

## HUMI 1 – Creative Minds

De Anza College – Winter 2024-- 4 units - ONLINE (Asynchronous)

Instructor: Lori Clinchard, Ph.D.; [clinchardlori@deanza.edu](mailto:clinchardlori@deanza.edu)

**Office Hours:** In-person at California History Center; or Zoom; by appointment. (CHC is the white, historic building between Flint parking garage, MLC & Sunken Garden)

**Resources for Basic Needs:** <https://www.deanza.edu/resources/index.html>Links to an external site.  
Links to an external site.

**Student Resource Hub:** <https://www.deanza.edu/online-ed/students/remoteteaching.html>Links to an external site.  
Links to an external site.

**Disability Support Services:** <https://www.deanza.edu/dsps/>Links to an external site.  
Links to an external site.

**Honors section option:** An Honors section *is* being offered; see below.

**“Creativity involves breaking out of established patterns in order to  
LOOK at things in a different way.” - Edward de Bono**

### Course Description:

This course is an introduction to the study of creativity in human life, its sources, development, social purposes, and role in culture change. Students analyze creativity as a central source of meaning and purpose in their lives as well as a development of their unique combination of human intelligences. Lives of creative people from all over the world are examined and contextualized. This course is specifically designed to build commitment to civic and moral responsibility for diverse, equitable, healthy and sustainable communities. Students are expected to recognize themselves as members of larger social fabrics and to develop the abilities and willingness to take informed action for change.

**\*Note:** Each week, you will read, take weekly open-book quizzes, apply class concepts to your everyday life, and have conversations with your classmates – all on your own time schedule. There are no required class meetings. The emphasis in this course is on **experiential learning**. You will find that you learn best by *doing*, and then reflecting on that doing. In fact, your own life is always an ongoing experiment. **You will get out of**

**this class what you put into it.** The more open you are to expanding your awareness, to seeing things differently, and to withholding quick judgments, the more you will allow your natural curiosity to arise. Curiosity is the true driver of learning.

### Student Learning Outcome Statements (SLO's)

- **Student Learning Outcome:** Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.
- **Student Learning Outcome:** Cultivate and demonstrate an awareness of the power of creativity and the potential of the creative process through direct involvement.

### Required Reading:

- Root-Bernstein, Robert and Michele. (1999). **Sparks of Genius: The 13 Thinking Tools of the World's Most Creative People.** New York: Houghton Mifflin Company.

### Course Assignments:

1. **9 Weekly Reading Quizzes:** each quiz has 15 multiple choice questions, open-book, untimed. Due Monday nights. 15 points each.
2. **3 FlipGrid videos:** 3 short (1-5 min.) videos that you will post at the beginning, middle, and end of the course, responding to simple prompts within Canvas. 15 points each
3. **3 Personal Experiments:** 10 points per post = 60 pts. per experiment x 3 = 180  
Total Pts

The personal experiments are opportunities for you to learn by applying the course concepts. You'll take ideas from the video lectures and the reading, and you'll find ways to apply the ideas in your everyday life – your studies, work, or personal life. You'll discuss your ideas and plans with your classmates in small groups ahead of time, then will return to talk about how it went and what you learned! Each experiment, including pre- and post- discussions, takes place over a 3-week period. You'll go through the process, with different concepts, three times during the quarter. These assignments are the major portion of your work in the class, along with the reading and quizzes.

Remember: **“The true method of knowledge is experiment.”** - William Blake, British poet and artist.

4. **Final essay:** 4+ fullpages: double-spaced, typed, 12 font, Times New Roman, 1” margins. Answer all of the following questions:

- a. How have your early life and culture(s) influenced your thinking and beliefs?
- b. What did you learn about creativity & change from Sparks of Genius?
- c. What did you learn about creativity & change from your experiments and classmates?
- d. How will you integrate this knowledge into your personal life and community?

**Late policy:** You can turn in late work for partial credit, but you cannot add to an already graded assignment. You will lose 5% per day late, but never less than 70% of your given score.

**Drop policy:** It is the responsibility of the student (not the instructor), to officially drop a class via phone, Internet or registrar's office up until the last day to drop a class. After that date, grade will depend on points accumulated, even if grade is D or F.

## **COURSE OUTLINE:**

### **Week 1 - Introduction**

**FlipGrid #1:** Introductions **Due Fri.**; respond to classmates **by Sun.**

### **Week 2 – Rethinking Thinking**

- **Watch Video for Experiment #1**
- **Reading Quiz: *Sparks of Genius*: 1-Rethinking Thinking **Due Mon****
- **Pre-Experiment #1 Discussion – Responses DUE: #1 Tue; #2 Wed; #3 Thurs**
- Response #1: describe ideas from the video/book that you can relate to
- Response #2: give substantive feedback to at least one classmate
- Response #3: describe your action plan to experiment w/video and book concepts

### **Week 3 – Imagination**

- **Reading Quiz: *Sparks of Genius*: 2-Schooling the Imagination **Due Mon****
- **Do Experiment #1: Act & Observe**
- DO your experiment over several days No Posts due this week
- ACT on your idea; perform your experiment over several days
- OBSERVE what happens; take good notes

### **Week 4 – Observing**

- **Reading Quiz: *Sparks of Genius*: 3-Observing **Due Mon****

- **Post-Experiment #1 Discussion – Responses due: 1 Tue; #2 Wed; #3 Thurs**
- Response #1: report out; describe & analyze results of your experiment
- Response #2: give substantive feedback to at least one classmate
- Response #3: describe your overall learning from experiment & discussion

### Week 5 – Imaging

- **Watch Video for Experiment #2**
- **Reading Quiz: *Sparks of Genius*:4-Imaging Due Mon**
- **Pre-Experiment #2 Discussion – Responses DUE: #1 Tue; #2 Wed; #3 Thurs**
- Response #1: describe ideas from the video/book that you can relate t
- Response #2: give substantive feedback to at least one classmate
- Response #3: describe your action plan to experiment w/video and book concepts

### Week 6 –Abstracting

- **Reading Quiz: *Sparks of Genius*:5-Abstracting Due Mon**
- **FlipGrid #2: Checkins Due Wed; respond to classmates by Fri**
- **Do Experiment #2: Act & Observe**
- DO your experiment over several days No Posts due this week
- ACT on your idea; perform your experiment over several days
- OBSERVE what happens; take good notes

### Week 7 – Recognizing Patterns

- **Reading Quiz: *Sparks of Genius*:6-Recognizing Patterns Due Mon**
- **Post-Experiment #2 Discussion – Responses due: 1 Tue; #2 Wed; #3 Thurs**
- Response #1: report out; describe & analyze results of your experiment
- Response #2: give substantive feedback to at least one classmate
- Response #3: describe your overall learning from experiment & discussion

### Week 8 – Body Thinking

- **Watch Video for Experiment #3**
- **Reading Quiz: *Sparks of Genius*:9-Body Thinking Due Mon**
- **Pre-Experiment #3 Discussion – Responses due: 1 Tue; #2 Wed; #3 Thurs**
- Response #1: describe ideas from the video/book that you can relate t
- Response #2: give substantive feedback to at least one classmate
- Response #3: describe your action plan to experiment w/video and book concepts

### Week 9 Empathizing

- **Reading Quiz: *Sparks of Genius*:Ch 10-Empathizing Due Mon**
- **Do Experiment #3: Act & Observe**
- DO your experiment over several days No Posts due this week
- ACT on your idea; perform your experiment over several days
- OBSERVE what happens; take good notes

### **Week 10 –Playing**

- **Reading Quiz: *Sparks of Genius*– Ch. 13-Playing Due Mon**
- **Post-Experiment #3 Discussion – Responses due: 1 Tue; #2 Wed; #3 Thurs**
- Response #1: report out; describe & analyze results of your experiment
- Response #2: give substantive feedback to at least one classmate
- Response #3: describe your overall learning from experiment & discussion

### **Week 11 – Final assignment**

- **Work on Final assignment**
- **FlipGrid #3: Conclusions Due Wed / Fri**

### **Week 12 – Finals Week:**

**Final essay due Wednesday of Finals week –on Canvas**

**Grading: Total points possible = 400 pts.**

**Weekly Reading Quizzes = 9 weeks x 15 pts. each = 135 points**

**Experiment Posts = 6 posts x 10 pts. = 60 pts per experiment (60 x 3) = 180 points**

**FlipGrid Videos = 3 x 15 pts. each = 45 points**

**Final essay = 40 points**

### **Grading Scale**

A-=90%; A=93%; A+=98%

B-=80%; B=83%; B+=88%

C=70%; C+=78%

D-=60%; D=63%; D+=68%

F=<60%

**Plagiarism:** Any instances of copying and pasting from Internet sources, books, articles, or other students' papers will be immediately reported to De Anza Administration, and ZERO credit given for the assignment, with no opportunity for make-up.

### **Honors Option:**

An Honors cohort *is* being offered in this section. Eligibility requirements can be found at [www.deanza.edu/honors](http://www.deanza.edu/honors) [Links to an external site.](#) [Links to an external site.](#) If you are interested, please contact Honors Program Coordinator at [dahonors@fhda.edu](mailto:dahonors@fhda.edu) for approval.

The cohort entails additional work, **most notably, an informal research paper on an agreed-upon topic.** You must commit to participating in the Honors cohort by the end of the first week of the quarter by dropping the current section of this course and adding the Honors section with a separate add code. You must also sign a written contract with me. Once you commit to the Honors portion, you will be expected to complete the extra work. Failure to complete the Honors work will result in a lowering of your regular class grade by 2/3 of a grade (ex: A- to B; B+ to B-; B to C+; etc.).