

PSY3355.001—Psychology of Creativity—Fall 2013
Green Hall, 4.208, Tuesdays & Thursdays 4:00- 5:15 PM

Instructor's Contact Information

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Course Description

Creativity is a very complex and multi-facet phenomenon. No wonder then, that to give it a thorough look, we have to consider the personality, cognition, biology, development of those who create, and contexts in which they create (the nature and nurture of creativity), and how best to enhance creativity (as artist, scientist, teacher, business or human service professional, or other). We will review what research shows (including multiple perspectives, methods, and answers), and what it does not (we may discover more questions than answers!). The course examines creativity from four main perspectives: product that meets criteria for being creative; process that leads to conceiving of a creative product, person that is capable of engaging in such process, and people that form social context for creativity. On top of that, during some of the class meetings we will learn how to use certain mental tools, with the aim of developing richer and more flexible mental strategies in creative thinking.

Student Learning Objectives

After completing the course, students should be able to:

- Learn how psychology, as a social science, asks and answers questions about creativity
- Learn what psychologists know and do not know about creativity
- Describe and analyze major theoretical perspectives in the area of psychology of creativity
- Think critically about theory and research in creativity
- Identify and explain major dilemmas/controversies in the area of creativity research
- Apply main concepts of creativity and creative thinking to issues in everyday life
- Organize and synthesize the vast amount of information we will cover in the course

Required Textbook and Materials

- Sawyer, R. K. (2012). *Explaining Creativity. The Science of Innovation*. (2nd edition). Oxford University Press (available at University Bookstore, Stanza Off-Campus Bookstore, in the Library Reserves: 13444, 13445).
- Amabile, T. (2001). Beyond talent: John Irving and the passionate craft of creativity. *American Psychologist*, 56, 333-336
- Ward, T. B. (2001). Creative cognition, conceptual combination, and the creative writing of Stephen R. Donaldson. *American Psychologist*, 56, 50-353
- Stokes, P. (2001). Variability, constraints and creativity: Shedding light on Claude Monet. *American Psychologist*, 56, 4, 355-359
- A 9" x 12" spiral-bound sketchbook (at least 40 pages, although you may need more or less depending on how much you include, whether you use both sides of the page, and how often you remove pages to "start over"). Sketchbooks should have no lines; smaller sketchbooks will not be accepted! You may use a sketchbook that you used for a different class. You will also need drawing/coloring materials (this will be discussed in class).
- 3 x 5 index cards for one-minute evaluation essays

Recommended Reading

- Root-Bernstein, R. & Root-Bernstein, M. (1999). *Sparks of genius. The 13 thinking tools of the world's most creative people*. Boston: A Mariner Book Houghton Mifflin Company (available at University Bookstore or at www.amazon.com).
- Burroway, J. (2010). *Imaginative writing. The elements of craft* (3rd edition, Penguin Academic Series). Longman (available at www.amazon.com)

Important Note: The hard copies of the three full-text articles listed above *are* in the McDermott library. You just need to find them. Likewise, the electronic copies can be downloaded from Behavior and Brain Science EPSCO database (go to Behavior and Brain Sciences Power search). I will not put copies of these articles on e-learning; it is your responsibility to find them and read them. There will be questions based on these three articles in the tests!

Typically, I relate class material to the textbook, but I do not focus on it solely. Class time is an opportunity to clarify,

expand upon, apply, and challenge what you have read in the textbook. Therefore, reading the textbook before you come to class will allow class to go more smoothly, allow me to spend less time on lecture, and more time on discussion and other activities (which will be based on the readings). While only the assigned readings are required for the course, it is strongly recommended that you read the rest of these chapters on your own to support your learning. Small writing assignments or quizzes based on required readings may be made throughout the semester; it is your responsibility to complete these when requested.

For those who would like to deepen their knowledge on specific aspects of creativity, I have a list of recommended readings, books, chapters and journal articles. The list and a few papers in pdf format are available on e-learning.

Participation, Assignments, Exams

Class Participation and One-minute essay (up to 40 points)

Class attendance and participation is a crucial component of learning process. When you attend and when you actively engage in class activities you process new information in at least four ways: you listen, you take notes, you ask questions, and while discussing a given subject, you paraphrase what you have just heard. All of the above increases the odds of understanding and remembering the material covered in class. That's why I expect you to attend class and to participate in class discussions and exercises. I am aware that unforeseen life circumstances may impact your ability to attend class. I believe that natural consequences are appropriate here: if you miss class, you miss out on important course material and experiences, which impacts learning. It is my experience that students who miss classes have the most difficulty with this course.

At the end of each class I will be assigning points to students who were active and who made a significant contribution to discussion (quality of remarks based on readings rather than quantity). If after a class, you think you contributed to the discussion, write your name on a piece of paper and hand it to me on your way out. If you are shy and don't feel comfortable participating in a discussion in class, you can still have the voice in the discussion by posting your reflections and arguments on the discussion board. Please make sure that your post is on the board after the respective class, no later than 10 PM that day. For each class that you attended **and** participated in you will get 2 pts, up to 20 pts. total.

At the end of each class you will write one-minute essay on various aspects of the class ("the muddiest point", "my favorite part", and the like). I may also ask you to summarize the material covered during class. The quality of those short essays will tell me how attentive you were during the class, and whether you read your assigned material or not, each one minute essay of good quality is worth 2pts, up to 20 points total.

Exams (up to 300 points)

We will have three noncumulative exams (100 points each), based on the class content (lecture, activities, discussions) and readings covered prior to them. Please, remember to plan and pace your reading! The first exam will cover class content and readings from week one through week four, the second exam covers weeks five through eight, and the third one – weeks nine through fifteen.

The exams will include multiple choice and short-answer essay questions. Your familiarity with *our main text and lecture content* will be assessed through the open-ended essay questions. They will belong to three categories: analytical (probing your ability to compare, contrast, point to differences and similarities between learned concepts), creative (probing your creative thinking and the ability to go beyond what has been learned), and practical (probing your ability to apply what you have learned). The multiple-choice part, which covers your familiarity with class the major concepts covered is designed in such a way that only one answer is correct, although sometimes all of the answers will be possible, but only one will be correct. If however, after reviewing your exam, you feel that another answer may also be correct, you can *challenge* the answer in the key. You may do so by means of *writing* a paragraph or two, explaining clearly why you think your choice is correct. Please, identify the test question, the correct answer according to my answer key, and the answer you had. *Challenges to exam items will be accepted for a week after we review the exams in the class.*

Journal (up to 54 points)

You will use the sketchbook for your journal. Some journal assignments require a creative product (e.g., drawing) that requires you to apply the course material to your work in some way (you will also answer questions based on this work). Other assignments require you to answer questions about the course material and overall course. Assignments will take as much time as you would like them to take (except for timed assignments). Some assignments may require you to do something "outside your comfort zone"—they involve doing something that you do not typically do (e.g., drawing or creative writing). The order of the journal assignments is deliberate for a specific reason: each assignment illustrates a given course concept (and contribute to your learning). Please try to complete tasks as requested (we will discuss how trying something new may contribute to creativity). The journal assignments are not focused on drawing or writing techniques, but rather on considering and experiencing course concepts. These assignments will be graded according to whether you complete the product as requested, and whether you answer the questions concretely; therefore, training and experience/practice will not impact grading. See the handout on journal assignments posted on e-learning for more information about assignments, the due dates, and grading. Be sure to bring your journal to class since assignments will be discussed in class, and some work will be done in class. I reserve the right to collect journals on additional dates, if I determine that students may require additional feedback, or to check understanding of the material and completion of assignments.

Creative Project (up to 72 points)

Your project will be the completion of a creative work that includes the application of course material to an influential artist/scientist/inventor of your choice. The project will require a larger scale application of course material and more specific use of course concepts (when compared with the journal assignments) to an artist/scientist/inventor and to your own creative work. You will have three options for your creative project: (1) children's book, (2) comic strip(s), (3) poem, song lyrics, or spoken word performance, (4) creative essay. The project has been broken down into three main tasks: (1) preparation for the project, which includes the artist/scientist/inventor choice, library homework assignment and an application homework assignment, (2) the completion of the project itself and submission of the project to e-learning according to guidelines, and (3) a class presentation of your project (and you will comment on your classmates' projects). Further information, including the guidelines, due dates, and grading system for the project, can be found on the handout on creative project posted on e-learning.

Extra credit (up to 9 points)

I will give up to 3 extra points to those showing exceptional attendance – *if no more than two unexcused absences*, and up to 6 points for those of you who initiate and engage your classmates in the thought exchange on our discussion forum. To do so, you need to post your thoughtful comments on anything related to creativity. Search the Internet... or read supplemental texts (articles/chapters), found in a designated folder on e-learning. If you read any of those articles/chapters, and share your thoughts on Discussion Board and initiate discussion—you will earn your 6 extra points.

Requirements and Grading System

Course requirements

Requirements for this course include: Participation, One-minute essays, three exams, completion of all journal assignments by deadline, completion and presentation of creative project and creative project assignments.

Grading system

For midterm grades, only exam 1 grades, attendance and participation, and one-minute essays prior to midterm will be averaged and assigned the corresponding letter grade. For final grades, points from the attendance and participation, one-minute essays, exams, assignments, and extra credit will be added and assigned the corresponding letter grade. The total points possible for required assignments in this course = 466. Total points for each grade are based on the minimum percentage of total points for the corresponding letter grade; e.g., an "A" is equal to 92% of 466 total points, which is equal to 428.5 points, and so on.

Participation and One-minute essays – 40 pts. • Journal Assignments – 54 pts. • Creative Project and related assignments – 72 pts. • Exams – 300 pts.

Letter Grade	Percentage	Total points	Letter Grade	Percentage	Total points
A	92+	428.5+	C	76-70	354-326
B+	91-87	424-405	D+	69-67	321.5-312
B	86-81	400-377.5	D	66-60	307.5-279.5
C+	80-77	372.5-358.5	F	<60	279.5

Course & Instructor Policies, UT Dallas Policies and Procedures

- Engagement. I like having discussions, I like when questions are being asked, I like when people show that they care about what they have chosen to learn about, so be as engaged in classroom activities as you can.
- Multitasking. I don't like and I don't believe in multitasking. In my opinion it hurts our attention. So, no laptops (unless you have cleared it with me first), ringing cell phones, or chatting and messaging during class.
- Mindfulness and Tardiness. Please be mindful of others who have come to the class to learn. Don't disturb them by getting to class late! I will start each class on time and keep the door open for another 15 minutes. If you come to the class and the door is closed... well, you know that you have just missed the class.
- Communication. I will use e-learning platform to send messages and announcements to you. Assignments and their due dates will also be uploaded on e-learning. Please make sure you know how to access e-learning! I also encourage you to use e-learning to pose questions, to discuss and to exchange ideas about creativity with your classmates and with me. Please note, that according to the UT Dallas policy, *I do not have to respond to emails sent from private accounts*. Please make sure you use e-learning, which is tied to UT Dallas email, anyway.
- Attendance. You can miss two classes—no questions asked. Note, however, that it is your responsibility to find out what material has been covered in class during your absence. Missing more than two classes may have an effect on your final grade: first, you will not actively participate in class, and second, you will lose your chance to get points for participation and one minute essay. So, think twice before you decide not to show up. Excused absences—scheduled athletic events, military duties, jury duty, auto accidents, death in immediate family, medical emergencies – will require *documentation* to verify. While e-mails are NOT acceptable documentation, you can email me or call me if the matter is urgent. *Please note:* anyone with excessive absences affects the entire class and myself, *so if you foresee missing more than two*

classes, please see me. ***In the case of excessive unexcused absences (more than two absences), particularly if you have not contacted me regarding these absences, I will assume you have dropped the class, and will act accordingly.*** In the event of absence, you are responsible for finding out what you missed from a classmate, including any assignments, lecture notes, etc. It is a good idea to exchange contact information with classmates to ensure you can get missed notes.

- Late work. You are expected to complete the required assignments by the due dates and times, whether you are present in class or not. If there are conflicts of schedule, it is your responsibility to make arrangements with me in advance (e.g., have someone drop the journal and project off to me or to turn it in early). If there is an emergency or other unexpected reason (such as illness) and you submit your assignment within 24 hours of the due date, I may accept the assignment without penalty after receipt of verifiable documentation (a doctor's note that covers the due date). Otherwise, late assignments will be penalized. Assignments submitted after the deadline will lose 2 points. Assignments will lose additional 2 points for each consecutive 24-hour periods missed. The above does not pertain to Creative Project Assignments 1 and 2 (please see handouts). It is strongly recommended that you work on the assignments in advance..
- Exams. Exams are just another opportunity to learn. So ***DON'T MISS THEM!*** Make-up exams will be given only if: (a) you were seriously ill and have verifiable documentation from a physician, or (b) you were detained the day and time of the exam, or (c) you made arrangements prior to the exam to attend an urgent family affair (e.g., funeral). In any of these cases, *you must notify me in advance of the scheduled time of the exam (email or leave a voice-mail message if you can do nothing else).* Otherwise, you will receive an F. ***It is the student's responsibility to make sure that an exam is made up within one week of the scheduled time.*** Beware, make-up exams are designed to be more comprehensive to compensate for having more study time.
- The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.
- The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Ch. VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).
- A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

- The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.
- Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.
- Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.
- The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. It covers, Email Use, Withdrawal from Class, Student Grievance Procedures, Incomplete Grades Policy, Disability Services and Religious Holy Days: go to <http://go.utdallas.edu/syllabus-policies> for these policies.

Class Timeline

Note: The descriptions and timelines are subject to change at the discretion of the Instructor.

Date	Topic	Reading Due (*)	Journal Due	Project Due
27-Aug	Introduction: Syllabus, goals, expectations			
29-Aug	Defining Creativity: Cultural beliefs, creativity concept over time	Chapter 1, 2	#1 Define creativity	Bring Project handouts
3-Sep	Contemporary definitions of creativity (4 Ps, levels of creativity), and measurement (reliability, validity and predictability)	Chapter 1,2		
5-Sep	Measuring creativity: Product (visit to the Gallery)	Chapter 3	#2 Hope	
10-Sep	Measuring creativity: Divergent thinking tests	Chapter 3	#3 Sleep	Project, Assignment 1
12-Sep	Measuring creativity: Divergent thinking tests and intelligence	Chapter 3		
17-Sep	Measurement and domain generality and specificity issue	Chapter 3		
19-Sep	Exam 1, weeks 1 through 4			
24-Sep	Creative Process, stages, 1-2	Chapter 5	#4 Haiku	
26-Sep	Creative Process, stages, 3-4	Chapter 5		Project Assignment 2
1-Oct	Creative Process, stages, 5-6	Chapter 6, 7: pp.129-133. "Creative Cognition		
3-Oct	Creative Person: Personality, Openness to Experience	Chapter 4	#5 Draw a person	
8-Oct	Creative Person: Motivation, Self-regulation, Mindset, Flow	Chapter 4, "Beyond Talent"	#6 Favorite song	
10-Oct	Development of creativity: early childhood, prodigies and savants, family factors	Chapter 4		
15-Oct	Development of creativity: early childhood and middle childhood, fluctuations of creativity, role of play	Chapter 4		
17-Oct	Development of creativity: adulthood, peaks of achievements	Chapter 4 & pp. 285-289		
22-Oct	Project Critique			Project draft
24-Oct	Brain and creativity: Drugs and mental illness	Chapter 9	#7 2983	
29-Oct	Brain and creativity: neurons, cortices, left brain and right brain	Chapter 9 & 10		
31-Oct	Exam 2, weeks 5 thorough 8			
5-Nov	Brain and creativity: incubation, insight and creative problem solving;	Chapter 9 & 10		
7-Nov	Sociocultural approach to creativity: Confluence models, domains, audiences,	Chapter 11	#8 Audience	
12-Nov	Culture, Education and creativity	Chapter 14 & 21	#9 Tattoo	
14-Nov	Sociology of Creativity: Groups and organizations	Chapter 12		
19-Nov	Project Presentations: Day 1		Final journal entries and final project entries final journal due	Final Project Due; post on e-learning//Turnitin, bring presentation forms and handouts
21-Nov	Project Presentations: Day 2			Late deadline for final journal and project is at 2 PM (start of class); note that if both are turned in late, the late penalty will be applied to each separately. Project should also be posted on e-learning by this time.
26-Nov	Fall Break/Thanksgiving			
28-Nov	Fall Break/Thanksgiving			
3-Dec	How to be more creative?	Chapter 22		
5-Dec	Enhancing creativity	"Invariable Constraints"		
10-Dec	Enhancing creativity			
TBD	Exam 3, weeks 9 through 15			

(*) Chapters and pages in *Exploring Creativity*. See the detail bibliographical information on titles in quotes in the syllabus.

These articles are to be found through Brain and Behavior Power Search, EBSCO database (see McDermott Library www).