IDS 1353 CREATIVITY IN CONTEXT
Spring 2016 Course Syllabus

Course Description. *IDS 1353 Creativity-in-Context* highlights a set of creative thinking tools and provides an introductory overview of the theoretical models of creativity. The creative thinking tools and theoretical foundations frame experiential learning activities in the course and offers the necessary background for *IDS 1359 Creativity-in-Action*, the next course in the Innovation Academy (IA) minor.

Throughout the semester, students will be invited to survey and practice a set of creative thinking tools, explore and develop their own creative processes, and experience collaborative creative problem solving in teams. Creative scientists, artists and engineers will present their stories and experiences with creative processes in the IA Speaker Series.

The course balances instructor-lead presentations, active dialogue, small group work, and hands-on activities. Individual course sections will contain common core content, but individual instructors will offer a variety of experiential learning exercises. Learning in this course will occur in many ways: presentations; discussions; exercises; as well as project-based learning that involves observing, diagramming and sketching.

Course Objectives and Goals. Following are the objectives of the course with specific goals:
*   Students will learn about creativity and the creative process. Students will be able to (i) define creativity; (ii) explain theoretical models that guide the creative process; and (iii) recognize barriers that limit creativity in individuals and organizations.
*   Students will exercise critical and creative thinking. Students will be able to (i) examine their perceptions of their personal creative ability; (ii) define creative thinking tools; and (iii) demonstrate the ability to utilize creative thinking tools
*   Students will learn about Design Thinking (DT). Students will be able to (i) define DT process; (ii) recognize an opportunity for a user group and frame an appropriate design challenge that addresses the need for the users; (iii) practice observation, interview and empathy skills to develop a thorough understanding of the needs of the users; (iv) share and integrate team learnings to develop insights and define a design challenge; and (v) generate, develop and describe creative ideas that addresses the design challenge.

Instructor: Jenny Baxley Lee, MA, BC-DMT.
Office: McGuire234
E-mail: jlee@arts.ufl.edu (Email through inbox in Canvas preferred)
Office Hours: T 1:55 - 2:45 and by appointment (following Tuesday class meeting preferred)

Classroom Meetings. T 8-9 (BEC 112)

Required Textbook. Root-Bernstein, R. and M. Root-Bernstein. *Sparks of Genius: The 13 Thinking Tools of the World's Most Creative People*. First Mariner Books, Edition 2001. ISBN-10: 0618127453. ISBN-13: 978-0618127450.

Required Supplies. A sketchbook for brainstorming, diagramming, idea generation, sketching is required for class. This sketchbook with blank pages (NO grid or Ruled paper!)

will be required for in-class and out-of-class assignments that will be used throughout this course and in IDS 1359. Recommended size is no smaller than 9" x 11" (approximate).

Course Outline. Throughout the semester, following outline will be followed, but the instructor deems the right to make changes as necessary:

Week	Date	Detailed Plan	
1	1/5	**Topic:**	What is creativity? Course Introduction.
		Assignment:	Buy the textbook and a sketchbook.
		Activity:	In-class activity.
2	1/12	**Topic:**	Observing. The Four Ps of Creativity.
		Assignment:	Bring laptop or tablet to class.
			Read Chapter 3.
			Submit *Individual Project: Days 1-7*
		Activity:	Course Questionnaire.
3	1/19	**Topic:**	Imaging. Creative person.
		Assignment:	Read Chapter 4.
			Submit *Individual Project: Days 8-14*
		Activity:	In-class activity.
4	1/26	**Topic:**	Abstracting. Creative process.
		Assignment:	Read Chapter 5.
			Submit *Individual Project: Days 15-21*
		Activity:	In-class activity.
			January 27th, IA Speaker Series: Jill Sonke
5	2/2	**Topic:**	Recognizing patterns. Forming Patterns.
		Assignment:	Read Chapter 6-7.
			Submit *Individual Project: Days 22-28*
		Activity:	In-class activity.
6	2/9	**Topic:**	Analogizing. Creative product.
		Assignment:	Read Chapter 8.
			Submit *Individual Project: Days 29-30*
		Activity:	In-class activity.
7	2/16	**Topic:**	Body Thinking. Creative press.
		Assignment:	Read Chapter 9.
			Submit *Individual Project: Looking Back Essay.*
		Activity:	In-class activity.
8	2/23	**Topic:**	Individual Project Portfolio Presentations.
		Assignment:	
		Activity:	In-class activity
9	3/1	***Spring Break***	

Week	Date	Detailed Plan	
10	3/8	**Topic:**	Empathizing. Introduction to Design Thinking (DT)
		Assignment:	Read Chapter 10.
		Activity:	In-class activity.
11	3/15	**Topic:**	Dimensional Thinking. DT0: Identify.
		Assignment:	Read Chapter 11.
			Submit Worksheets 1.a and 1.b.
		Activity:	In-class activity.
			March 17th, IA Speaker Series: Creative Roadmaps
12	3/22	**Topics:**	Modeling. DT1: Empathize.
		Assignments:	Read Chapter 12.
			Submit Worksheets 2.a and 2.b.
		Activity:	In-class activity.
13	3/29	**Topic:**	Playing. DT2: Define.
		Assignment:	Read Chapter 13.
			Submit Worksheets 3.a, 3.b and 3.c.
		Activity:	In-class activity.
14	4/5	**Topic:**	Transforming. DT3: Ideate
		Assignment:	Read Chapter 14.
			Submit Worksheets 4.a, 4.b and 4.c.
		Activity:	In-class activity.
15	4/12	**Topic:**	Synthesizing.
		Assignment:	Bring laptop or tablet to class.
			Read Chapter 15.
		Activity:	Course Questionnaire
16	4/19	**Topic:**	Epilogue.
		Assignment:	Present *My Top 10.*
		Activity:	*My Top 10* Presentations.

Grading Scale. Note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major. For additional information on UF grade policies see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93	92-90	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-63	0-60

Course Evaluation. The course requires the participation of the student, the completion of an individual project, and the completion of a team project. A student's final grade for the class will be calculated based on class participation grade, individual project grade and team project grade as follows:

Class Participation	36%
IA Speaker Series Participation	4%
Individual Project	40%
Team Project	20%

IA Speaker Series. To further enrich course learning, students will have the opportunity to learn from creators, innovators and entrepreneurs who will be invited to share their processes, experiences and stories with you. Attendance will be required for two out-of-class evening lectures in the IA Speaker Series as noted in the course outline. You will also be required to complete a reflection essay for each of these lectures.

Safe Education Environment Policy. *IDS 1353 Creativity in Context* is a combined lecture, discussion and experiential course. This means that, in part, all students are responsible for participating in their own and one another's learning through open dialogue. Because each student's contributions of questions and answers are essential, any behavior or language that makes others feel unsafe or unwelcome in this classroom can and will not be tolerated. Examples range from simply interrupting or ignoring others while they are talking to overt harassment or intimidation with reference to race, gender identity, sexual identity, religion, ethnicity, nationality, or ability.

Classroom Communications Policy and Guidelines. The following policies and guidelines will be followed in this course:
- Use *inclusive language.* Speak in a way that does not make assumptions about others based on "norms", stereotypes, or one's own identity or experience. Using terms like "partner"/"significant other" rather than boyfriend, girlfriend, husband, or wife; or "family" rather than mom or dad, is inclusive of alternative orientations and family structures, and free of stereotypes. Do not speak on another person's behalf, even if they have freely disclosed personal information to you. If you are asked to do so, seek permission privately first.
- Use *person-first language*. Respectfully put the person before their difference to avoid dehumanizing or marginalizing another person. In this way, the difference or disability is no longer the primary, defining characteristic of an individual, but one of many aspects of the whole *person*. Ask yourself whether or not it is relevant to name the disability, condition, circumstance or difference at all in the context of the conversation, when speaking of the person.
- When using person-first language, name the person first and the condition, circumstance, or difference second, for example "person with autism" rather than "autistic person" or "disabled person", in order to emphasize that every individual is a *person first.* A good rule of thumb is to avoid "-ic" words, i.e. autistic, schizophrenic, etc. By using such a sentence structure, the speaker articulates the idea of a disability as a secondary attribute, not a characteristic of a person's identity (Snow, K. 2009; Lum, D. 2010; Folkins, J. 1992).
- A primary way to devalue someone is through language, by using words or labels to identify a person as "different" or "less-than," or as "the others—not like us" and so forth. The human tendency is to group individuals together based on perceived sets of differences, and this is a biological survival instinct based in tribalism. Language reveals our biases, attitudes, beliefs, and values, which guide our actions and behaviors. One way to change our actions is to become aware of our biases by noticing, and changing, our speech. This communications principle is not about political correctness; it is ethical conduct revealing basic human respect and kindness.

Class Attendance Policy. Please be advised that IDS1353 does not subscribe to a "free cut" policy for any missed classes. This is a highly experiential class and a lot of work will be done in class. Attendance will be taken. A student who arrives to class more than 15 minutes after the class is scheduled to commence will receive an unexcused absence for that class period, subject to approval by the instructor. Also, students are responsible for providing the instructor reason(s) for his or her absence at least 1 day before. The only excused absences are *documented* illnesses and *documented* emergencies, subject to approval by the instructor. Missed work for these approved absences may be made up within a timely fashion. If a student misses a class for some (unexcused) reason, they should obtain any material or assignments from another class member. Please note class presentations and materials will not be distributed or made available on Canvas. See UF policies at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

You will be allotted 1 unexcused absence or 2 unexcused tardies. After that, you will lose 5 points on your *Class Participation* grade per subsequent absence and 2.5 point per subsequent tardy.

Class Conduct Policy. In-class participation and conduct will help you make the most of your IA experience. This highly experiential class requires active dialogue, small group work, and hands-on-exercises to facilitate the learning process. The expectation is that you come to class having completed the reading assignment. You are also expected to give the course material, the instructor, and fellow students your full attention. To focus completely on learning activities, texting, surfing, etc. cannot occur during class time. Inattentive or disruptive behavior that impedes you from fully participating in class or prevents others from paying attention will not be allowed. Students who do not meet conduct expectations will be given one warning by electronic mail, and continued behavior issues will result in the loss participation points per course instructor's discretion.

Class Participation Grade. *Participation* is defined as coming to class having read and being ready to discuss the required readings; contributing meaningfully to discussions; fully completing all individual and group class activities; participating vitally to group work; and demonstrating the ability to apply class lessons to assigned projects. A student's final grade for class participation will be calculated based on individual/group homework assignments, in-class individual/group activities, IA Speaker attendance and related assignments along with quizzes as follows:

Unannounced Quizzes	30
Homework Assignments	30
In-class Activities	40
TOTAL	**100**

Academic Honor Code. We, the members of the University of Florida community, pledge to maintain the highest standards of honesty and integrity by upholding the university honor code when completing all work submitted for credit in this course. Specifically, all students at the University of Florida adhere to the UF code which states: "On my honor, I have neither given

nor received unauthorized aid in doing this assignment . . ." The UF honor code in its entirety is available at: https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx

Please note that any violations of the UF Academic Honor System will not be tolerated. Specifically, we will rigorously pursue incidents of academic dishonesty of any type. Make sure to ask your instructor for any clarification of any of the code's expectations that you do not understand. Before submitting any work for this class, please read the policies about academic honesty at the link above or at: http://www.dso.ufl.edu/judicial

Student Accommodations. The University of Florida provides high-quality services to students with disabilities, and we encourage students with documented disabilities to take advantage of them. Students with needing academic accommodations must complete the following process: (1) register in person with the Disability Resource Center by working with staff, who will help qualified students secure the required documentation and then (2) the student must bring a letter from the Disability Resource Center to the course instructor indicating the need for academic accommodations. Please do this within the first week or two of classes. For further information, refer to the following link: http://www.dso.ufl.edu/drp

Course Evaluations. Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, and students will be notified when evaluations are available. It is essential that students participate in course evaluation to best understand the experience of the course and its instruction. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Need Help? For Technical Support for Canvas Assignment Submission, please contact the UF Help Desk at helpdesk@ufl.edu; 352-392-HELP (4357) and select option 2; or the UF Help Desk website at helpdesk.ufl.edu. Please email the instructor immediately following contact with the UF Help Desk and include the ticket number received from the UF Help Desk when the problem was reported, documenting date/time and issue.

Additional Campus Resources.

University Counseling Services
UF Counseling and Wellness
3190 Radio Rd.
P.O. Box 112662, University of Florida
Gainesville, FL 32611-2662
352-392-1575; www.counsel.ufl.edu
University of Florida Libraries
http://cms.uflib.ufl.edu/
Accessing the UF Libraries from a distance
http://www.uflib.ufl.edu/ufproxy.html

University of Florida Writing Programs
http://writing.ufl.edu/writing-center/

Disabilities Resource Office
Dean of Students
Bldg. 0020 (Reid Hall)
PO Box 114085, University of Florida
Gainesville, FL 32611
accessuf@dso.ufl.edu
352-392-8565; https://www.dso.ufl.edu/drc/students/how-to-get-started