second year.) In addition, because all integration of knowledge courses are designed to use writing as a primary tool for instruction, students should have completed at least one college level writing course.

This course is organized around the theme of creativity. In many ways, creativity can be viewed as the highest expression of human intelligence. Whenever a problem is faced for which there is no clear solution, then creativity is mobilized. It is the source of all that is new and valued in human culture, and it allows the person to break free of the constraints of the past. This course will challenge you to examine creativity from a number of different perspectives. We will examine different viewpoints on the nature of human creativity and the conditions that foster and inhibit it. We will examine creative individuals from all walks of life, and **we will challenge you to examine the sources of creativity in your own life and to give personal expression to that creativity.** Along

- b) PRESENT -contemporary theories of intelligence (e.g., Howard Gardner, Robert Sternberg, Teresa Amabile.)
-approaches to enhancing creativity in individuals and groups.
-the creative experience of individuals in science, art, business, education, etc.
- c) FUTURE -becoming more creative where you live, work, and play.

Assignments:

1. Concept Papers and Projects. The heart of this course is a series of writing assignments and projects that are based upon the readings and the class discussions. These assignments will vary in length and complexity; some of these assignments will involve collaboration with other students in the class, others will be strictly individual efforts. Detailed instructions for each assignment will be given in class. A key objective of this course is to challenge you to respond to the issues raised in class and to give voice to that response in writing.

Rewrite Policy. The purpose of the concept papers is to have you think about and respond to the issues raised during the course. We are more interested in the quality of your thinking than in your necessarily “getting it right” the first time. Therefore, if you are less than satisfied with the assessment of any of your papers you may rewrite and submit it for full credit. If you elect to rewrite your papers, **please do the following first:**

- Speak with the instructor who assessed the paper to identify the areas of the paper that could be strengthened.
 - Follow the suggestions given in the original assessment to revise the paper accordingly.
 - Submit the rewritten paper along with the original paper to the instructor who assessed the paper the first time.
 - Submit, also, a new “Self-Assessment Form” in which you identify the revisions that were made and explain why you think these revisions strengthen the paper.
 - Rewrites are due **no later than** two weeks after you receive the assignment back from your instructors.
2. Participation. A key assumption in the design of this course is that everyone learns from everyone. Your attendance and active participation is a vital part of the learning experience. To acknowledge the importance of class participation, some credit toward the final grade will be given for your active involvement in our classroom activities. To stimulate discussion and dialogue, we will ask you to write brief reflections on questions asked and exercises conducted in class. These written reflections will be collected at the end of class. We will read them, not to give them a grade, but to simply find out what you were thinking about the

question. **You will, however, receive credit for participation only if you have written an answer to the question and turned it in at the end of class.** (Because this will be the only way that we will know that you were in class on any particular day.)

3. **Electronic Forum.** An electronic forum will be created for this course and all students will be expected to subscribe. The purpose of this "electronic forum" is to expand and extend the opportunities for discussion and dialogue beyond the weekly class discussion. The "electronic forum" is a **public space** for sharing thoughts and reflections on the questions and issues that are raised in class and in the readings. It is also a way for your instructors to send announcements, updates and reminders to all members of the class.

How to subscribe to the forum:

1. Address an e-mail message
To: majordomo@storm.bucks.edu
2. Leave the **Subject** line of the message blank
3. In the body of the message write: subscribe INTG294
4. Do not append any signatures to your message
5. You should receive a confirmation message letting you know that you have been subscribed to the list.

How to send a message:

1. Address the message **To:** INTG294@storm.bucks.edu
 2. In the **Subject line** type: INTG294 (and the topic of your message.)
 3. Please be sure to **sign your full name** at the end of your message.
 4. **Remember:** When you send your message to the forum it will be distributed to every other member of the class that has subscribed to the discussion list. If you wish to communicate only with one of the instructors, please use our individual e-mail addresses.
4. **Creativity Journal:** In keeping with Da Vinci's practice of recording his observations and ideas in a journal, we will ask you to keep a journal for this course. The Creativity Journal is **not a diary**. It is not a place to record the chronicle of your day-to-day life. The Creativity Journal **is a place to record:**
 - Thoughts and responses to questions that are raised in class (at the time they are asked and throughout the week.)
 - Thoughts and ideas prompted by the readings for the course.
 - Ideas for assignments you are working on (in this class and others.)
 - Responses to the exercise in the Gelb book.
 - Creative ideas that you come across in your daily observations of life around you.
 - Ideas for any problems that you are working on.

In short, the Journal is a place for recording ideas as you journey through the course. Unlike the "electronic forum", the journal is a **private space** for your thoughts and reflections.

Format for Journal Entries.

- All entries must be **typed or word-processed**. Put your name and date on each entry.
- Journal entries will be collected in class each week and returned the following week.

Assessment Criteria for Journal Entries.

The following criteria will be used to assess your weekly journal entries:

- There is a minimum of **two separate and dated** entries.
- At least one journal entry contains a **thoughtful response** to the assigned readings.

Definition of a “thoughtful response”:

- A thoughtful response goes beyond simply agree/disagree and gives reasons or evidence.
- Examines or questions the assumptions contained in the question or issue.
- Connects the question or issue to other readings for the course, or to the student’s personal experience.
- The student has written about the connection between the issue/question raised in class or in the readings and the enhancement of his or her own creativity.
- There is a minimum of spelling and grammar errors.
- Weekly journal entries that exceed the minimum will earn extra credit.

VI. Grading

ASSIGNMENTS	APPX. WEIGHT	MAXIMUM CREDIT
Concept Papers/Projects: #1: Creativity interview #2: Personal assessment #3: Drama Mind Map #4: Birthday Tribute #5: Group project & report #6: “Nuts” paper	80%	20 points. 25 points. 15 points. 30 points. 50 points. 20 points.
Creativity Journal/Scrapbook	12%	25 points.
Attendance/writing exercises	8%	15 points.

Total points: 200

Your final grade will be determined by the total number of credit points that you have accumulated at the end of the semester. Letter grades will be awarded according to the following schedule:

A = 180 and above	C = 140 - 153
B+ = 174 - 179	D+ = 134 - 139
B = 160 - 173	D = 120 - 133
C+ = 154 - 159	F = 119 and below

A midterm grade of "**S**" (Satisfactory) will be recorded if you have maintained a C average in the work submitted to that point in the course.

VII. Miscellaneous

- A. On Withdrawal. If you decide not to complete the course, it is **your responsibility** to notify the college of your intention to withdraw before the deadline. (The last day for student withdrawal is indicated in the "Schedule of Events.") You may withdraw by filling out the appropriate form in the Office of Admissions and Records or by mailing a written notice of your intention to withdraw. **DO NOT ASSUME THAT THE INSTRUCTORS WILL INITIATE THE WITHDRAWAL FOR YOU!!!**

We will, however, at our discretion withdraw from the course at midterm those students who have indicated by **excessive absences** that they do not intend to fulfill the obligations set forth in this syllabus.

- B. On Typing. **ALL PAPERS MUST BE TYPED.** No handwritten copies will be accepted.
- C. On Work Handed In Late. Work that is submitted after the deadline will be considered late. If time and energy permit, we will read and give credit for late work. However, **we feel no obligation to read or give credit to work that is submitted late.** If you hand work in after the deadline, you are taking a chance. In some cases deadline extensions may be granted with the prior approval of the instructors. If extraordinary circumstances prevent you from completing assignments by the dates given in the course schedule, please discuss your situation with one of the course instructors **before the assignment is due.**
- D. On Retaining Your Work. All work submitted for credit will be returned. In the event that there is a question about your grade, please save all work returned to you. This especially pertains to in-class writing questions that are used to log class attendance.

- E. On Writing. The instructors firmly believe that the abilities to think and write clearly are closely related. A primary objective of all "integration of knowledge" courses is to promote clear thinking about an issue from the perspective of several different disciplines. Consequently, we will be asking you to write frequently in this course. Since a prerequisite for all INTG courses is successful completion of English Composition I, we will expect you to employ all of the grammatical and rhetorical skills that you learned in that course and all other writing courses that you have taken. The Tutoring Center (located on the lower level of the Library) is available to provide assistance with writing assignments in all courses. If you use their service, please bring a copy of the assignment with you. Your instructors are also available to provide assistance with writing. We are available to provide feedback on rough drafts of papers in progress. We will also provide detailed feedback on all writing assignments, and **we encourage the rewriting of assignments.** We encourage you to rewrite (in consultation with one of the course instructors) any assignment on which you receive a less than satisfactory grade.
- F. On Extra Credit. A limited number (up to **20 points**) of extra credit points can be earned during the semester by doing any of the following:
- Extra weekly journal entries beyond the minimum. (1 point per each additional thoughtful entry.)
 - Leading/Participating in a discussion on the electronic forum. You may pose a question based upon any of the readings and/or class discussions. Give a **thoughtful response** to the question and invite others to respond. Thoughtful responses may be given to the questions raised by other members of the class. (1 point per response.)
 - A creative product that enhances the presentation of INTG294. This product would be something unique and which would serve a useful purpose in teaching creativity to others in INTG294. Such products might include: a web page for the course; innovative and effective ways to teach a concept or present an idea. This option is limited only by your imagination. Please **discuss any ideas you have with the instructors before you proceed.** (Points to be negotiated.)
- G. On Cheating and Plagiarism. "The expectation at Bucks County Community College is that the principles of truth and honesty will be rigorously followed in all academic endeavors. This assumes that all work will be done by the person who purports to do the work without unauthorized aids. In addition, when making use of language and some idea not his or her own, whether quoting them directly or paraphrasing them into his or her own words, the student must attribute the source of the material in some standard form, such as naming the source in the text or offering a footnote." (Bucks County Community College Catalog.) Consult the College Catalog for a complete description of the policy.

H. On Expectations for Classroom Conduct.

It is our goal to create an atmosphere in the classroom where people can feel safe to ask questions and to express their views. The classroom is a place for dialogue, a place where we can learn from each other. To that end we would ask all of you to **make the choice to come to class and to come prepared to listen, share and learn.** If you make the choice to come to class we would ask that you observe the following guidelines:

1. Come to class on time. Announcements are made at the beginning of class and questions are solicited. Coming into class late is a distraction to the class and especially to us, the instructors.
2. Come to class prepared. Do the reading and come to class prepared to ask questions and contribute your views.
3. Stay for the entire class. Avoid the temptation to leave at the break. Papers and announcements and assignments for the week will be given at the end of class. Except for extraordinary circumstances, do not make doctor or other appointments that conflict with class time.
4. Turn off all pagers and cell phones.
5. Don't carry on parallel conversations in the classroom. It distracts others and it especially distracts us.
6. **Do** ask questions. The most interesting classes are those that go in directions that we had not anticipated.
7. **Do** listen to and respond to what others have to say. Make the class a safe place to speak, and respond as you would want others to respond to you.
8. Most of all **relax.** We strive to create a relaxed atmosphere in the classroom. Humor is a big part of our instructional strategy. We look forward to sharing our perspective on people and their creativity with you, and we look forward to what you have to teach us.

VIII. **Words of Wisdom from Those That Have Come Before You:**

At the end of this course last semester we asked our students to write you a letter about their experiences in the course and to give you any words of advice that they might have for you as you begin the course. Here, then, is a sample of some of the things that they had to say:

It's not what you think.

Read the books (it will make a difference.)

Try everything, no matter how bizarre or difficult; if you make the effort you can't lose. Break away from your normal thinking and keep an open mind.

Give things a chance and try it at least once. Look for creativity in yourself and others because it is everywhere in different forms, you just have to look.

You never know how creative you are until you actually act on an idea. This class is fun and interesting. The best part about it is that you're learning more about yourself and others as well as things that can help you in your daily life.

Plan wisely; DO NOT PROCRASTINATE.

Don't be afraid to speak up. Your opinions are important.

In this course you will be asked to do projects that seem simple at first, but looked at more closely will involve a lot of soul searching and analyzing of self. You will be given all of the freedom you need, but if you need a hand that will also be given to you.

Show up for every class so that you do not miss the e-mail questions. It is a fun class, not as stuffy as most others.

Have fun.



***Creativity can be messy.
Have fun!***