



Albertus Magnus College

Course Syllabus

Course Code and Title: CO/DR 326 The Creative Mind

Course Catalogue Description: What marks and makes a creative mind? What is the difference between talent and creativity? Have you explored your potential as a creative person? Can we solve contemporary problems without developing our creative self? These are some of the questions explored as we develop knowledge of our creative mind.

PROGRAM AND COURSE OFFERING INFORMATION

Program: Communications / Drama

Session (Mod or Semester): Mod

Delivery method (On-ground, Blended or Online): Online

Number of Credits: 3

Albertus Magnus College adheres to the definition of a credit hour in compliance with and as defined by [NECHE commission policy](#).

Textbook and Supplementary Readings:

There is no required textbook for this course. The instructor will provide the necessary readings via online resources. Please review the eLearning course to view the textbook requirement.

INSTRUCTOR INFORMATION

Name: Dr. Garrett Dell

College eMail: gdell@albertus.edu

Contact (phone): N/A

Office Hours: Please let me know if you would like to set up an on campus or phone meeting.

Instructor Biography: Please view my bio and additional information on this page: [Garrett Dell](#)

Tradition of Honor: As a member of the Albertus Magnus College Community, each student taking this course agrees to uphold the principles of honor set forth by this community, to defend these principles against abuse or misuse, and to abide by the regulations of the College. To this end, every student must write and sign the following statement at the end of each examination: *“I declare the Honor Pledge.”*

Tradition of Respect:

In our class: 1) Everyone is allowed to feel that they can work and learn in a safe and caring environment; 2) Everyone learns about, understands, appreciates, and respects varied races, classes, genders, physical and mental abilities, and sexualities; 3) Everyone matters; 4) All individuals are to be respected and treated with dignity and civility; and 5) Everyone shares the responsibility for making our class, and the College, a positive and better place to live, work, and learn.

Appropriate Classroom Conduct: Students are expected to show a respect for order, to respect the rights of others, and to exemplify a sense of honor and integrity in the classroom. Student conduct is considered an integral part of the educational process. Therefore, no student should be denied the right to learn as a direct result of disruptions in the classroom. Active learning, open inquiry, and the free expression of informed opinion are the foundations of a liberal education at Albertus Magnus College. However, student behavior that interferes with an instructor’s ability to conduct the class is prohibited. Students are expected to be considerate and respectful of the rights, views, and interests of other students and faculty. The faculty member will take appropriate action if students do not abide by these rules.

Intellectual Honesty: Plagiarism is a serious offense against academic integrity and intellectual honesty. In completing written assignments, the student must work independently unless the class instructor indicates otherwise. It is important for students to understand that they must reference the sources for all direct quotes, for the rephrasing of information from an outside source, and for ideas borrowed from readings. Students will be required to use MLA format when referencing sources. Failure to cite appropriate references in any of these instances results in an act of plagiarism, intentional or unintentional. The instructor will report instances of plagiarism to the college administration.

Writing Guidelines: The writing guidelines for this course will follow the Modern Language Association’s (MLA) style format standards. Referenced pages must be correctly formatted and alphabetized; sources must be appropriate to the assignment, correctly cited, and traceable; and the number of citations and sources must be adequate for each paper. Citing your sources properly requires following the MLA style format rules.

Accommodations for Special Needs: Please advise the instructor of any special problems or needs at the beginning of the semester. Those students seeking reasonable accommodations based on disabilities should contact the Director of Academic and Student

Disability Services, Aquinas Hall, Room 114 at (203) 672-1050, or email asejdic@albertus.edu, to obtain a Faculty Accommodation Letter. Albertus Magnus College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

In order to respect the independence, rights and dignity of students with disabilities, the College initiates services only after a student makes a voluntary disclosure of a disability to the Office of Academic and Student Disability Services. Students who are approved for accommodations are responsible for approaching instructors in a timely manner to provide faculty accommodation letters and to arrange how accommodations will be implemented. Accommodations cannot be retroactive, so we strongly advise students to make accommodation appointments as soon as possible.

In providing reasonable accommodations, the College shall not fundamentally alter the nature of programs, services, or activities; require waiver of essential academic standards or violate accreditation requirements.

Blended and Online Course Etiquette: In the event some of our work should be done in an online format, please click the following link to review the Albertus policies regarding proper etiquette for interaction in all blended and online course work:

[Link to Albertus' Netiquette Guide](#)

Rationale as an Online Course

In this modern age, many would argue that creativity, technology, and innovation are synonymous. This course is being offered in the online format for a number of reasons. First, since we are examining the many ways in which creativity affects our modern selves, this format will give us the necessary lens to do so. Secondly, through the written (or typed) art form we can effectively fertilize and develop our "truths" about creativity. Last, this course is being offered in the online format because students can use their skills to communicate practical ideas about creativity in a modern context.

ATTENDANCE POLICY

Students are expected to attend all class meetings. Contact me in advance if you are not able to do so. More than two absences in any form will result in a loss of a letter grade from the final average. Deductions in letter grades compound with each additional absence.

Attendance is an important part of the work you will do for this class. In my opinion, many attendance problems can be remedied with clear and effective communication. There are many instances when, toward the end of the course, a student will tell an instructor that there were a host of personal issues that prevented him from attending the course as much as he would have liked. To avoid these complications, at the beginning of the mod/semester, I will ask you to share with me anything you think will prevent you from attending class regularly. If you choose

not to share details, that is fine. However, I do ask that you tell me there is *something* that might affect your attendance. From there, we can begin a dialogue about how to fix any attendance issues.

What is considered “attendance” in this distance learning course? If this class were to meet two days a week over a module, we would have four hours and forty minutes of face to face time every week. I ask that you put in the equivalent amount of effort into the online work you do. Gauge your time and be disciplined about when you submit work. If you spread out your assignments during the week, it will be much easier than waiting until the last moment.

I will take attendance on Mondays and Wednesdays. According to new rules set forth by the School of Evening and Graduate Programs Office: *“Logging into a course in eLearning is not considered attendance. A student must submit work, assignments, or be actively participating; otherwise, he or she should be marked absent.”* It is ESSENTIAL that you stay active in your online courses. Missing too many consecutive days will jeopardize your grade and perhaps even risk any federal funding on which you might rely. The required work for a given week is explained in the course outline below and in the eLearning course.

COURSE OBJECTIVES AND LEARNING OUTCOMES

The rationale for our Creative Mind class is to allow and require each student to bring his personal observations and knowledge of living, with an understanding of the readings, to the subject being discussed. Our discoveries will lead us to accomplish the following General Education Objectives:

- The development of critical thinking skills
- The development of individual creativity and creative expression
- A cultural awareness of art and creativity and its impact upon society
- The development of informed judgment of works of art

Learning Outcomes:

1. Students will demonstrate the ability to solve problems in a logical sequence to achieve new and creative solutions to persistent issues.
2. Students will demonstrate the principles of creative future planning.
3. Students will show an understanding of the differences between the principles of talent versus creativity.
4. Students will experience and reflect on the process of identifying oneself as a creative person.
5. Students will demonstrate the process and exercises which lead to the process of establishing a fulfilling creative life.

6. Students will establish a practical, workable definition of creativity which will lead to an informed judgment of a work of art.

These learning outcomes will be measured using the assessments explained below.

Course Grading Policy and Methods of Assessment:

Course Assignments:	Percentage of Grade
<i>Forums and participation</i> <u>Targeted Learning Outcomes: 1, 2, 3, 4,5</u>	20%
<i>Wisdomquests and Text Reading Assignments</i> <u>Targeted Learning Outcomes: 1,3,4,5</u>	30%
Creativity Definitions & Comments <u>Targeted Learning Outcomes: 3,4,6</u>	20%
Final Project <u>Targeted Learning Outcomes: 1,3,4,5,6</u>	20%
Quizzes / Other <u>Targeted Learning Outcomes: 2</u>	10%

ASSIGNMENTS

Wisdomquests

A wisdomquest is an interesting way of surfing the web. It is fueled by curiosity. THERE IS A SAMPLE WISDOMQUEST AVAILABLE IN THE TOP AREA OF OUR COURSE. I have provided you with a video on how to construct a wisdomquest. One does not need to mimic this format, length, style exactly; however, this sample will give one an idea on how to compose one.

At designated times throughout the Mod, I will ask you to perform research on a particular subject. Sometimes, I will provide you with a starting point; other times, it is up to you to decide where to start.

What's the difference between a paper and a wisdomquest?

The difference between a formal paper and a wisdomquest is that your discussion of the subject is guided by the websites you visit. Think of it as a means of discovery rather than defense of an argument. In a traditional paper, you are asked to defend a thesis sentence or defend an argument. You do not need to have a thesis in a wisdomquest. Rather, I would like you to search for information on the subject and leave a trail (i.e., copy and paste) of the links you have used. Think of it this way: The questions and opinions you raise while viewing a certain website should be the things you include in the wisdomquest. I would like to see your thoughts as clearly as possible. Therefore, the wisdomquest does not need to be a cohesive argument in defense of a subject; rather, it is a more organized way of writing extemporaneously with an exploratory flair to it.

Try not to give reviews of the websites you visit. Rather, ask yourself what you came away with after doing this search, reflect, then write your ideas down.

In your wisdomquests, I would like you to leave a trail of at least five sites you visited which helped to frame your opinion on the subject. Try to choose reputable sites. Remember to give credit when it is due. Plagiarism is a serious offense, so remember to cite your sources carefully. If you have any questions about the wisdomquests or about how to cite your web sources, please call me!

Wisdomquests should be 1½ -2 pages (Times New Roman, 12 point, double spaced) and should be Microsoft Word attachments. They are due on the date specified in our eLearning course. They should be uploaded as Word attachments.

A good wisdomquest might contain five or so paragraphs with each one beginning with a link of the site you visited. Each paragraph should contain a reflection (not a review of the website) of your understanding of the subject. Have it be fueled by your curiosity. Fewer facts, more questions.

Reading Responses

For these reading responses, I would like to try something a little different. Of course, I would like you to read the chapters I assign to you, but instead of responding through writing, I would like you to respond via an image or images. You will also have the opportunity to respond through voice or video.

I want to give you an alternative way of giving me your interpretation on the reading. As you may know, in an online course, there is a lot of writing. Here, I'd like you to search for an image (or choose multiple images) that most accurately reflect your response to the reading. You can include a sentence or two of explanation if you wish. I shall grade the unique responses in terms of relevancy to the chapters we are reading and creativity of choice. I will try to utilize your definition of creativity when doing so.

Should you choose voice or video response, feel free to make your own recording or search out appropriate ones. And, of course, please let me know if you need assistance with this.

Forum Posts

When assigned, you must submit **at least three** posts in the Forum section. For this part of the assignment, you must converse with classmates with 3-5 sentence responses. **Remember to do this three times before the deadline for the post.** The purpose of having this section to the assignment is to provide you with a forum in which you may freely relay your thoughts about the assignment with your peers. Feel free to praise your classmates on a job well done, or feel free to offer help when a classmate expresses difficulty. **I expect your posts to be substantive. I expect you to demonstrate your knowledge of the weeks' readings here as well.** As always, remember that this is a forum of mutual respect. Since this class is cultural in nature, and we all have a different story, it is essential to have sensitivity to perspectives other than your own.

You MUST post your first post by Wednesday to be considered in attendance for that day.

As the course progresses, so will the richness of this area. It becomes a great repository for project ideas as the course comes to a close.

The nature of this class is subjective. I think you should take advantage of this. It is up to you, though, to share your thoughts in a structured way. Here you will have an opportunity to undertake an opinionated search for creativity. This class is largely dependent on you and your ideas; therefore, your participation in the assignments that are seen by the whole class, your attendance, and your willingness to share thoughts or anecdotes are essential.

*** Note: Try not to draft lengthy responses into the eLearning forum area. If you do this, you run the risk of allowing it to "time out" which may result in a loss of your work. I suggest typing up your responses in a word processing program of your choice, then copying and pasting your work into forums. This way, you also have a saved record of the work you did for a given week.*

Creativity Definition

What is creativity? Is it a part of the brain? Is it a gift from a higher power? Is it just a knack for effective communication? Can it be scientific? What separates it from art and talent? Does the

study of it belong to a specific academic discipline? Are people in different regions of the world more creative? Why is it considered a compliment to be creative? Do some people take offense to it? Are humans becoming more creative or less so? What are the advantages of creativity? Does it make an individual more marketable? Can creativity be measured? Does it guarantee financial success? When do humans feel most creative? Is there a time period during which humans were at their peak of creative power? Can creativity be summoned or does one have to wait for it to happen? Does creativity “happen” more often in group settings?

In this class, we’re going to experiment a little bit. One of the main components of the course is the development of your definition of creativity. What I’d like to see you do is create a working definition of creativity as we move forward in the course. You will base it on readings, discussions and other activities. You will create meta-comments to go along with your definitions. I’ll give you an outline and a plan for this as we go. In the meantime, here’s a good definition of creativity offered by Al Defabio, formerly Albertus’ director of the ACT II Theatre:

AN OBSERVATION: WHAT MAKES A CREATIVE MIND?

From Albert DeFabio

Creativity is a multi-faceted phenomenon. To realize our creative self more fully, we will have developed our capacities: intellectual, physical, spiritual, and emotional. Through the development of your total capacities, you may begin to see creativity as a whole way of life. We will attempt to tap into your inner resources of individuality in order to develop the creativeness (the art) in your make-up. Many new discoveries (mostly by scientists in New Zealand and Australia) have been found that correlate the amount of dopamine that the brain manufactures with the extent of creative thought in an individual. It has been discovered that a creative person is more aware of the totality of the immediate surroundings than those who are not as creative in thought.

Final Project

The final project can be anything you want: a movie script, a play, a poem, a song, a written expression of some kind, a multimedia show, or a powerpoint (perhaps with voice narration) in which you must do the following:

- Give your "final" end of course definition on creativity
- Explore and examine your definition comments
- show images and make references to the text and other resources we looked at
- Explain how you will interact with art and creativity after the course ends
- Propose how your approach to creativity and creative thought could be used to solve a modern day problem in society

I will not impose length requirements to this project. I only ask that you address these items above with a high level of critical thinking. That is, your reflection here should be more in-depth than previous comments or reflections you have made earlier in the course.

I encourage you to speak with me about your plans for this project. I'll be happy to do so.

Instructor Feedback

You will receive feedback on any submitted assignments within one week of the submission deadline.

Policy on Late Work

I am keenly aware of all the responsibilities you have as a student here. Therefore, on occasion, I am willing to extend assignments for you IF you make me aware of your situation before the deadline. **If you do not make me aware of your inability to submit an assignment by the deadline, I will be less apt to grant an extension.** Late work without advance notification will be subject to the following deductions in grade:

After deadline has passed: 10%

One week after deadline: 20%

More than one week after deadline: 25%

Late work cannot be posted to forums, in eLearning, or via email without my permission. You NEED to contact me to arrange for submission of late work.

COURSE OUTLINE

The following is a tentative outline for the semester. The instructor reserves the right to modify the schedule, if necessary. If changes occur, announcements will be made via email and/or our eLearning site.

* Note on the “Estimated Duration”: The formal definition of a Carnegie Credit Hour states that, for a three credit course, there should be three hours of classroom or direct faculty instruction and a minimum of six hours of out of class student work each week for approximately fifteen weeks for one semester. What does this mean for you as a student? The “estimated duration” section below lists the approximate length of time you *should* spend on homework / outside activities for the course.

Assignment:	Learner Outcomes:
Text Reading	3,4,5
Responses to Text Reading	3,4,5
Introduction Forum	6
Creativity Quiz	1,3,4,6
Page of Questions	4,5
Creativity Definition 1	1,3,4,6

Emergency Action Plan

The plan outlined here is a preliminary plan of action in the event that there is a natural disaster or emergency that results in the closing of the College, the prevention of my ability to teach the course, or the prevention of your ability to take the course. This plan is subject to modification to address the specifics of the circumstance(s) that arise.

Closure of the College

If the College closes and public access to the internet is lost, the course is suspended. A revised course schedule will be issued by the College. If the College closes but public access to the internet is still available, the course will continue online. Assignments as outlined in the syllabus will be posted online, and you should adhere to the due dates.

Instructor Incapacitation

If the College is closed and I am unable to provide instruction online, you must complete written response as normal. Once I am no longer incapacitated, I shall respond to the work submitted and provide feedback. If the College is not closed and I am temporarily incapacitated, we shall follow the same plan as outlined in the preceding paragraph. If I am unable to remain as the course instructor, another instructor will be named, and he or she will follow the plan outlined in the first paragraph of this section.

Student Incapacitation

If the College is closed and you are incapacitated, you should contact me as soon as you are well enough to do so, and we shall discuss whether or not it is feasible for you to complete the course, and whether you should withdraw or take an incomplete. Much depends upon the caliber of your performance prior to your incapacitation and the length

of time that you were not able to participate in the course. Note that, according to the *Albertus Magnus College Catalogue*, incompletes are only to be given to students who are doing passing work at the time when an incomplete is requested. If the College is not closed and you are incapacitated, you should contact me as soon as possible and provide medical or other appropriate documentation showing that you could not attend class. We shall discuss whether or not it is feasible for you to complete the course, and whether you should withdraw or take an incomplete. Much depends upon the caliber of your performance prior to your incapacitation and the length of time that you were not able to participate in the course. Note that, according to the *Albertus Magnus College Catalogue*, incompletes are only to be given to students who are doing passing work at the time that an incomplete is requested. *The attendance policies outlined in the syllabus remain in effect.*