

CREATIVE PROCESSES: THEORY AND PRACTICE

THE 3930H & EDG 3930H

An Interdisciplinary Course in Creativity

team taught by Carolyn Hopp, Ph.D. (Education) and Sybil St. Claire (Theatre)

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There is a Facebook Group for this class. Please join ASAP.

Creative Processes: Theory and Practice Fall 17

Course Description:

In this course in creativity students will explore/recover/discover and share their creativity. They will engage in the study of their own personal creativity and the creativity of others through the lens of multiple disciplines. This guided exploration will explore the creative power that runs through us all. Using a combination of hands-on and immersive activities such as power masks, artist dates, book shares, and 50 Days of Making students will encourage their artist not just to come out and play but to lead the way.

NO REQUIRED TEXT

Guiding Principles include:

- 1) Cultivating a "creative" approach is beneficial in all areas of life.
- 2) Studying theory provides a new way to understand human development by placing creativity center stage.

- 3) Expressing our creativity is fundamental to our health and happiness.
- 4) Sharing our creativity, in turn, inspires others.

Course Objectives:

Students will...

- *Examine the concept of creativity through multiple lenses and disciplines, including their own.
- *Cultivate a healthy and prolific relationship with their artist through hands-on activities and in-class seminar style sharing and discussion.
- *Explore the history, psychology, theory, and spirituality of creativity.
- *Develop the beginnings of an individualized prescription for artful living.
- *Reflect on who they are, who they are becoming, and what they are a "clearing" for.
- *Attend and create events/ experiences designed to inspire creativity.

KEY CONCEPTS/ESSENTIAL QUESTIONS

We will be working with key concepts such as *creativity is an essential aspect of what it means to be human* and essential questions such as, *What feeds/limits creativity? Reference page*

SAMPLE READINGS FOR ARTICLE/BOOK SHARE:

Creating Minds: An Anatomy of Creativity Seen through the Lives of Freud, Einstein, Picasso, Stravinsky, Eliot Graham, and Ghandi by Howard Gardner

<http://infed.org/mobi/howard-gardner-multiple-intelligences-and-education/>

<http://www.currentliving.com/categories/creativity/articles/creative.intelligences.shtml>

[Ken Robinson says schools kill creativity | Video on TED.com](#)

[Ken Robinson Ken Robinson | Profile on TED.com](#)

<https://www.inc.com/larry-kim/4-must-watch-inspirational-ted-talks-on-creativity-in-business.html>

Vygotsky and Creativity: A Cultural-historical Approach to Play, Meaning Making, and the Arts edited by M. Connery, Vera John-Steiner, and Ana Marjanovic-Shane

Releasing the Imagination: Essays on Education, the Arts, and Social Change by Maxine Greene

Applied Imagination by Alex Osborn

Managing Creativity and Innovation (Harvard Business Essentials) by Harvard University

Creativity: Flow and the Psychology of Discovery and Invention by Mihaly Csikszentmihalyi

The Origins of Genius: Darwinian Perspectives on Creativity by Dean Keith Simonton

The Creative Habit: Learn It and Use It for Life by Twyla Tharp

Creativity in Business by Michael Ray and Rochelle Myers

The Zen of Creativity: Cultivating Your Artistic Life by John Daido Looi

The Skinny on Creativity: Thinking Outside the Box by Jim Randel

On Creativity and the Unconscious: The Psychology of Art, Nature, Love, and Religion by Sigmund Freud

Where Good Ideas Come From: The Natural History of Innovation by Steven Johnson

Creativity: Theory, History, Practice by Rob Pope

The Artist's Muse: Unlock the Door to Your Creativity by Betsy Dillard

The Soul Tells Us a Story: Engaging Creativity with Spirituality in the Writing Life by Vmita Hampton

ASSIGNMENTS

Attendance: You are allowed two excused absences, afterwards, each class missed will result in the loss of a half a letter grade (5 points). You will fail this course if you miss more than six classes. The expectation is that if you anticipate an absence that you communicate that to the Instructors beforehand and not the day of class.

Tardies: Please be on time to class, we have much to do and very little time in which to do it. Two late arrivals to class equal one absence. In this class your behavior impacts everyone else. Please be a diligent and courteous member of our community.

Extra Credit: Perfect attendance will earn you 5 extra credit points!

1) Participation Rubric (10 points/5 points each)

(DUE: October 5 & November 23)

You will earn participation points twice during the semester, once at mid semester and once at semester's conclusion. YOU will grade yourself in this arena. For grading criteria please see the participation rubric at the end of this syllabus.

2) Reflection Papers (15 points/5 points each)

Three times during the semester you will write a self-reflection paper based on the writing prompts below. Please include and embolden writing prompts in your papers.

Self-Reflection Paper #1 (DUE Thursday, August 31)

What drew you to this class?

What are you hoping to take away?

What do you consider to be the most “creative” thing about you?

Self-Reflection Paper #2

(DUE Thursday, October 12)

Discuss and assess your journey in this class thus far. Please reference specific situations /assignments (Sentimental Objects, 50 Days of Making, Artists Dates, Imaginary Lives, Book Shares, etc.) Then answer the prompts below. Include and embolden writing prompts in your paper.

- 1) I'm beginning to understand that _____.
- 2) My perspective on creativity has changed in the following ways _____.
- 3) I used to think _____ but now I think _____.

Self-Reflection Paper #3

(DUE Tuesday, November 28)

Discuss and assess your journey in this class. Please reference specific situations/ assignments (Power Masks, 50 Days of Making, Artist Dates, etc.) and respond to the following writing prompts. Include and embolden writing prompts in your paper.

- *New strengths developed
- *Challenges encountered and how I overcame them...
- *Surprises (what, why and how?)
- *What I have learned and how it has impacted me...
- *Ways in which I might apply what I have learned in the future...
- *How I have changed (or remained the same)...
- *I used to think...but now I think..."
- Final Thoughts...

3) Imaginary Lives (Participation Credit)

(DUE Tuesday, September 12)

Come to class dressed as one of your imaginary lives.

Be prepared to discuss:

Why this life?

What about it compels/interest you?

How you could integrate aspects of this life into your current life.

Upload photo of your imaginary life to Canvas.

4) Article/Book/TED Talk Share (15 points) *DUE: September 26, 28, October 10, 12, 17*

Creative in-class presentation. You will be placed in small groups to select an article, book or TED Talk to explore and share with the class that pertains to creativity. Shares will consist of a written overview/critique of the article or book to be handed in, an oral presentation in class that includes a reflection on the impact of the reading, and leadership of class discussion. Include written narrative. See Essential Questions/Key Concepts Narrative Directions.

5) Power Mask (15 points)

DUE: October 24 & 26

You will create a personal "power mask" molded from your face. Masks do not need to be "pretty" or "perfect." They should, however, express powerful aspects of self. Masks will be graded on personal self-study and insight, as well as on creativity and class presentation. Include written narrative. Upload photo and narratives to Canvas. See Essential Questions/Key Concepts Narrative Directions.

6) 50 Days of Making (25 points)

DUE: November 7, 9, 14, 16, 21

50 Days of Making is a celebration of process. The great surrender is the process; showing up day after day is the goal. It's not about fetishizing finished products—it's about valuing, and committing to the process. You will choose a "creative" action to perform every day for 50 consecutive days. Create a WIX (or something comparable that can be uploaded to Canvas and shared with the class) documenting your 50 Days of Making. Check out <https://thegreatdiscontent.com/> featuring candid interviews with those who create with a focus on beginnings, creativity, and risk.

WHEN SELECTING ASK YOURSELF...

*What am I passionate about?

*What do I already have in my possession that could be used to facilitate this project? Paint? Fabric? A camera? A sewing machine? A musical instrument?

*Consider your situation and pick something that's feasible for you to complete.

*Choose your action. 50 Days of Making, of necessity, requires a verb. What's yours? Here are a few to get you thinking - stand, speak, write, compose, film, paint, drive, study, drop, act, remove, repeat, examine, replace, introduce, perform, jump, pass, test, roll, kick, run, cook, thank, place, pick, save, hug, throw, cover, hold, shake, count, dance, break, walk, form, deliver, show, raise, reach, catch, sing, sort, develop, measure, discuss, draw, dress, meet, climb, take, look, wish, shout, wash, decide...

SAMPLE 50 DAYS OF MAKING PROJECTS:

*Dance in public and videotape it every day for 50 days

*Pick a paint chip out of a bag and respond to it in writing for 50 days

*Write or illustrate a 50-page book

*Draw your dreams for 50 days

*Take 50 (goal directed) photos

*Learn 50 new things.

*Volunteer for 50 hours. Etc.

*Create a 50-day blog

*Write a song 50 lines long

*Create 50 costume patterns

50 DAYS OF MAKING PRESENTATIONS

Using WIX, or something similar, chronicle your 50 Days of Making visually. Add a narrative somehow (written, oral, etc.) and share with the class in a ten-minute presentation with an additional five-minute discussion session.

Clearly address the following:

- 1) What you did
- 2) Why you did it
- 3) Surprises/Challenges and how you overcame them
- 4) Regrets/Joys
- 5) Strengths gained
- 6) If I had it to do over again I'd _____.
- 7) I used to think _____ but now I think _____.

7) Original Design (15 points)

DUE: Tuesday, December 5

For our Final, you will design something for your field that is original and solves a problem. You will have three minutes to “pitch” your creation followed by a two-minute question and answer period. Include a visual.

- 1) Please define “original” and “solves a problem” in terms of your own field as part of your in-class presentation. You may expand on existing ideas.
- 2) Create a clear “visual” representation of your original design to share with the class and to upload to Canvas (PDF or JPEG).
- 3) Pitch Your Idea in Class.
- 4) Submit an essential question/key concept narrative and submit to Canvas as a word docx by 11:59 PM the night of our final (Tuesday, December 5). Please select the key concept/essential

question that relates *most closely* to your design. See Essential Questions/Key Concepts Narrative Directions.

***ESSENTIAL QUESTIONS/KEY CONCEPTS NARRATIVE INSTRUCTIONS**

(For use on Book Share, Power Mask, and Original Design Assignments).

Write a brief (two-three paragraph) narrative that explores the creation process and examines an “essential question” OR a “key concept.” See below. Make sure you state the specific essential question/key concept you are addressing/exploring. Additionally, each assignment should reference at least one additional source **by name**.

KEY CONCEPTS for Narratives:

1. Creativity is an essential aspect of what it means to be human.
2. Creativity is when an artist reframes ideas and experiences to generate new ideas.
(Czikszentmihalyi)
3. Creativity occurs when an individual is faced with a problem that is ambiguous and proposes alternatives. (Dewey)
4. Artists have many ways by which they organize and form their work.
5. Creativity allows our internal thinking to be made visible and communicated to others.
6. Creation is a dialogue, not a monologue (Eisner).
7. Creativity requires judgment, reflection, and editing.

ESSENTIAL QUESTIONS for Narratives:

1. Where do artists get their ideas? What can I make art about?
2. Does something have to be original to be art?
3. What is creative thinking?
4. What personality traits exist among creative people?
5. What feeds/limits creativity?

6. Are the arts an activity that you do, or an activity that you think about - or both?
7. What does it mean to be an artist?

CLASS SCHEDULE

Subject to change at Instructor's discretion

WEEK ONE: AUGUST 22 & 24

T: Introduction

DUE: Bring a sentimental object to class next week (Thursday, August 24). Be prepared to share the story behind it in class.

TH: Discuss Artist Dates/ Share Sentimental Objects

HOMEWORK:

- 1) Complete Student Engagement Assignment for Financial Aid in Canvas by Friday, August 25 by 11:59 PM. Answer the question *What is Creativity?*
- 2) Bring a sentimental object to class next week (Thursday, August 24). Be prepared to share the story behind it in class.
- 3) Write Self Reflection Paper # 1.
- 4) Artist Date

WEEK TWO: AUGUST 29 & 31

T: Sentimental Object/Devising

TH: NO CLASS – UCF Football

DUE: Self Reflection Paper #1

HOMEWORK:

- 1) Artist Date
- 2) Review 50 Days of Making Assignment

WEEK THREE: SEPTEMBER 5 & 7

T: Discuss: Article/Book/TED Talk Share/50 Days of Making Assignment

TH: Share: Artist Dates

HOMEWORK:

- 1) Artist Date
- 2) Imaginary Lives - Come to class next Tuesday, September 12 dressed as one of your imaginary lives. Be prepared to discuss: Why this life? What about it compels/interest you? How could you integrate aspects of this life into your current life?
- 3) Begin 50 Days of Making Project September 10th.

WEEK FOUR: SEPTEMBER 12 & 14

T: Imaginary Lives

TH: TBA

HOMEWORK:

- 1) Artist Date
- 2) Prep for Article/Book/TED Talk Share
- 3) Begin 50 Days of Making (9/10/17)

WEEK FIVE: SEPTEMBER 19 & 21

T: TBA

TH: Green Dot

HOMEWORK:

- 1) Artist Date
- 2) Prepare for Book Share

WEEK SIX: SEPTEMBER 26 & 28

T: ARTICLE/BOOK SHARE (2 groups of 2 per day)

TH: ARTICLE/BOOK SHARE (2 groups of 2 per day)

HOMEWORK:

1) Artist Date

2) Participation Paper/Rubric #1: Evaluate yourself honestly using the rubric in this syllabus. Upload to Canvas by Thursday October 5.

WEEK SEVEN: OCTOBER 3 & 5

T: Check-in 50 Days of Making/Introduction to Power Masks

TH: TBA

DUE: Participation Paper/Rubric #1

HOMEWORK:

Artist Date

WEEK 8: OCTOBER 10 & 12

T: ARTICLE/BOOK SHARE

TH: ARTICLE/BOOK SHARE

DUE Self Reflection Paper #2

HOMEWORK:

Artist Dates

WEEK NINE: OCTOBER 17 & 19

T: ARTICLE/BOOK SHARE

TH: Artist Date

HOMEWORK:

- 1) Artist Date
- 2) Prepare Power Masks Upload pic and narrative by 11:59 PM on the day you present).

WEEK TEN: OCTOBER 24 & 26

T: Power Mask Shares (10 per day)

TH: Power Mask Shares (10 per day)

HOMEWORK:

HOMEWORK

- 1) Artist Date
- 2) Complete 50 Days of Making Project Sunday, October 29. Prepare to present your experiences in class.

WEEK ELEVEN: OCTOBER 31 & NOVEMBER 2

T: Discuss Original Design Assignment

TH: TBA

HOMEWORK:

- 1) Artist Date
- 2) Final Prep 50 Days of Making Presentation

WEEK TWELVE: NOVEMBER 7 & 9

T: 50 Days of Making Presentations (4 per day, 15 min each)

TH: 50 Days of Making Presentations (4 per day)

HOMEWORK:

Artist Dates

WEEK THIRTEEN: NOVEMBER 14 & 16

T: 50 Days of Making Presentations (4 per day)

TH: 50 Days of Making Presentations (4 per day)

HOMEWORK:

- 1) Artist Date
- 2) Prep Participation Rubric. Due Next Tuesday, November 21. Evaluate yourself honestly using the Participation Rubric in this syllabus.
- 3) Begin prepping for Final (Original Design Assignment).

WEEK FOURTEEN: NOVEMBER 21 & 23

T: 50 Days of Making (4 per day)

DUE: Participation Rubric #2

TH: NO CLASS – THANKSGIVING

HOMEWORK:

- 1) Practice Self-Care
- 2) Prep for Final – Original Design

WEEK FIFTEEN: NOVEMBER 28 & 30

T: TBA

DUE: Self Reflection Paper #3

TH: Begin Original Design Presentations (4 per day)

HOMEWORK:

- 1) Practice Self-Care
- 2) Prep for Final – Original Design

WEEK SIXTEEN: DECEMBER 5 & 7

T: NO CLASS/FINALS

TH: NO CLASS/FINALS

OUR FINAL: Tuesday, December 5, 1:00 – 3:50 PM

Original Design (5 minutes each/170 minutes)

Course Evaluation:

Participation (x2)	10
Power Mask	15
Article/Book Share	20
Self-Reflection Papers (x3)	15
50 Days of Making	25
Original Design	<u>15</u>
TOTAL	100

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

No work submitted = 0

Late assignments will not be accepted

ASSIGNMENTS AND PROJECT RUBRICS

Participation Rubric

(5 points – 1 point each)

Respond to the writing prompts below with a narrative exploration of your participation. Use examples, prove your stance, assign yourself a numerical grade.

Name: _____

- 1) Focused, active, cooperative participation
- 2) Willingness to take direction and instruction. Willingness to push through uncomfortable moments/activities. Willingness to experiment and take risks
- 3) Personal growth and contribution to the growth of others via talkbacks, etc.
- 4) Communicates effectively with Instructor and classmates. Attitude (professional, positive, attentive, cooperative)
- 5) Completed assignments on time and work submitted according to directions

TOTAL ____/5

Self Reflection Papers Rubric

(5 points – 1 point each)

SELF REFLECTION

Clearly communicates ideas. Demonstrates significant and insightful self-reflection

ORGANIZATION AND COHERENCE

Uses logical structure and discipline specific vocabulary. Guides the reader through chain of reasoning, and/or progression of ideas.

SUPPORT

Makes connections and evidences higher level thinking.

STYLE

Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style is clear and concise, and makes sense to the reader.

MECHANICS

Free of spelling and grammatical errors. Followed directions.

Article/Book/TED Talk Share Rubric (15 points)

Criteria	Ratings		
	Excellent	Very Good	Fair - Unsatisfactory
Content	Selection is aligned with creativity; overview makes clear connections to creativity; explains impact of reading on perceptions and learning about creativity; made connection to individual discipline. 5 pts	Selection is aligned with creativity; overview makes connections to creativity; explains impact of reading on perceptions about creativity; made limited connection to individual discipline. 4.33 pts	Selection is loosely aligned with creativity; Made limited to no connection to individual discipline. 3.66 pts
Discussion	Discussion includes essential learning from reading; connects major theme of reading to creativity; class discussion relates to outside reading; invokes different perspectives from students. 5 pts	Discussion refers to individual learning from reading; connects major theme of reading to creativity; class discussion relates to book being shared. 4.33 pts	Selection is loosely aligned with creativity; Made limited to no connection to individual discipline. 3.66 pts
Narrative	Explores creative process; examines and states an essential question or key concept; references outside reading sources; concludes with a synthesis of the reading; topics; ideas are articulated with clarity; no errors in language usage. 5 pts	Explores creative process; examines an essential question; concludes with a synthesis of the reading topics; ideas are articulated with clarity; few errors in language usage. 4.33 pts	Examines an essential question; references selection being shared; ideas are not consistently clear; numerous errors in language usage. 3.66 pts

Power Masks Rubric (15 points)

Criteria	Ratings		
	Excellent	Very Good	Fair - Unsatisfactory
Mask	Mold of face; captures essential features 5 pts	Mask captures most features 4.33 pts	Unsatisfactory- Mask captures few or no features 3.66 pts
Presentation	Presentation explains essential features of mask and how they express aspects of "powerful self." 5 pts	Presentation explains some essential features and/or of mask and aspects of "powerful self." 4.33 pts	Presentation explains few essential features of mask and/or how they express aspects of powerful self. 3.66 pts
Narrative	Explores creative process; examines and states an essential question or key concept as it applies to the creative process; references outside reading sources; ideas are articulated with clarity; no errors in language usage. 5 pts	Explores creative process; examines an essential question; ideas are articulated with clarity; few errors in language usage. 4.33 pts	Examines an essential question; ideas are not consistently clear; numerous errors in language usage. 3.66 pts

50 Days of Making Rubric (25 points)

Criteria	Ratings		
	Excellent	Very Good-Good	Fair - Unsatisfactory
Content	Follows all assignment directions; documents 50 days of making. 5 pts	Follows most assignment directions; documents at least 45 days. 4.66 pts.	Assignment directions not evident in content; insufficient activity and documentation of time. 3.66 pts.
Presentation	Very clear explanations in narrative; maintains focus; engages class and holds their attention; prompts more questions; demonstrates risk-taking; explains impact of activity. 10 pts.	Most explanations clear in narrative; addressed 5 out of 7 required elements of the narrative; not consistently focused; class was attentive but not always engaged; class discussion was adequate. 9.5 pts.	Explanations inconsistent and not always clear; missing connections between process and addressed less than half of requirements of the narrative; class disengagement resulted in little discussion. 7.5 pts.
Creativity and Follow-through	Demonstrates creativity in presentation; uses multiple modalities; makes clear connections to 50 Days of Making for class; easily uploaded and accessible on Canvas. 10 pts.	Presentation lacks consistent creativity; connections between process and product are not consistently clear; uploaded to Canvas. 9.5 pts.	Presentation lacks creativity; little connection between process and product; addressed less than half requirements of the narrative. 7.5 pts.

Capstone Project: Original Design (15 points)

Criteria	Ratings		
	Excellent	Very Good- Good	Fair - Unsatisfactory
Content	Presentation uses modalities that enhance the explanation 5.0 pts	Presentation uses different modalities 4.33 pts	Presentation uses single modality 3.66 pts
Presentation	Creative presentation engages audience using the modalities of your choice. 5.0 pts	Creative presentation; audience not consistently engaged in presentation. 4.33 pts	Inconsistent creativity in presentation and audience engagement; lacks perspective through the lens of your discipline. 3.66 pts
Narrative	Evidence of connections to key concepts in creativity through the lens of your discipline; describes creative process, shares creative idea using modalities of your choice, references content from article or TED Talk. 5.0 pts	Some connections to key concepts in creativity through the lens of your discipline; shares creative idea using modalities of your choice, references outside reading. 4.33 pts	Some connections to key concepts in creativity; lacks perspective through the lens of your discipline; creative idea is not clearly explained using modality. 3.66 pts