



WARRINGTON COLLEGE OF BUSINESS

CREATIVITY ENT6616

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<i>Office hours</i>	By appointment (239 Stuzin Hall)		
<i>Class location</i>	Hough 140		
<i>Class time:</i>	Monday and Wednesday 1:55-3:50 PM		
<i>Class dates</i>	2/27, 3/1, 3/13, 3/15, 3/20, 3/22, 3/27, 3/29, 4/3, 4/5, 4/10, 4/12, 4/17*, 4/19*		

* *Final presentations*

COURSE DESCRIPTION

Because creativity is the spark of innovation, it is valued by entrepreneurs, artists, as well as by those working in traditional organizations. While many believe that creativity is a mysterious property held only by the few, this is a myth. Extensive research indicates that instead creativity is a skill that can be learned. However, many of us know little about how to enhance our ability to think creatively and generate creative outcomes.

This course will provide you deep insight into which factors and techniques foster creativity and which ones inhibit it, in both individuals and groups. We will employ many techniques, including lectures, classroom exercises and workshops, case studies, team projects, readings and guest lectures.

We will operate based on the principle that every problem is an opportunity for exercising one's creative "muscle". You will have ample opportunities in the course to practice your creative thinking skills in many different domains and in different design challenges.

Our Goal

The purpose of this course is to *enhance your individual creativity*. As a result of this course, I hope you will:

- Gain a broad intellectual understanding of the central concepts of creativity
- Translate this understanding into an improvement in your ability to generate and evaluate ideas
- Apply creativity to life, both in individual and group settings,
- Learn how to foster an environment for creativity
- Deepen your understanding of your own creativity style tendencies, as well as your strengths and weaknesses as an idea generator

I expect that we will become a community of individuals all striving to enhance our individual and collective creativity. I also expect that we will create some really great stuff!

COURSE FORMAT

This class is highly experiential, requiring each student to come prepared to participate actively. Indeed, the more each student puts into the course, the more he or she will take away. Because of how essential exercises are to your learning, **class attendance is absolutely CRITICAL**.

Short lectures and supplemental readings will integrate course material, and all classes require extensive participation. You will also complete an idea log, a team project and several experiential homework assignments to improve your grasp of the concepts and refine your ability to think divergently.

READINGS AND MATERIALS

There is no required textbook or packet for this course. All readings will be provided via the library's website or the Canvas class website.

ASSIGNMENTS AND GRADING

Evaluation of your performance will be based on the following:

	%	Grade based on:
Team project	30-40%	<i>Final presentation by team, interim assignments, peer evaluation</i>
Participation in projects	0-10%	<i>Timely completion</i>
Idea log and creativity thermometer	10%	<i>Timely completion</i>
Homework exercises	25%	<i>Timely completion</i>
Participation and preparation	25%	<i>Attendance, preparation, pop quizzes</i>

Grade calculation

Course grades are calculated by summing the points across components. 100 points are possible. No “curves” or rounding will be used to determine grades. The following cutoffs will be used: **A**=95-100 points; **A-**=90-94.99 points; **B+**=85–89.99 points; **B**=80–85.99, **B-**=75–84.99 points; etc.

Component assignments

Component assignments are outlined below.

1. FINAL ASSIGNMENT AND PARTICIPATION IN PROJECTS (40 points)

Final assignment. In lieu of a final exam or paper, the final assignment for this course is a group project which will culminate in a presentation. As part of an assigned group of 6-7 students, you will generate creative solutions to a widely recognized flawed environment, the airport.

Using the techniques you learn in the course, your group will work together to define the “problem” and engage in a repeated process of creative idea generation and refinement. Your final recommendation(s) will be presented to the class during the week of April 17 and rated by a panel of experts and your peers for its creativity. These final presentations must be no longer than 20 minutes long and accompanied by

a hard copy of your slides. There will also be several interim assignments to complete as a group to document your creative process.

The final presentation is worth between 30% and 40% of your grade, depending on your participation in the projects (described below).

Your grade for the final assignment will be determined by three factors: the expert panel's evaluation of your presentation, a peer evaluation of your presentation, and by your own group members' evaluation of your contribution to the project. The first two will determine your team's initial grade. The teammate evaluation will be used to adjust your initial grade and may lead your own grade to be higher or lower than this initial grade. Specifically, your grade may be higher if the other members of your group saw you as having made a particularly large contribution to the project, or lower if there is a good amount of agreement that you did not do your fair share of the work. **For every missing group member evaluation, your group's initial grade will be docked 1 point.**

Participation in projects. Satisfactory completion of the course projects (described below) will reduce the number of points your final presentation "counts". If you complete all projects satisfactorily, you will earn 10 points and your final presentation will then be only 30% of your grade. If, on the other hand, you only complete one, you will earn 5 points and your presentation will be 35% of your grade. Completing none will mean that the final presentation will "count" the full 40%.

It is up to you whether you wish to participate in these projects. However, previous students have found the feedback they receive on these assignments to be helpful and the learning they gain to be substantial.

Project 1: Baseline Survey (5 points). In this survey, you will have an opportunity to gain greater understanding about the aspects of yourself that foster and hinder your creativity. Very often, we aren't who we think we are. Yet a realistic appraisal of our dispositions, attitudes, and social standing is essential for us to understand our limitations and harness our strengths. The purpose of this online survey is to give you some tools to better understand yourself.

Project 2: End-of-Mod survey (5 points). The purpose of this online survey is to give you some ideas about the reputation you built for yourself in this course.

These project surveys are anonymous and confidential. I will use the UF ID and your name only for the participation score. After I will record your participation I will delete your name and UF ID from the data set. I will analyze the data only after I have deleted your identification information. I will use the data in an aggregated form to discuss issues that are related to personality and reputation in class.

In order to give you personal feedback you will need to create an ID code. The code should be 5 digits long. This number will be used by you later to find your score. The code can consist of any combination of letters and numbers. Also, write your code down so, if you forget, you can reference it later. You need to use the same code throughout the class.

The due dates are as follows:

PROJECT	DUE DATE
Baseline survey	March 10 at 11:59 PM (Note: this is during spring break)
End-of-Mod survey	April 14 at 11:59 PM

Once the deadline passes, you will not be able to participate in these surveys for credit. They will remain online, however. I will post links to these surveys on the course website several days before they are due.

2. IDEA LOG AND CREATIVITY THERMOMETER (10 points)

Regular, repeated idea generation is essential to developing one's creativity. Just like Thomas Edison, and many other creative luminaries, you will be asked to keep an idea log as part of this class. This idea log will be maintained in a safe and secure environment and accessible to the teaching team but not your classmates.

You may enter ideas in the log as often as you want, but I strongly encourage you to update this on a daily basis. You should aim, at a minimum, to update it before each class. These logs will be evaluated based on the regularity of your contributions, not their content. Your ideas can be about anything and everything – from how to improve parking at UF, to a new guitar riff, and beyond.

Additionally, the idea log will include several questions that take your “creative temperature” and will help us understand your development over the Mod.

3. HOMEWORK EXERCISES (25 points)

Throughout the course, short homework exercises will be posted on Canvas. These will be made available on Wednesday after class and will be due the following Sunday night at midnight.

4. PARTICIPATION AND PREPARATION (25 points)

Research shows that students learn more when they actively participate in discussions. As a result, you are expected to **attend** and **participate actively** during all class exercises and discussions.

Attendance (15 points). One critical component of participation is **attendance**. Students who miss all or some portion of the class not only miss out on exercises and discussions, they also disrupt class exercises and cause other students to miss the opportunity to learn from them. Therefore, ***you should be present on time*** for ***EVERY*** scheduled class session. ***Students who miss, are late, or leave early for more than one class period will find it nearly impossible to achieve an A in the course.*** If you must miss class for some reason, email me as soon as possible.

You will lose 1 point for each unexcused absence. Absences are unexcused if I am not notified by email 24 hours prior to the class you will miss.

Preparation (10 points): Preparation entails both a command of the theory presented in lecture and the course readings. There will be several, in-class, multiple-choice **pop quizzes** to assess your understanding of the material.

MUTUAL EXPECTATIONS AND FEEDBACK

To create a vibrant and constructive learning environment, we should all strive (at a minimum) to create and maintain a norm for high professional standards. These expectations are mutual, so everyone is accountable—including me. The following points summarize our mutual expectations for this course:

- Honesty and integrity in our work
- High standards of excellence & professionalism in all work products
- Solid preparation for all class meetings and exercises
- Avoidance of put-downs and other signs of disrespect toward others
- Active, enthusiastic participation, including arriving on time or early
- Openness and tolerance for diverse perspectives
- Motivation to work hard and enjoy the class!

Your feedback is of great importance to me as an educator. As a result, I will solicit confidential, anonymous feedback from you. You are welcome to provide me with direct feedback as well (either via email or by appointment).

ADDITIONAL CLASS POLICIES

1. **Special Needs.** Students with disabilities needing academic accommodations should
 - Register with and provide documentation to Disability Resources (392-1261), and
 - Bring a letter to the instructor from the Disability Resources office indicating that you need academic accommodations.

Please do this as soon as possible, preferably within the first week of class.

If you have a religious obligation that requires accommodation, please see me as soon as possible, preferably within the first week of class.

2. **Laptop, Tablet and Cell Phone Policy.** As a courtesy to all students, the use of laptops, tablets and cell phones is not permitted in class.
3. **Expectation of Constructive Feedback.** The in-class and out-of-class exercises require you to provide feedback to others. Such feedback is effective only if it is constructive. Constructive feedback focuses on *specific behaviors or issues*, not on others' personalities. Furthermore, it is given in the spirit of helping others improve, not to undermine their confidence.
4. **Academic Integrity.** I expect academic honesty from all students. Specific activities that constitute academic dishonesty including copying passages from other sources (whether written by you previously or by someone else) or paraphrasing without referencing the original source.

You are also expected to follow the University of Florida's honor code in all assignments in this class. Any violation of the University of Florida Honor Code will not be tolerated. In submitting an assignment to me, you are thereby agreeing to the following statement "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about the University of Florida honor code, see:

<http://www.dso.ufl.edu/judicial/academichonestystudent.html>

5. **Nonnegotiable Grading Policies.** Many things in life are open to negotiation—however, the course grading policies are not among them. Because it would be unfair to other students, I will not open this course's policies (e.g., grade penalties for absences) to negotiation with individual students. If you

feel that your grade on an assignment was unfair, you may contest it by providing me with a written appeal, within ten days of receiving the grade, detailing why you think the grade is unfair.

COURSE SCHEDULE

Date	Topic	Assignments
Week 1: 2/27, 3/1	Kickoff and groundwork	Baseline survey (3/10 at 11:59 PM) Update idea log (available 3/1)
Week 2: 3/13, 3/15	Overcoming impediments to creativity	Update idea log (ongoing)
Week 3: 3/20, 3/22	Individual creativity	Homework 1 (3/19 at 11:59 PM) Update idea log (ongoing)
Week 4: 3/27, 3/2	Group creativity	Homework 2 (3/26 at 11:59 PM) Update idea log (ongoing)
Week 5: 4/3, 4/5	Sustaining creativity	Homework 3 (4/2 at 11:59 PM) Update idea log (ongoing)
Week 6: 4/10, 4/12	Macro Level perspective	Homework 4 (4/9 at 11:59 PM) End of mod survey (4/14 at 11:59 PM) Update idea log (ongoing)
Week 7: 4/17, 4/19	Final Presentations	Final presentation Peer evaluations Update idea log (final submission 4/19)