

College of Arts and Science
Department of Psychology
Oakland University

Creativity and Innovation – Fall '11

Course: PSY 305 / ENT 305

Course Section: #41571 / #41526

Class Time: MWF: 9:20 – 10:27 AM

Class Location: 266 South Foundation Hall

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Office Hours: M,W: 1:00 – 2:30

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Course goals:

- Learning about the how creativity and innovation is determined by Culture, Society, Personality, Cognition and Biology.
- Providing opportunities to think critically about research, writings, and podcasts on creativity and innovation.
- Providing opportunities to apply your knowledge of the determinants of creativity to innovation.
- Providing opportunities to enhance and explore your capacity for creativity and innovation. Includes practice in risk-taking, moving outside of your comfort zone, using creativity-enhancing tools and tapping into your intrinsic motivation.
- Providing opportunities to meet and interact with professionals who are engaged in innovation in a variety of fields.

Evaluation:

- **Exams** – Even though exams are a trial for both students and instructors, they are still one of the best ways to ensure that key concepts are learned to an extent that they will still be remembered and applied in a variety of situations even after the course is over. Consequently, to encourage this in-depth understanding of the material there will be four exams, equally spaced throughout the semester. Each exam will consist of short answer and essay questions. Your exam average will count for **60%** of your score in the class. You will need to bring a blue book to class to record your answers for the exam.
- **Assignments** – The assignments will give you opportunities to apply course information to a variety of problems. In this way, you will learn more about your capacity for creative behavior, the many ways in which creativity is manifested, and how to use this knowledge to a variety of ends. Your assignments will be graded on a **10-point scale** and will count for **25%** of your score in the class. Your grade for the assignment will be assessed on the following components:
 - Whether you addressed all of the requirements/components.
 - Whether the quality of your work is appropriate for a 300 level college class.
 - Good writing or execution of the assignment (e.g., evidence of proofreading and using a spell checker; does not appear to have been started an hour before the assignment was due).

- Organized, clear presentation (i.e., it is clear how your product satisfies the assignment requirements).
- Evidence that you understand the material/course content on which the assignment is based and integrated it into your response/end product.
- Evidence of original thought and/or ability to make connections across course topics.

Turning in the assignment the day it is due, will earn you a bonus of 10% added to your score for that assignment.

- ***In-class Discussions*** – In-class discussions of the material and the implications and/or applications of the material are an important component of the course. As you will learn in the course, “creativity” is a socially constructed concept. Our discussions will bring a variety of perspectives to the course material and provide you with opportunities to consider alternate viewpoints relating to creativity and innovation. In-class discussions can occur both in the physical classroom or in the virtual world of Second Life.

In order to receive discussion credit on days in which there are pre-assigned in-class discussions, you need to 1) demonstrate that you are prepared for the discussion and 2) participate in the discussion in a meaningful way.

Note: Being “*prepared for the discussion*” involves reading or listening to the assigned material prior to the class in which the discussion will be taking place and posting your responses to the material in the Moodle discussion forum for that discussion. This includes your observations concerning the strengths and weaknesses of the assigned material as well as any questions/points you would like to bring up during the class discussion. At the conclusion of the class discussion, I will provide you with some time to make notes on whether the class discussion changed your opinion of the strengths/weaknesses you identified and why. You will turn in these notes at the end of class to receive credit for participating in the discussion.

Some in-class discussions will not require you to prepare for the discussion beforehand (beyond keeping up with your reading). In these cases, you will only need to make notes on the discussion and turn it in.

Note: “*Participating in the discussion in a meaningful way*” is accomplished by students listening to each other, following up on each others’ comments, and offering compelling questions and examples to the class and/or to the instructor. Bad discussions resemble a verbal tennis match between two individuals and the class or between the instructor and the class (e.g., the instructor serves, student A returns, the instructor rallies, student B returns, etc.).

Even though classroom discussions will occur in a variety of circumstances (and active participation is appreciated in all circumstances), only a subset of those discussions will count towards your discussion grade and will be identified as such in class.

Participating in in-class discussions will count for **5%** of your score in the class.

Grading of the discussion component will be as follows:

- *0 points* if not present for discussion
- *1 point* if you are not prepared for the discussion but are an active participant in the discussion

- 2 points if you are both prepared for the discussion and are an active participant in the discussion. (On discussion days in which there is no advance preparation you will automatically receive 2 points for participating)

Your In-class Discussion grade will be determined by the following formula:

(Total discussion points earned during the semester) / (#discussion days * 2).

- **Group Projects** – Students will be required to complete two group projects during the semester. For the first project, your group will design a t-shirt for Second Life avatars along the lines of submitted to Threadless Tees

(<http://www.threadless.com/>). The project will be completed and presented to the class midway through the semester. The second group presentation will involve developing a project that illustrates a creative individual, theory, or principle of creativity discussed in the course. The project will be created and presented in Second Life. Even though both projects are designed to be group projects, this semester I am giving students the choice of completing the projects individually if they choose.

Your group project grade will count for **10%** of your total score in the class. Further details about both projects will be provided on the class web page and in Moodle.

- **Extra Credit** – It will be possible to earn extra credit in the course by initiating discussion on a creative product, process or person of interest to you that is relevant to the course and to the topic being discussed at the time (e.g., Perhaps you stumble across an innovative video on YouTube or find it in Second Life and want to discuss the manner in which the video/Second Life object is innovative and how it relates to the material currently being discussed in the course). Extra credit will be awarded under the following conditions:

- You can only submit an extra credit topic **once** during the semester. Each topic submitted for discussion will be worth up to **7 points** which will be added towards your homework grade (suggesting it can be used to make up points you might have missed on your assignments).
 - You can share more than one topics with the class during a semester if you choose. However, you can only receive extra credit once.
- You have to clear the topic of discussion and the day you would like to share it with the class with the instructor a **minimum** of 1 class day before you would like to present it (e.g., if you would like to present the material on Monday, you need to clear it by the preceding Friday).
- You need to present the material to the class for discussion (e.g., show the YouTube video, log in to Second Life or take pictures/video), and explain how it is relevant to the topic currently discussed in class.

- Assessment of GPA** – Your final grade in the class will be determined by the following formula:

$$(.60 * (\text{avg. exam})) + (.25 * (\text{assignments})) + (.05 * (\text{in-class discussion})) + (.10 * (\text{group project})) = \text{course grade}$$
 For example: If you received a 95% average on your exams, an 85% on the homework, 90% on the in-class discussion, and a 97% group project grade, your score in the course would be:

$$(.60 * .95) + (.25 * .85) + (.05 * .90) + (.10 * .97) = .57 + .21 + .05 + .10 = \mathbf{93\%}$$

According to the following chart you would earn a GPA of **3.7** for the course.

4.0 = 100.00% - 98.60	2.9 = 79.59 – 78.60	1.9 = 69.59 – 68.60
3.9 = 98.59 – 96.60	2.8 = 78.59 – 77.60	1.8 = 68.59 – 67.60
3.8 = 96.59 – 94.60	2.7 = 77.59 – 76.60	1.7 = 67.59 – 66.60
3.7 = 94.59 – 92.60	2.6 = 76.59 – 75.60	1.6 = 66.59 – 65.60
3.6 = 92.59 – 89.60	2.5 = 75.59 – 74.60	1.5 = 65.59 – 64.60
3.5 = 89.59 – 88.60	2.4 = 74.59 – 73.60	1.4 = 64.59 – 63.60
3.4 = 88.59 – 86.60	2.3 = 73.59 – 72.60	1.3 = 63.59 – 62.60
3.3 = 86.59 – 84.60	2.2 = 72.59 – 71.60	1.2 = 62.59 – 61.60
3.2 = 84.59 – 82.60	2.1 = 71.59 – 70.60	1.1 = 61.59 – 60.60
3.1 = 82.59 – 80.60	2.0 = 70.59 – 69.60	1.0 = 60.59 – 59.60
3.0 = 80.59 – 79.60		

Policies:

- Examinations and Group Projects** - Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within **one week** of the missed exam. This also applies to group projects. If you know you are going to be absent on a scheduled exam day, let me know at least 1 week **prior** to your absence. With prior notice, I will allow you to reschedule (within reason) even if the reason for the absence is not University-approved.
- Special Considerations** - Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.
- Independent Work** - I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this class you have already submitted for a grade in a different class), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.
- Attendance** – Attendance in this course is highly recommended, but not mandatory. It is encouraged because much of the lecture material will contain information that is not present in the textbooks. Participation in class discussions is a major component of your course grade. Additionally, class participation of all enrolled in the course will substantially improve everyone’s experience in the

- course. It will ensure that a variety of experiences and perspectives are brought to class discussions and that everyone will have the opportunity to gain from other's contributions to the class.
- **Classroom/Discussion Forum Conduct** – Active classroom participation and the free exchange of ideas is only possible in a friendly, welcoming environment. To provide such an environment, class members should follow the “golden rule” during classroom or online discussions. Specifically, treat others as you would like to be treated. Raise your hand and wait your turn to contribute to the discussion rather than interrupting others. If you disagree with something someone is saying, counter the idea and make your point without attacking the individual. Refrain from ridicule (i.e., Say “I see your point, but there are a number of problems that may arise,” rather than “That is a really stupid idea”). Compliment a good point or idea or part of an idea. Stay on topic.
 - **Visitors/ Visiting Speakers** – If I am successful convincing others to visit our class to share their experiences innovating in the “real world” I expect the best behavior from everyone. In many cases, these individuals will not be accustomed to speaking to university students or in a classroom environment. I would like their experience to be as stress-free and enjoyable as possible. So please be polite and respectful of the speaker. Pay attention during their talk (no sleeping, working on homework assignments, using your laptop, or talking). Ask questions relevant to their talk and to their experiences as innovators. If you enjoyed their talk or found it enlightening, be sure to share that with the speaker.

Class Materials:

- **Required Readings**
 - Sutton, R.I. (2002). *Weird Ideas That Work: How to Build a Creative Company*. Free Press.
 - Weiner, R.P. (2000). *Creativity and Beyond: Cultures, Values, and Change*. State University of New York Press
 - Various articles and book chapters posted in Moodle under “Class Readings”
- **Technologies**
 - This class requires students to use a wide range of technologies to complete their assignments, interact with each other, and even attend lectures. The integration of these technologies into the course is deliberate. It allows you to experience multiple methods of consuming and delivering content. It allows you to explore and develop useful skills that you might have few opportunities to develop in traditional classes. Depending on the technology, it might even push you out of your comfort zone. Getting used to working outside of your comfort zone is an important component of increasing your creative potential.
 - Support documents, training, and mentoring for many of the technologies will be provided in class. Access to resources and training for the other technologies will also be provided (e.g., information about the resources at the student technology center)

- ***Second Life***
 - The virtual world of Second Life will be an integral component of the class. Some classes will be conducted in Second Life. Some of your assignments will be complete by doing research in Second Life. Your group projects are also going to be completed and presented in Second Life
 - Registration for a Second Life account is free at <http://secondlife.com/>
 - You will be provided with a training session to get you up to speed on this large, open-ended platform
 - You **will** need a headphone/microphone so you can use voice chat in Second Life. The headphone/microphone setups used for online gaming and VOIP programs such as Skype will also work for Second Life.
 - Second Life information will be provided for you on the class website and in Moodle.
- ***Class Website*** - On the class web page you will be able to access such things as your syllabus, important class information, mp3 recordings of the lectures, links to relevant or interesting creativity topics, and the due dates and requirements for homework assignments. The html address for the class web page is: [**http://www.cindy.sifonis.com/Classes/Creative/CreativityMain.html**](http://www.cindy.sifonis.com/Classes/Creative/CreativityMain.html)
- ***Moodle*** – Everything on the class website will also be accessible and/or available on the class Moodle site. However, you will need to use Moodle to access class readings and media files, discussion forums, chat rooms, and your grades. Additionally, you will need to use Moodle to submit your homework assignments.

COURSE SCHEDULE

Date	Subject	Chapter
9/2 – 9/12	What is Creativity	Ch 1 – 2 (Sutton) “Concept of Creativity”
9/4	<i>Discussion forum due</i>	
9/9	Second Life Training Lab – Meet in Library at e-Learning	
9/11	<i>Assignment #1 Due</i>	
9/14	What is Innovation?	
9/16 – 9/23	Historical Influences on Creativity	Ch 2, 3 (33-37, 40-42), 5, 6 (Weiner)
9/15	Last day to add/drop class with 100% tuition refund	
9/18	<i>Assignment #2 Due</i>	
9/21	Creative Rebellion	Ch 7 (Weiner)
9/26	Exam 1	
9/28 – 10/3	Cultural Influences on Creativity	(Weiner) Ch 8 (97-110), Ch 10 (143-149,162-172)
10/7	Threadless T Presentations	
10/5 – 10/14	Organizational Influences on Creativity	“Organizational Creativity” Ch 3-5; 7, 9, 12 (Sutton)
10/17	Exam 2	
10/19 - 10/28	Personality Influences on Creativity	Ch 8, 10, 11 (Sutton) “Artists and Scientists”
10/30	<i>Assignment #3 Due</i>	
10/31 - 11/4	Cognitive Influences on Creativity	
11/3	Last Day to Withdraw From Classes With a “W”Grade	
11/7	Exam 3	
11/9 – 11/14	Cognitive Influences on Creativity (cont.)	“Creative Cognition”
11/16 – 11/30	Biological Influences on Creativity	“Insight”
11/20	<i>Assignment #4 Due</i>	
11/25	Thanksgiving Break – No Class	
11/30	Biological Influences (continued)	Biological Bases”
11/30 - 12/2	Second Life Project Presentations – Meet in Library at e-Learning	
12/7	Final Exam 8:00 – 11:00 AM	