Syllabus – Fall 2015

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Enhancing Creativity in the Classroom
Credits: 3
Format: Online
Prerequisites: Open to students in the Three Summers master’s degree or online certificate program
Instructor: Christina Amspaugh

Email: christina.amspaugh@uconn.edu
Office: Gentry 119D
Office Hours/Availability: Tuesdays @ 9:30-11:30 a.m.; other times by appointment. Please email if you would like to schedule a meeting via telephone or Skype.

Course Materials

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Materials: There is no required textbook for this course.

Optional Materials:


Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Course Description from Course Catalog:
The identification of creative thinking and problem solving and the development and implications of creativity training materials and teacher strategies for the classroom.

Additional faculty description:
The online creativity course provides an opportunity for students to explore creativity from both a theoretical and practical perspective. Students will gain an overview of major theories, definitions, and research related to creativity. We will then explore how those theories inform the ways we approach creativity in everyday life, both through our own experiences as creative individuals, and as scholars and educators seeking to nourish creativity in others. Students will leave the course equipped with practical strategies and techniques to develop creative thinking and enhance personal creative abilities in both themselves and their students.
Course Objectives

By the end of the semester, students should be able to:

1. Compare and contrast major definitions, theories, and measures of creativity
2. Explain how creativity interacts with other related constructs, such as intelligence, personality, and motivation
3. Apply strategies and techniques to enhance and encourage creativity in themselves and in others

Course Outline

Unit 1: Definitions, Theories, and Models
Unit 2: Assessing Creativity
Unit 3: Teaching for Creativity
Unit 4: Interactions with Creativity (Personality, Intelligence, Motivation, Metacognition)
Unit 5: Blocks, Biases, and Barriers

Specific due dates are available on the Google calendar for the course, available within HuskyCT.

To accommodate your busy weekly schedules as teachers and students, most weekly lessons will run Monday through Sunday:

- Read assigned articles by end of day on Tuesday
- Ongoing discussion posts throughout the week, to wrap up by end of day on Sunday (you may continue discussions after Sunday, but points for discussion posts will reflect those posts within the timeframe of the given module).
- Unless otherwise stated, assignments will be due by the end of the day on Sunday.

You are welcome to begin most readings and assignments ahead of time if you prefer. The exception to this is the weekly discussion board postings. In order to make the most of the discussions, please be sure to actively participate in the discussions throughout the week assigned for each topic.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Sept 6</td>
<td></td>
<td></td>
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<tr>
<td>Sept 7-</td>
<td>The Four P’s, Five A’s, and Seven I’s</td>
<td>Piri, J. (2010). The five core attitudes, seven I’s, and general concepts of the creative process. In R. A. Beghetto &amp; J. C. Kaufman (Eds.), Nurturing creativity in the classroom (pp. 142-171). New York, NY: Cambridge University Press.</td>
</tr>
<tr>
<td>Sept 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 27</td>
<td></td>
<td></td>
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</tbody>
</table>
| Week 4:  
| Week 5:  
| Week 6:  
| Week 7:  
| Week 8:  
| Week 9:  
| Week 10:  
| Week 11:  
Nov 23-Nov 29 | (Thanksgiving break) |
| Week 12:  
| Week 13:  
| Finals week  
Dec 14-Dec 18 | | |
Summary of Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Lesson Plan 1: Teaching ABOUT Creativity</td>
<td>15%</td>
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<tr>
<td>Lesson Plan 2: Teaching FOR Creativity</td>
<td>15%</td>
</tr>
<tr>
<td>Creativity Theories/Models</td>
<td>15%</td>
</tr>
<tr>
<td>Personal Creative Project</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Postings</td>
<td>25%</td>
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</tbody>
</table>

*Lesson Plan 1: Teaching ABOUT Creativity: *Due Sunday, September 27
The goal of this assignment is to develop a plan for how you would teach a targeted “class” about creativity. You could plan to teach an actual class of school students, or you could target some other group (for example, you might plan a professional development session for teachers or co-workers to teach them about creativity). This lesson should integrate one or more of the theories discussed in class, reflecting your own understanding of the theories and your ability to apply them in a real-world context.

*Lesson Plan 2: Teaching FOR Creativity: *Due Sunday, November 15
The goal of this assignment is to develop a plan for how you would teach a content-based lesson in a way that infuses and encourages creativity among your students. Again, you could focus on an actual class of school student, or on some alternate group that is realistic in the context of your field. This lesson should reflect your understanding of creativity theories, strategies, and techniques, and should include plans for how you will assess students’ creativity.

*Creativity Theories/Models: *Due Sunday, November 29
This assignment will provide the opportunity for you to explore some of the major theories, models, and applications of creativity. For each theory/model/application you examine, you will be asked to summarize key ideas, identify strengths and weakness, describe the significance of the ideas, and note specific ways the theory can be applied in a classroom setting.

Theories, models, and applications you may explore include (but are not limited to):

- Amusement Park Theory
- Componential Theory of Creativity
- Creative Problem Solving
- Flow
- Geneplore Model
- Guilford’s Structure of Intellect (SoI) Model
- Investment Model
- Openness Split (Experience/Intellect)
- Project Based Learning
- Propulsion Model

*Personal Creative Project (PCP): *Final paper due Wednesday, December 16
The personal creative project is intended to provide an authentic lens through which you can apply and reflect on what you are learning. You are encouraged to develop a project that is meaningful to you. It can be something you are already doing, or something that you need or want to do. Whatever project you choose, you will explore it through the lens of creativity.

Throughout the course of the semester, you will be asked to submit several different components related to your PCP, including *(due dates TBD)*:

- Discussion posts
- Reflective journal entries
- Documentation of project in progress (may include pictures, video, and/or audio when appropriate)
- Final paper discussing your project through the lens of creativity, integrating course material and additional sources

*Detailed directions for each assignment will be provided as separate handouts within HuskyCT*
Discussion Postings
Class discussions are a critical element that help us construct knowledge together in an online course. Discussion postings provide us with the opportunity to react to course readings, clarify confusions, explore and extend ideas, challenge assumptions, pose new questions, and make connections. Therefore, it is expected that students will engage in ongoing, high-level discussions throughout each weekly module. This means that you should plan to visit the discussion board several times throughout the week. Your initial posts should be posted early in the week to allow others time to read and respond, and you should continue to check the discussion board often to read and respond to others’ posts, as well as to address their responses to your posts.

Discussion Posting Guidelines

<table>
<thead>
<tr>
<th>Below Expectations (0-2)</th>
<th>Approaching Expectations (3)</th>
<th>Meets Expectations (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Limited engagement in ongoing discussions (posts and reads/responds to limited number of posts over a limited number of days, or fails to post in a timely manner).</td>
<td>• Somewhat engaged in discussion (for example, posts and reads/responds to posts, but does so over few days).</td>
<td>• Engages in ongoing discussion throughout the module (posts and reads/responds to several posts over several days).</td>
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<tr>
<td>• Posts are generally low-level responses that add little to the discussion.</td>
<td>• Posts attempt to add meaningfully to the discussion, but may (for example) be overly general include some irrelevant/off-topic information.</td>
<td>• High-quality posts add meaningfully to the discussion by extending ideas, posing new questions, adding different perspectives, or otherwise furthering the conversation.</td>
</tr>
<tr>
<td>• Posts reflect limited understanding of key ideas or reflect understanding of only some of the assigned readings.</td>
<td>• Posts reflect understanding of all assigned readings.</td>
<td>• Posts reflect comprehensive understanding, making connections that extend among and beyond the assigned readings.</td>
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<tr>
<td>• Posts are unclear, difficult to understand, take an unprofessional or disrespectful tone, or lack reference to readings and sources.</td>
<td>• Posts are generally clear and respectful, making broad reference to readings and sources.</td>
<td>• Posts communicate ideas clearly and respectfully, making specific references to readings and sources when appropriate.</td>
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Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
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<tbody>
<tr>
<td>93+</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
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</tbody>
</table>
Due Dates and Late Policy:
All course due dates are identified in the assignment directions and on the syllabus. Unless otherwise stated, assignments should be submitted by 11:59 p.m. on the stated due date. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Late work: Students are expected to complete and submit assignments in a timely manner. If you anticipate that you will be unable to meet a deadline, please contact me as soon as possible. Additional time may be granted if there are extenuating circumstances.

Feedback and Grades:
I will make every effort to provide feedback and grades within one week of submission. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code
You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- University of Connecticut Libraries’ Student Instruction (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an “F” on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog
Academic Calendar

There are important dates and deadlines for each semester and session classes are offered:

- Fall and Spring Semester
- Summer Session
- Winter Session

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from Blackboard's website)

Policy against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the Policy against Discrimination, Harassment and Inappropriate Romantic Relationships for more information.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the Sexual Assault Reporting Policy for more information.

Software Requirements and Technical Help

The technical requirements for this course include:

- Word processing software
- Adobe Acrobat Reader
- Internet access

Strongly recommended:

- Access to webcam or other devices to record and upload pictures/audio/video as needed to document personal creative project

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through HuskyTech. Students also have 24x7 Course Support including access to live chat, phone, and support documents.
Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Open and access PDF files.
- Upload files and documents to the course site.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Acknowledgements

Some of the ideas for this course came from James Kaufman and Wayne Trembly. Special thanks to them for sharing their knowledge and resources.