Faculty of Health
Department of Psychology
PSYC 3550 3.0 Section A: CREATIVITY
Tuesdays/2:30 – 5:30 pm/Curtis Lecture Hall (CLH) G
Fall Term/2017

Instructor and T.A. Information
Instructor: Jennifer Hunter
Office: Behavioural Sciences Building (BSB), Room 66
Office Hours: Tuesdays 1-2 pm
Email: hunterja@yorku.ca

T.A. | Vered Latman (for students with last names starting with A - L) | Viviana Vambuca (for students with last names starting with M - Z)
---|---|---
Email | vvlatman@yorku.ca | vivian17@yorku.ca
Office | 308 Calumet | TBD
Office Hours | Thursdays 10 – 11 am | Tuesdays 5:30 – 6:30 pm

*If possible, please email your TA in advance to let them know you will attending their office hour.

Course Prerequisite(s): Course prerequisites are strictly enforced
- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

Course Credit Exclusions
Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

Course Description
This course is designed to allow students to engage with the psychological literature on creativity, and with their own creativity. Students will explore how creativity has been defined and measured, and which intrapersonal, interpersonal and environmental factors facilitate creativity.

Program Learning Outcomes
Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of the psychology of creativity.
2. Articulate trends in the psychology of creativity.
3. Express psychological knowledge of creativity in written form.
4. Describe and explain limits to generalizability of research findings in creativity.
5. Demonstrate ability to relate information in the psychology of creativity to own and others’ life experiences.

Specific Learning Objectives
• Become conversant in current psychological research on the creative person.
• Explore applications of creativity research in contexts such as the education system and industry.
• Appreciate the relationship between methodology (i.e., assessments of creativity) and results (e.g., which personality factors are found to facilitate creativity).
• Engage creatively with the content – to learn how to read and critically assess primary academic sources (i.e., journal articles), and discuss them in a large group setting.
• Learn how to draw on psychological research to summarize an area of study (write a literature review) and carry out a practical application of your findings.

Required Text
All of the required readings are journal articles, which will be available through Moodle.

Course Requirements and Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reading Quizzes</td>
<td>Weekly – see Quiz Schedule</td>
<td>20%</td>
</tr>
<tr>
<td>Test 1</td>
<td>October 17th</td>
<td>30%</td>
</tr>
<tr>
<td>Test 2</td>
<td>November 21st</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>See below</td>
<td>30%</td>
</tr>
<tr>
<td>Proposal</td>
<td>October 3rd</td>
<td>5%</td>
</tr>
<tr>
<td>Final paper</td>
<td>November 28th</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>November 28th</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Description of Assignments

Weekly Reading Quizzes (20%)

• There will be 8 quizzes, each worth 2.5%.
• Quizzes will be administered online through the course Moodle.
• Each quiz will consist of 10 multiple choice questions on the upcoming week’s readings (see schedule below). You will have 30 minutes to complete each quiz. It is strongly recommended that you complete the readings before starting the quiz.

Online Quiz Schedule

<table>
<thead>
<tr>
<th>Quiz #</th>
<th>Topic</th>
<th>Online Availability Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How Do We Measure Creativity?</td>
<td>September 11th – September 18th</td>
</tr>
<tr>
<td>2</td>
<td>The Creative Person: Part 1</td>
<td>September 19th – September 25th</td>
</tr>
<tr>
<td>3</td>
<td>The Creative Person: Part 2</td>
<td>September 26th – October 2nd</td>
</tr>
<tr>
<td>4</td>
<td>The Creative Person: Part 3</td>
<td>October 3rd – October 9th</td>
</tr>
<tr>
<td>5</td>
<td>The Creative Person: Part 4</td>
<td>October 17th – October 23rd</td>
</tr>
<tr>
<td>6</td>
<td>Creativity in the Workplace</td>
<td>October 24th – October 30th</td>
</tr>
<tr>
<td>7</td>
<td>Creativity in the Classroom</td>
<td>October 31st – November 6th</td>
</tr>
<tr>
<td>8</td>
<td>Creativity in Daily Life</td>
<td>November 7th – November 13th</td>
</tr>
</tbody>
</table>

Test 1 (30%)

• Test 1 will consist of defining terms and short answers.
The Test will be 2.5 hours in duration (2:30 – 5 pm).

Test 2 (20%)

- Test 2 will consist of defining terms and short answers.
- Test 2 is not cumulative; it will evaluate your knowledge of the course material since Test 1.
- The Test will be 2.5 hours in duration (2:30 – 5 pm).

Final Project (30%) – Improve the World Creativity Project

The Improve the World Creativity Project is the course capstone. In this project, you will engage your scientific and creative faculties to review the literature and, based on what you find, make a creative change in the world for the better. By ‘improve,’ we mean to make better in some way or make a positive and hopefully sustainable contribution to humankind. For example, make something go easier, faster, more smoothly; reduce the cost, reduce the time, reduce the labour; improve the function, get more value out of the thing, do more with less, make something more beautiful, etc. The project can be done alone, or with up to 5 other people. The project consists of two main components: a literature review, and a description of the solution you carried out based on your literature review findings. More details are provided below.

Example: Imagine you survey the literature and you find that young men with eating disorders face difficulty when seeking help, as the public and health professionals typically perceive eating disorders as a ‘female’ disorder (e.g., Weltzin, Weisensel, Franczyk, Burnett, Klitz, & Bean, 2005). Your solution: you create a pamphlet highlighting the prevalence of eating disorders in young men that (with permission) you place in family doctors’ offices.

In order to help you structure the assignment, it has been broken down into smaller components:

- **Proposal – 5% - due October 3rd – submitted via Moodle by the start of class**
  - No more than 1 page double spaced, not including your References list.
  - Spend ½ the page outlining the problem your project will address (should include 3 references).
  - Spend ½ the page outlining the solution your project will implement.
  - If you are working in a group, only one person in the group should upload the proposal. However, the proposal should have the names of all group members on the cover page.
  - **You MUST submit a proposal in order to have the ‘solution’ section of your final paper graded.**

- **Final paper – 20% – due November 28th – submitted via Moodle by the start of class**
  - Should be written in an essay format, with a proper introduction and conclusion. APA format (6th edition) must be used. The total word count should be no less than 1,500 words, and should not exceed 2,000 words.
  - The final paper has two major sections: 1) the literature review, and 2) the description of your solution.
o Literature review (minimum of 10 references; approximately 1,000 words)
  ▪ Define your issue (e.g., for above example: define eating disorders)
  ▪ Outline the problem (e.g., for above example: provide statistics regarding
    the prevalence of eating disorders in young men; outline research that
    health professionals and the public typically perceive eating disorders as
    a 'female' disorder; outline research that young men report difficulty in
    finding and receiving treatment due to this perception)
  ▪ If relevant, outline prior solutions and why there is still room to improve

o Description of solution (approximately 750 words)
  ▪ **For this section, the solution must actually be in place by the**
    **deadline. That is, the idea must have been implemented, realized, or**
    **put into action in the real world. You must “make a difference” and**
    **prove it before the deadline.**
  ▪ In this section:
    • Describe what you did.
    • Hand in the product itself. (E.g., for above example: provide
      pamphlet.) **If you cannot ‘hand in’ the product online (e.g., you**
      **created a physical product), you must hand the product in**
      **during class on November 28th.**
    • Provide documentation (can be provided in an Appendix) to prove
      that the project was actually carried out. (E.g., for above example:
      emails from doctors approving your pamphlet; a picture of your
      pamphlet in a family doctor’s office).
  ▪ Solutions will be graded on:
    • Originality;
    • Usefulness – is it useful for its intended purpose?;
    • Elegance – a combination of beauty, simplicity, efficiency, and ease
      of use; and
    • Social change – did it make an appreciable difference in the world
      for the better?
  ▪ **Reminder: this section will NOT be graded if we do not have a**
    **proposal on file.**

o If you are working in a group, only one person in the group should upload the
  paper. However, the paper should have the names of all group members on the
  cover page.
  • **Brief (5 minute) presentation on your project in class – 5% - due November 28th**

**Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in
undergraduate programs at York (e.g., A+ = 9, A = 8, B+ - 7, C+ = 5, etc.). Assignments and
tests* will bear either a letter grade designation or a corresponding number grade (e.g.  A+
= 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate
Calendar - [Grading Scheme for 2017-18](#))

**Late Work/Missed Tests or Exams**
Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

For any missed tests or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

HH PSYC: Missed Tests/Exams Form. Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment. On the form, it will ask you to submit your Attending Physician’s Statement (APS). This should be uploaded at that time – please note that any APS must indicate the specific nature of the illness and must be dated within 2 days of the missed test/assignment.

All students who miss any tests due to illness will be required to write a makeup test that may differ from the original in BOTH format and content on the date specified by the instructor. Failure to write the makeup on this date will result in a 0 on the exam.

Late assignments will receive a 5% deduction for each day they are late. Assignments will not be accepted a week after the original deadline.

Add/Drop Deadlines
For a list of all important dates please refer to: Fall/Winter 2017-18 - Important Dates

<table>
<thead>
<tr>
<th>Last date to add a course without permission of instructor (also see Financial Deadlines)</th>
<th>FALL (F)</th>
<th>YEAR (Y)</th>
<th>WINTER (W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last date to add a course with permission of instructor (also see Financial Deadlines)</td>
<td>Oct. 4</td>
<td>Oct. 18</td>
<td>Jan. 31</td>
</tr>
<tr>
<td>Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)</td>
<td>Nov. 10</td>
<td>Feb. 9</td>
<td>March 9</td>
</tr>
<tr>
<td>Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)</td>
<td>Nov. 11 - Dec. 4</td>
<td>Feb. 10 - Apr. 6</td>
<td>March 10 - Apr. 6</td>
</tr>
</tbody>
</table>

*Note: You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection
All assignments will be submitted online through Moodle, and will be assessed for plagiarism using Turnitin software.

Electronic Device Policy
Course-related use of laptop computers (e.g., for note-taking or in-class activities) is permitted. Please do not engage in off-task activities (e.g., checking Facebook, watching a movie) during class time. This distracts other students – and interrupts your learning! Please turn off cell phones or put them on ‘silent mode,’ and refrain from using them during class time.

**Attendance Policy**

You are encouraged to attend class. Although lecture slides will be uploaded to Moodle, these are intended as outline for you to build upon by taking further notes in class. As such, they are not comprehensive. Our in-class time will involve enriching discussion, creative activities, and collaboration with your peers: reviewing the slide notes in lieu of attending class will not provide the same learning experience.

**Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

**Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

**Electronic Devices During a Test/Examination**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

**Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.
**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

**Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC 3550 Creativity course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).
## Course Schedule

*All York undergraduate classes begin September 7th, 2017.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. September 12th</td>
<td>What is creativity? What are the benefits of creativity?</td>
<td>n/a</td>
</tr>
</tbody>
</table>
| 3. September 26th | The Creative Person: Part 1  
**Only read p. 334-336.**  
| 4. October 3rd | The Creative Person: Part 2  
**Final project proposal due** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. October 17th</td>
<td><strong>Test 1</strong> Final project proposals returned</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
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<td>--------------</td>
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</tr>
<tr>
<td>11. November 21nd</td>
<td>Test 2</td>
<td></td>
</tr>
<tr>
<td>12. November 28th</td>
<td>Class presentations: Final projects</td>
<td>Submit final projects</td>
</tr>
</tbody>
</table>