(2) I expect that you will engage in, and take responsibility for, your learning. I expect that, in doing so, you will develop your skills in thinking critically, independently, and collaboratively.

<u>Assessment</u>: These learning objectives will be assessed through class attendance, preparedness for class evident through the content and quality of your class participation and papers, and exhibiting respect for the classroom learning environment.

(3) I expect that you will gather, analyze, integrate, and apply varied forms of information and I expect that you will develop your skills in understanding and using evidence. The content for the course will come from your Sawyer book as well

researchers and prominent figures in the field through online videos.

<u>Assessment</u>: This learning objective will be assessed through the quality of in-class participation regarding the readings and other learning materials, and your papers.

(4) I expect that you will enhance your skills in communicating effectively, both orally and in writing, and that you will interact effectively and collaboratively. <u>Assessment</u>: This learning objective will be assessed through the quality of class participation, your interactions with your peers both in class and through all group activities/ assignments, and performance on your papers.

(5) Transformation

Through this course, I hope that you will experience transformation in one or more of the following ways:

You change the way you think about and understand creativity. You come to regard the issues/ problems in the field of study as important and intriguing.

You have faced information that is in conflict with you current understanding; you then grapple with this information and come to a newect that, iwr4 3430

distinguish among, and formulate, types of questions asked by different disciplines

read critically, and gather and interpret evidence

distinguish among the evidence and methodologies appropriate to different disciplines

consider and address complexities and ambiguities

make connections among ideas

recognize choices, examine assumptions and ask questions of themselves and of their own work

formulate conclusions based upon evidence

communicate ideas both orally and in writing

relate the results of the course to their educational goals

A discussion-based seminar is a collection of people who come together to help each other study and learn about topics of interest.

Because

it takes a substantial amount of effort to be an active participant and learner, you must be committed to this effort to get the most out of this seminar (not to mention your whole college experience). I am here to guide discussion when appropriate and to provide some overall structure for the course; I am not here to formally lecture to you each class period. So, I expect you to play a significant role in contributing to and guiding class discussion in substantive ways.

Participation is worth 25% of your grade. It is essential that everyone is on time for class and that you make every attempt to attend all class meetings. Should you be unable to attend class (for an reason), please let me know prior to the class meeting, or as soon thereafter as you can. More than four unexcused absences will result in failing the course.

I expect that you will fully abide by Skidmore's Honor Code as described in your Student Handbook and Academic Information Guide. Violations of the Honor Code will not be tolerated. Details about academic integrity are explicitly detailed in the following link: http://cms.skidmore.edu/advising/integrity/index.cfm

You should read all assigned required readings for each class meeting the scheduled class time and come prepared to make substantive contributions to the discussion:

time, you will be unable to contribute to the class discussion in meaningful ways (which will adversely affect your participation grade). Many of your readings will come from R. K. Sawyer (2012),

Other readings will be made available to you on Blackboard or as handouts. Please note that occasionally I may need to modify the list of assignments as necessary to facilitate your understanding and analysis of the material. Therefore it is essential that everyone pay careful attention to changes in the syllabus. Be sure to bring the relevant readings to every class so that you are prepared to refer to them.

To help organize your thoughts and become prepared for discussion, each class period you are expected to submit a short (one page maximum) but thoughtful response relating to the readings for that day (you do not need to include all readings, but you may). The main objective of these responses is to get you to think about and process what you have read.

me when I read your responses. When writing your responses you might want to consider whether there were any conce

agree/ disagree with information presented in the readings and why, and whether you see connections between the reading and other information you have learned (e.g., in high school or another class that you are taking now). In addition to this one page response, on a separate page include one idea or statement that you found most interesting (a quote may be used) and at least one question for class discussion. The responses should be typed, double-spaced and carefully proofread. If, in reading through your written response, I feel that your effort was not satisfactory, I will return the response paper to you for revision.

You will write three discussion papers. Papers should primarily relate to those works and topics covered in class since the beginning of the semester (for Paper 1) or since the previous discussion paper (for Papers 2 and 3), but may also incorporate previous topics where appropriate. You must demonstrate what you have learned from the class readings and discussions. These papers are designed to increase your ability to communicate in a clear and coherent manner. As such, papers will be graded on clarity of the writing style and grammar, as well as on the quality of the discussion and the diversity of the works cited.

Please refer to the Skidmore Guide to Writing for tips on writing an effective paper: http://cms.skidmore.edu/writing-guide/

The first draft of each paper is designed to see what your position is on a topic prior to in-depth reading or class discussion. While exploring a topic and learning key concepts behind each issue, the papers will be revised. The revision process will allow you to see if/ how your positions have changed by what you have learned during the semester.

An excellent paper will show an exceptional and highly nuanced critical engagement with the coursework. A satisfactory paper will show some critical engagement, but may not be as original or well developed as an excellent paper. An unsatisfactory paper will neglect to present an analytical approach. Grading of papers will be discussed further in class.

Papers are due at the beginning of class on the stated day. Late assignments without prior authorization from me will be reduced one letter grade for each day they are late and will not be accepted after three days and you will receive a 0 on that assignment.

You have written a short response paper (Part I) on your definition of creativity and why you define it in that manner Revise your response paper and integrate the reading materials and

discussions from the first few weeks of class and compare/ contrast your definition of creativity prior to entering this course to your understanding of creativity now.

Note: With each paper, the expectations evolve. Specifically, the length of the papers increase, the amount of material that you will have reviewed (and thus incorporated into the paper) increases, and the expectations for the quality of your writing increase (e.g., your ability to communicate in a concise and effective manner, your ability to integrate evidence, etc.). Hence each subsequent paper is worth a larger percentage of your final grade.

Mike Coffel, your peer mentor, is primarily responsible for supervising the fourth-credit hour (Wednesdays from 9-10 AM in TLC 207). This meeting time will involve a variety of activities, some of which you will complete during the fourth scheduled credit hour, and others of which you may complete on your own. Some of the activities will include:

Hear first-hand accounts from faculty from different disciplines at the college about their notions of creativity within their discipline.

Sharpen critical analysis skills of primary literature Writing workshops

Group projects: Each group will utilize the principles learned about creativity

mmatically

t Folders (in

r

r, 2012):

(Lehrer,

Hu, 2013)

r,2012):

		Long version Abbreviated Torrance Test for Adults (Handout)
Subtopic: Sources (primary vs. secondary sources of information)		(Sawyer, 2012): Chapter 3
	(Piffer, 2012)	
Week 4	The Creative	
Sep 24 and 26	Process	(Sawyer, 2012): Chapter 5 and part of Chapter 6 (pp. 107- 114)
		(Topolinski & Reber, 2010)
		? (Beeftink, 2008)
Week 5 Oct 1 and	The Creative Process	(Sawyer, 2012): rest of Chapter 6 (pp. 114-127) and Chapter 7
3		——————————————————————————————————————

Week 6 Oct 8 and 10	Biology and Creativity Cognitive	Chapter 9	(Sawyer, 2012):
	Neuroscience and Creativity	(Sussman, 20	007)

(Registration Begins)	
	(Liu et al., 2012) (Peterson, 2006) TED Talk - Benjamin Zander:

Week 12 Nov 19 and 21	Science	(Sawyer, 2012): Chapter 20
NOV 13 and 21		
		TED Talk - Adam Savage:
N. 1.40		

Week 13

Science

Nov 26

(No class 11/28 Thanksgiving)

Week 15	How to be More Creative		(Sawyer, 2012):
Dec 10	Wrap Up:	Chapters 22/23	(-2)
(Last Day of Classes		(Zielinski, 2012)	
12/11)		(Mankoff, 2012)	

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Amy Tan: Where does creativity hide?

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Steve Johnson: Where good ideas come from

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Julie Bernstein: Four lessons in creativity

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Isaac Mizrahi: Fashion and creativity

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Janet Echelman: Taking imagination seriously http://www.ted.com/talks/janet_echelman.html

Kirby Ferguson: Embrace the remix

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