

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: IDS 2353

COURSE TITLE: Passport to Creativity I

PREREQUISITE(S): None

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture: 3

Laboratory:

Other \_\_\_\_\_:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE  
ALLOCATION: 30

## CATALOG COURSE DESCRIPTION:

The essence of creativity is inspired and effective problem-solving. This introductory course provides students with instruction that helps in the development of fundamental creativity skills and concepts. The specific aim of the course is to introduce such skills and provide foundations and readiness for the second course, Passport to Creativity II.

SUGGESTED TEXT(S): Who Moved my Cheese? By Dr. Spencer Johnson Riptide (a novel) by Preston and Child

IMPLEMENTATION DATE: Spring Term, 2001

REVIEW OR MODIFICATION DATE: Fall Term, 2002 (20031)

## COURSE TOPICS

CONTACT HOURS  
PER TOPIC

|   |   |
|---|---|
| I. Anatomical and Psychological Bases of Creativity                           |   |
| II. The Creative Act  | 5 |
| III. Language Facility and Creativity   | 7 |
| IV. Fundamental Creativity Process Thinking Skills                            | 7 |
| V. Creativity Process Fundamentals: Preparation for Osborn-Parnes Methodology | 7 |
| VI. Defining and Confronting Change   | 7 |
| VII. Acquisition and Creativity Styles  | 7 |

\*Textbook note: The novel Riptide functions as a self-contained, layered and unified case study for review and application of the principles, attitudes and skills listed in the major units listed above.

## STUDENT OBJECTIVES:

Respond and reflect—Students will be able to express reactions and personal analyses orally and in writing. Students will apply reflections and analyses to case data and nuance. Students will apply personal reflections to aspects of personal and employment/career situations.

Terminology, concept, skill and attitudinal acquisition—Students will be able to collect and accumulate skills, sensitivities, sensibilities and strategies relating to creative behavior. Students will collect and apply problem-sensitivity and problem-analysis skills. Students will collect and understand risk-taking skills and attitudes. Students will collect and build block-breaking skills and attitudes. Students will collect and build change-adjustment strategies consistent with personal/professional lives. Students will build a sense of creative optimism.

Biological foundations—Students will be able to know and understand basic brain structure. Students will know and understand basic brain function. Students will know and understand differences between hemispheric functions. Students will be able to differentiate between brain and mind. Students will know and understand the relationships between brain function, aspects of mind, and creative acts and behavior.

Evaluate—Students will be able to evaluate various creative environments in terms of their features and outcomes. Students will also be able to apply such judgments to their own creativity scenarios.

Recognize and differentiate—Students will be able to recognize and differentiate between the individual as lone creator and as collaborative creator. Students will be able to recognize sources and features of resistance to creativity concerning productivity and innovation. Students will recognize and differentiate between primary and secondary creativity.

Innovation profiling—Students will be able to use measurement devices in order to set one's creative identity (style), using aspects of creativity styling, stress configurations, and aspects of personality and learning style as shown in Myers-Briggs analysis.

Fostering—Students will be able to know, understand and apply permission-giving strategies in order to generate positive risk-taking and ideation.

Building, designing and reflecting—Students will be able to make and consider models/applications which stem from key concepts in generating creative behavior. Students will also move from abstractions to concrete and metaphorical representations.

Analyze, reflect and apply—Students will be able to apply key concepts and terms to case study scenarios. Students will apply key concepts and creativity skills to life-situations and workplace conditions of their own. Students will apply mind-mapping techniques to comprehend key concept patterns. Students will apply creativity concepts and creativity skills to various workplace situations in terms of training and personal development. Students will be able to know and apply language and fluency factors and devices to working in the creative process. Students will also be able to apply various and appropriate language factors and skills to their own individual life circumstances.

\*The preceding list of demonstrated skills, techniques, attitudes, terms and creativity generating concepts are all driven by concept presentation, case study analysis, personal reflection and directed experiential learning opportunities.