

<b>Syllabus</b>	<b>IND 6939</b>	<b>Creativity Applied</b>	<b>Department of Interior Design</b>
<b>Fall 2019</b>			

*Creativity, in my eyes, is not the exclusive possession of the gifted. It is open to all of us, once the scales drop from our eyes to discover new possibilities for originality and problem solving. -- W. Moyers*

## Course description

This seminar will examine theory and research on creativity with special emphasis on the 4Ps and cross-disciplinary applications that can be applied to your research interests. Dimensions of creativity that will be explored that center on the creative person, process, product and press. The question of what constitutes a creative person will be examine in depth by studying creative trajectories of diverse historical and contemporary innovators from across the arts and sciences, such as Maya Lin (Chinese-American architect, artist and designer) Applied research methodologies and assessment issues also will be examined from a cross-disciplinary perspective by exploring quantitative, qualitative and mixed methods employed to examine creativity over time and across disciplines.

## Required texts & readings

Davis, G. A. (2004). *Creativity is Forever (fifth edition)*. Dubuque, IA: Kendall/Hunt Publishing Company.

Assigned journal articles and readings will be given throughout the semester.

## Course objectives

Understand creativity in persons, processes, products and environments

Learn methodologies and measurement issues related to creativity research

Review and analyze research on creativity

Apply creativity theories and to your research interests

## Instructional methods & activities

Reading, analysis, presentation, discussion, individual and group activities and application exercises.

This seminar depends on the active engagement of all students in cycling through a learning and sharing process of presenting, reacting, critiquing, experiencing and reformulating ideas and positions.

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## Course structure

This seminar course requires active engagement vis a vis instructor and student presentations, discussions and debates, exercises and case study analysis. The course emphasizes analytical study and inquiry as well as learning by doing.

## Course requirements

### **Participation and In-Class Activities (worth 10% of your grade)**

Students are expected to attend each class session and actively participate in in-class activities. In addition, we will engage in hands on creativity activities during seminar.

*Readings:* To maximize learning in this seminar, each week it is critical to read and be ready to discuss the assigned readings in the Gary Davis textbook and in the assigned journal articles. Presentations, discussions and activities will be based on the assumption that you are prepared to critically engage the seminar topics.

### **Class Presentations and Discussion Leadership (worth 10% of your grade)**

Students will be responsible for giving class presentations where they will lead and facilitate discussion. Topics will be selected early in the semester.

### **30-Day Challenge Project and Trajectories of Lifespan Creativity and Timeline Paper (worth 40% of your grade)**

Students will select and analyze the traits, motivations, creative productivity and environmental obstacles and opportunities in a creator from the reference list provided in class.

### **Applied Creativity Project and Article Review Paper (worth 40% of your grade)**

Students will select a topic related to their own dissertation research to summarize, analyze and critique.

*Late work and Make-ups:* No late assignments will be accepted and you will not be allowed to “make up” participation points. In cases of extreme emergency, together we can determine a course of action.

## Grading scale

Paper Analysis and Article Review	40%
30 Day Challenge and Trajectories Project	40%
Presentation and Discussion Leadership	10%
Participation and Activities	10%
Course Grade	100%

<b>A</b>	93-100%	4.00	<b>C</b>	73-76%	2.0
<b>A-</b>	90-92%	3.67	<b>C-</b>	70-72%	1.67
<b>B+</b>	88-89%	3.33	<b>D+</b>	66-69%	1.33
<b>B</b>	83-86 %	3.00	<b>D</b>	63-65%	1.00
<b>B-</b>	80-82%	2.67	<b>D-</b>	60-62%	.67
<b>C+</b>	77-79 %	2.33	<b>E</b>	59% or less	0.0

**Note:** This document outlines the course and is not a legal contract. The instructor reserves the right to alter the course in response to academic conditions and opportunities.

## Course policies

1. Each student is expected to be prepared, on time, and ready to participate in course presentations and discussions. Attendance will be taken daily.
2. Lateness, early departure, and repeated absences may still result in a reduction of your final participation grade.
3. Late projects, projects will not be accepted without prior instructor approval.
4. Failure to bring required assignments and materials will result in a reduction of your participation grade.
5. Students in this class are expected to follow the University of Florida regulations regarding academic honesty and integrity.
6. The criteria for which a student may receive an incomplete are described in the 2017 University of Florida Catalogue.

### **Student Accommodations**

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see <http://www.dso.ufl.edu/drc/getstarted.php>. The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

### **Academic Integrity and the UF Honor Code**

All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy to understand the range and scope of the standards and the seriousness of any infractions of the code. The policy places full responsibility on students to know and adhere to these standards for academic integrity.

All examinations, quizzes, design projects, and assignments in the Department of Interior Design are subject to this policy. Maintaining strict academic integrity is a priority of the Department of Interior Design and all instructors will fully enforce the UF Honor Code in their studios and classes. A strict adherence to the Honor Code is expected by the University of Florida and reflects the ethical standards of the interior design profession.

## Semester schedule

Date	Topic	Readings/ Topics	Assignments Due
Week 1	Syllabus Introduction What is creativity?		<i>A World of Ideas:</i> <i>Maya Lin</i>
Week 2	Overview of Creativity  How has Creativity been defined over time?	Ch1: On Creativity (Davis)	Discussion on readings
Week 3	On-line & library investigation Locate your biography and bring to class; Identify project topic	Ch 3: Definitions & Theories (Davis)	Research Methods for Creativity Assessment
Week 4	How have different worldviews of creativity developed over time?  What theories have been developed to better understand and explain creativity?	Ch 4: Definitions & Theories II (Davis)  30-day midpoint review	Discussion on readings Share biography and paper topic selection
Week 5	Who are the creative? What are the stages of creativity? What are obstacles to creativity? What ignites creativity?	Ch 5: Creative Person (Davis)  Ch 6: Creative Process (Davis)	Standardized and locally development measures of assessment
Week 6	Obstacles to Creativity	Ch 2: Barriers (Davis) 30-day review of barriers, blocks, and challenges	Presentations and discussion

## Semester schedule continued

Week 7	Creative traits and trajectories Developing Creative Thinking	CH 7: Analogical Thinking Thesis projects on Creativity	<b>Paper due</b>
Week 8	How is creativity measured?	Ch 10: Assessment Issues	Presentations
Week 9	Research methodologies in design	Presentations on 30-Day Challenge	Presentations
Week 10	Spring Break	--	--
Week 11	Developing Creative Thinking	CH 8: Brainstorming CH 9: Lateral Thinking	Group discussion and activities
Week 12	Creativity Applied	Presentations of projects	Sharing and discussion
Week 13	Developing Creative Thinking	CH 12: Creative Dramatics	<b>Review Paper due</b>
Week 14	What are methods for teaching creativity and design thinking?	CH 11: Creativity in Gifted Education	Presentations
Week 15	What are methods for teaching creativity and design thinking?	CH 13: Teaching for Creative Growth	Presentations