

HON390  
FA2019  
Groman

**Ashland University**  
**HON 390**  
**Fall, 2019**  
**Calendar and Details**

**Class Time and Place: 104 Schar College of Education**

**Instructor: Dr. Jennifer Groman**

**Office: 257 Schar**

**Office Phone: X5197**

**Cell: 419-651-2586**

**Office Hours: Monday – Thursdays 10:30-12:30**

**Goals of this four-week section:**

You will be exploring one model of Creativity based on Dr. Jane Piirto's research. Through practical activities, readings, discussions, a biographical sketch of a creative individual, and a personal creativity project, you will apply the concepts of the model to your experience, interest areas, future career and personal life.

**Textbook:**

Piirto, J. (2004). *Understanding creativity*. Tempe, AZ: Great Potential Press

Notes about the text: I have multiple copies of the text. You may purchase one for \$15.00 from me, or borrow it for these four weeks (with an option to buy ☺). To receive your grade, you must return the book to me on the last night. If you plan to return the book, keep the book clean, please.

Your grade is based on:

Attendance and Participation (self-assessment/instructor assessment)	40
Thoughtlog	60
Readings and response logs in your thoughtlog. Submit a picture of a page of the reading's response log to Blackboard on or before 6:30 on the day we meet.	60
Biographical sketch presentation of a creative individual	40
Creativity Project presentation	50
<b>Total</b>	<b>250</b>

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### **Attendance and Participation**

Be prompt and prepared, attend, and engage in the discussions and creative work. At the end of each class you will do a quick self-assessment and exit card and assign yourself up to 10 points for Attendance and Participation.

### **Thoughtlog**

**Purpose of Thoughtlogs:** To create the habit of **core attitude of self-discipline** in notating your creative thoughts, one of the five core attitudes for creativity. No one's creativity is constant without that person having self-discipline.

**Material:** You may use whatever form you wish, whatever is best suited to your style of reflection. It could be a small notebook or sketchbook.

Work in your Thoughtlog each day for about 10 minutes. You may want to try working at the same time every day. You may want to use automatic writing (just put your pen on the paper and write). Or you may want to draw, sketch, write music, do lyrics, do a collage, cut out things from the newspaper or anything that will help your creativity take notes on the day.

**Date** your entries before beginning.

I may suggest prompts when we meet, and you will include your response log for the readings in your thoughtlog and react to the exercises assigned in the course, but remember that the focus of this Thoughtlog is creativity, especially your personal creativity. Do not make it a diary of your every thought, or a to-do list, but try to make it a record of your awareness of your own and others' creativity. Use your Thoughtlog to work through and record your progress on your Individual Creativity Project.

**Suggestions:** How you have been creative today; a movie you've seen that is creative; a book you've read that is creative, a comment you overheard, a joke, a poem, a dream, etc. You are not required to write, but you may make diagrams, may draw, may paste things in, etc. Just work on or think about your own creativity, and in your Thoughtlog each day.

At the end of Week 4 you will be asked to submit a short journal that describes your work with your thoughtlog, and you will assign your own grade/points. You are on your honor.

2 points a day X 28 days (+4 freebie points) = 60

### **Reading Log**

When you read the assigned chapter, your thoughtlog becomes a Reading Log where you respond to the readings. You can write notes on important points in a traditional way, or you can make a graphic organizer, doodle on ideas that look interesting, charts, graphs, and sketchnotes are all welcome. I should see a response to at least two ideas (people, concepts, terms) reflected in your Reading Log. Do not simply restate the information! Respond to it – analyze, critique, apply to your experience, create something new. Upload a picture of a page of your Learning

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Log (remember to include the date and chapter in your entry) to Blackboard by 6:30 on the day of class where the chapter is due.

Week 1: Online Reading: The Creative Process as Creators Practice It (submit your picture immediately after class)

Week 2: Chapter 5: The Piirto Pyramid of Talent Development

Week 3: The Piirto chapter that correlates with your Biographical Sketch (you can use your Reading Log entry to work through connections to your creative individual)

*Chapter 6 – Visual Artists/Architects*

*Chapter 7 – Creative Writers*

*Chapter 8 – Creative Writers: children with extraordinary writing talent*

*Chapter 9 – Creative scientists, mathematicians, inventors & entrepreneurs*

*Chapter 10 – Musicians, conductors, composers*

*Chapter 11 – Physical Performers: Actors, Dancers, Athletes*

Week 4: Chapter 2: The Creative Process

### **Biographical Sketch**

1. Choose a creative person who is no longer living - an artist, architect, writer, scientist, mathematician, inventor, entrepreneur, musician, composer, actor, dancer, athlete — who has had **scholarly** biography articles written about him/her. A person creative in political or military leadership—a President, politician, spiritual or military leader or chief — may not be a possibility for this assignment as leadership is not fully discussed in the creativity model we discuss. Look over the table and the handout so you know what information you will be looking for as you read.

2. During Week 2, gather three to four scholarly sources (you should be able to see a reference list or where the author got the information). Find an article that includes the individual's childhood/youth if possible. One can be an autobiography. One can be non-scholarly. Biography.com is a good place to start. As you read/research, note where the individual's creative process involved the Core Attitudes, Seven I's, and Other Aspects. Note where aspects of the Pyramid were influential. Try to get a sense of the individual's Myers-Briggs Type Indicator letters. Some are easier to discern than others.

4. To prepare for Week 3, read the Piirto chapter in *Understanding Creativity* that corresponds with that person's creative domain. Create a presentation (as simple as a handout/presentation or as complex as a multimedia presentation) comparing person's life to Piirto's findings. Include at least six aspects of the Piirto Models. Refer to the Piirto Pyramid of Talent Development and the chapter in *Understanding Creativity* that corresponds with that person's domain (chapters 6 – 11). Expect to take 6 – 10 minutes for this presentation. No dropbox submission.

Include these aspects in your presentation in writing:

- Your name;
- Name of person studied;
- Field(s) in which the person was (is) creative;
- Dates (birth and death);
- Major contributions to the field (at least two);

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- An explanation/specific examples of six Piirto aspects that connect to the individual; and
- An example of their creative work (video, audio, photo, etc).

This chart might help you to connect Piirto to your chosen creative individual

Piirto Pyramid Aspects	What <i>Understanding Creativity</i> says about persons creative in this domain	What the person being studied experienced
Genetic Aspect		
Emotional Aspect		
Cognitive Aspect		
Talent in a Domain		
“The Thorn”		
Sun of Home		
Sun of School		
Sun of Chance		
Sun of Gender		
Sun of Community and Culture		

### Creativity Project

This project can be in the **arts or humanities** (poetry, music, photography, drama, visual arts, dance or athletics, video, fashion); in the **sciences or mathematics** (chemistry, physics, biology, earth science, games, puzzles, proofs); in **business**; in **social sciences** (education, psychology, history, political science), **problem solving** (identifying a problem or need, working through the CPS or other model, finding and creating a solution to the problem), or in an **interdisciplinary** field.

Creativity is making something new, and so your project must be something new to you. Former projects by class members:

- an autobiographical video ("My creative self");
- performance of an original song;
- performance of an original radio play;
- design and modelling of an original dress for a sorority formal;
- a photographic exhibit;
- an exhibit of original art works;
- a reading of an original short story;
- an autobiographical multimedia presentation;

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- a translation into English of some Chinese poetry;
- an original dance routine;
- designs for costumes for a play;
- original poetry;
- a business plan for a new business;
- a music video;
- philosophical musings about the meaning of life;
- display and demonstration of a particularly creative Thoughtlog.

You will present your Creativity Project on the final night of class. Be prepared to turn in a page explanation (headed with your name, the date, and a title for your project, edited, double spaced, using first person) in hard copy to Dr. Groman when you present (no dropbox). Include the following in the explanation:

1. Rationale – why you chose this type of project.
2. How you used at least THREE concepts we studied this semester.
3. What you learned about yourself.
4. What you learned about creative individuals that is applicable to your classroom.
5. How you might continue your own creative work.

It is fine if you do not finish your project by the end of the semester! Just share how you're going to continue to work on it. Your presentation should include these items, too, but can be in any format. Take up to 6-10 minutes.

Class session	Calendar <b>Keep all creative work we do in class and bring it to the final class session.</b>	Submit or turn in
Session 1 Monday, September 23  Themes: Naivete Personality aspects Risk-taking/Group trust	<u>To prepare for this class:</u> 1) Before class, visit the 16 Personalities website and take the test. Print this and bring to the first class. 2) Bring a notebook (the paper kind!), sketchbook, journal (lined or unlined) of some kind you can use throughout these four weeks for a Thoughtlog. 3) Response Log, Online Reading: “The Creative Process as Creators Practice It” (submit your picture immediately after class)  <u>In Class</u> The Raisin Meditation Course overview Myers-Briggs Type Indicator activity Introductions with MBTI The Piirto Models: Pyramid and Creativity Creative Work: Creativity Monster Exit card	Picture of your Reading Log posted after class (Dropbox)
Session 2 Monday, September 30  Themes	<u>To prepare for this class:</u> 1) Continue working daily in your thoughtlog 2) Consider and start your Creativity Project 3) Response Log for Chapter 5: “The Piirto Pyramid of Talent Development” 4) Start your Biographical Sketch research: Begin working on your presentation for Monday, October 7 class.  <u>In class</u> Check in for Biographical Sketch Creative Work: Five Lives My Pyramid Exit card	Picture of your Reading Log by 6:30 9/30 (Dropbox)  Choose a creative individual for the Bio Sketch by tonight
Session 3 Monday, October 7	<u>To prepare for this class:</u> 1) Response Log for the Piirto chapter that correlates with your Biographical Sketch You can use your Reading Log entry to work through connections to your creative individual) <i>Chapter 6 – Visual Artists/Architects</i> <i>Chapter 7 – Creative Writers</i> <i>Chapter 8 – Creative Writers: children with extraordinary writing talent</i>	Picture of your Reading Log by 6:30 10/7 (Dropbox)  Bio Sketch presentations due

	<p><i>Chapter 9 – Creative scientists, mathematicians, inventors &amp; entrepreneurs</i>  <i>Chapter 10 – Musicians, conductors, composers</i>  <i>Chapter 11 – Physical Performers: Actors, Dancers, Athletes</i></p> <p>2) Be prepared to present your Biographical Sketch. You have 6 – 10 minutes.</p> <p><u>In class:</u>          Biographical Sketch presentations          Creative work: Mandalas          Discussion: Creativity in your chosen profession          Exit card</p>	
<p>Session 4          Monday,          October 14</p>	<p><u>To prepare for this class:</u></p> <p>1) Week 4: Chapter 2: “The Creative Process”          2) Be prepared to present your Creativity Project and handout. You have 6-10 minutes.          3) Bring all creative work we have done in class and your thoughtlog.</p> <p><u>In class:</u>          Creativity Project presentations          Discussion: The Creative Process          Creative Work: Vision Boards          Gallery walk          Exit card</p> <p><u>After class:</u>          Be sure to submit your Thoughtlog journal reflection/grade</p>	<p>Picture of your Reading Log by 6:30 10/14 (Dropbox)</p> <p>Creativity Project presentations and handout due</p> <p>Thoughtlog journal reflection/self-grade due Oct. 20 midnight (On Blackboard)</p>

<b>Piirto Model of Creativity Training</b>	
<b>Theme</b>	<b>Activities</b>
Core Attitudes	Risk-taking (The Princess and the Pea) Naiveté (The Raisin Meditation) Group trust (Red Wounds) Tolerance for ambiguity (More than one right answer) Self-discipline (Thoughtlogs--Individuation)
Seven I's	<ol style="list-style-type: none"> <li>1. <b>Imagery</b> (10- minute movie, archetypes)</li> <li>2. <b>Imagination</b> (finger painting, clay, poetry, fiction)</li> <li>3. <b>Intuition</b> (intuition probe, psychic intuition, dreams)</li> <li>4. <b>Insight</b> (grasping the gestalt, Aha! Zen Sketching)</li> <li>5. <b>Inspiration</b> (visitation of the muse, dreams, travel, others, I'll show you, frustration)</li> <li>6. <b>Incubation</b> (See Meditation)</li> <li>7. <b>Improvisation</b> (jazz, theater, word rivers, writing practice, creative movement, rhythm and drumming, scat singing, doodling)</li> </ol>
General Practices	<ol style="list-style-type: none"> <li>1. The need for solitude;</li> <li>2. Creativity rituals;</li> <li>3. Meditation;</li> <li>4. Exercise, especially walking;</li> <li>5. The quest for silence;</li> <li>6. Synchronicity;</li> <li>7. Divergent production practice;</li> <li>8. Creativity salon;</li> <li>9. Individual or group creativity projects;</li> <li>10. Creativity as the process of a life;</li> <li>11. Supporting—Visiting bookstores, museums, concerts, plays, movies, readings or lectures.</li> </ol>