LDST (CRN: 25041) LEARNING CREATIVE LEARNING
SPRING 2014 - COURSE SYLLABUS

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Office hours: By appointment

Class meeting time: Tuesday, Thursday 12:00 p.m. – 1:15 p.m.
Class meeting place: RYLH 216

INTRODUCTION
The course will examine the importance of creativity in learning and in schooling. Democratic discourse requires creative citizens and our global 21st Century economy requires employees to be creative. To address this need we need an education system in the United States, at the K-12 level and at the higher education level, that develops creative thinking in our young people. The course will examine what is currently being done (or not done) in American schools to enhance the creative thinking of our students. The course will compare the American system with how other countries are working on developing models of learning and schooling that promote creativity. Finally, the course will explore the disruptive changes happening in higher education.

COURSE LEARNING PLAN
Course Learning Objectives - The essential, overarching learning objectives of this course are the following

1. The student will learn about the history of creative thought process in education in America.
2. The student will be able to analyze the interaction of creativity and learning.
3. The student should have an enhanced understanding of the concepts and practices of creativity in education.
4. The student will understand the relationship between creativity and socio-economics status.
5. The student should be familiar with the kinds of questions asked by education scholars and policy makers with regard to the importance of creativity in education.
6. The student will examine the importance of creativity in the global marketplace.
7. The student should have enhanced powers of critical thinking and increased capabilities of oral and written communication.
8. The student will develop the fundamentals of critical thinking through the readings and assignments.

COURSE REQUIRED READINGS
Since the course involves as much discussion as possible, and with minimum lecturing, it is IMPERATIVE that you complete the assigned readings prior to each class. To be successful in this course you should devote 10 – 14 hours per week to reading and studying the material, and preparing assignments.
**Texts:**

**Optional texts:**

**Articles:**
You can access other readings, labeled Bb, under the Course Document section on the Blackboard website.

**Newspapers:**
Students are strongly encouraged to read a daily newspaper, in printed form or online, in order to follow stories that provide concrete examples on education and citizenship. Several assignments in the course will require attention to contemporary educational problems as covered in the press. Each of the following: *The New York Times, The Washington Post,* or *The Richmond Times-Dispatch,* can be accessed on line at www.nytimes.com, www.washingtonpost.com, or richmondtimesdispatch.com. All of these, and other news organizations, have apps to access their sites.

**COURSE POLICIES AND STANDARDS**
The following class policies are established for the purpose of allowing students enrolled in leadership courses to establish practices that demonstrate mature and responsible behavior toward their work and each other.

**Class and Event Attendance and Participation**
Attendance and participation in class and group activities/meetings are very serious components of the class. Class attendance is required. Attendances at events outside the classroom are also required. Absences due to health or sports must be substantiated in writing by the appropriate university official. Absences without valid excuses will be penalized in the final grade. After three absences the student’s grade will be affected. More than three unexcused absences will result in a half grade reduction for each
session missed. For example, if you miss three classes and you were to receive a B, then your grade would be lowered to a B-. PLEASE NOTE: Missing more than five will result in a grade of F. In addition, lateness will not be tolerated.

**Technology**
I am a strong believer in the role of technology in pedagogy and in schooling. However, it can also be distracting to the classroom environment. I will allow laptops and tablets in the classroom. Laptops can be open, but only for note taking purposes. I will be circulating throughout the classroom when I teach and will not tolerate students on the Internet, Twitter, email, etc. If a student violates this norm of trust by being overly distracted by their laptop or tablet then they will penalized in their participation grade. **Smartphones will be put away and not checked until after class.**

**Absence During In-Class Graded Assignments**
Unexcused absences from in-class graded assignments may not be made up. Any difficulties or problems should be brought to the instructor’s attention as soon as possible (well before the assignment or exam is scheduled.) Requests for extensions will be granted only under dire circumstances.

**Late Papers and Comments on Papers**
Late papers or assignments receive a half grade deduction per day. For example, if a paper was due on Tuesday and the student handed it in on Thursday, than the student’s grade on the paper would be dropped from a B to a B-. The instructor will provide comments on papers, but if the student desires more feedback it would be wise to make an appointment.

**Honor Code**
Every piece of written work presented by individual students must have the honor pledge and the student's signature on it. The pledge is, "I pledge that I have neither given nor received unauthorized assistance during the completion of this work." If the code is not on the assignment, there will be a half grade deduction.

**Religious Observance Policy**
Students needing to miss class because of religious observance should contact me within the first two weeks of the semester to discuss the absence. The University’s full religious observance policy may be found here (http://registrar.richmond.edu/services/policies/religiousobsv.html).

**COURSE ASSIGNMENTS**
The assignments are designed to create a framework in which students are treated fairly and equally. Please remember that critical analysis of the assigned readings is necessary. The readings, articles, and ideas from the course will need to be incorporated into each assignment. Please utilize the **American Psychological Association (APA)** style in referencing material or other referencing sources such as the MLA or Chicago Style. **Every quote and non-original thought that is written by a student should have a reference citation.** If there is no reference page at the end of each assignment, there will be a half grade deduction. Please check the library’s citing page for guidance: http://libguides.richmond.edu/citingsources.
The assignments for this class are:

**Short Response Essays (two at 10% = 20% total)**
Each student will write two short response essays. These will be two pages single-spaced in length and be reflections on the readings, discussions from class, blogs and websites related to education.

The response essay should *briefly* state the main point, or main points, made by the author, describe the evidence to support the main point(s), and offer an insight, or a response. The response part of the paper requires analysis or creative thinking, and can take one or more of a variety of forms: (1) you may indicate how you personally responded to the readings; (2) you may consider whether the evidence to support the main point is convincing; (3) you might compare the reading with something else you have read or experienced; or, (4) you might raise a question about the reading. Most importantly, the summary of the reading should be a small part of the paper (I have read the material); most of the paper should be devoted to your response: what do you think about the reading, and why?

For additional information on the type of writing that is expected in this class please see the attached Grading Rubric and the Student Essay/Paper Standards Evaluation.

**Blog (three at 5%=15%)**
There will be a Word Press blog titled, Creativity in Education, which will be dedicated to the course. The blog will be a place where we as a class can post interesting ideas about creativity, particularly as it relates to education. You will be expected to make at least three posts to the blog *during* the semester.

**Self-Reflections (three at 5%=15%)**
Students will submit three self-reflections posts on Blackboard. These self-reflection posts will analyze and utilize the student’s personal creative style.

**Research Paper and Annotated Bibliography (25%)**
Each student will write a 10 - 12 page research paper on a topic related to creativity in American schools and education.

**Leadership (25%)**
Class preparation, attendance and participation are expected and will help determine both your experience and success in the course. This we will call leadership because it will require you to act as leaders and followers in our course community.

**ADDITIONAL SUPPORT**
If you experience difficulties in your seminar, do not hesitate to consult with your instructor. There are also other resources that can support you in your efforts to meet course requirements.

**The Academic Skills Center (http://asc.richmond.edu or 289-8626)** helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement. The Academic Skills Center is located in the administrative wing of Boatwright Library.
The Career Development Center (http://cdc.richmond.edu/ or 289-8141) can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year. The Career Development Center is on the third floor of the Tyler Haynes Commons.

Counseling and Psychological Services (289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention and related services. CAPS is in 201 Richmond Hall.
## COURSE SCHEDULE

### Introduction and Why Study Creativity

#### Week 1
**Tues., Jan. 14**  
**Introduction to Syllabus**  
There are no readings for the first day. Please review the syllabus.

**Thur., Jan. 16**  
**Introduction: Why Creativity and What is Creativity**  
Robinson, Chap. 1  
Bb, various readings on the importance of creativity in education

#### Week 2
**Tues., Jan. 21**  
**Facing The Revolution**  
Robinson, Chap. 2  
Bb, various readings on changing nature of our global society

**Thur., Jan. 23**  
**Trouble with Education**  
Robinson, Chap. 3

#### Week 3
**Tues., Jan. 28**  
**Current School Reform: Impact of Corporatization and Accountability**  
Robinson, Chap. 4  
Bb, various readings on school reform and corporatization and accountability

**Thur., Jan. 30**  
**Impact of Poverty and Socioeconomic Status**  
Bb, various readings on importance of SES in a child’s education

### How Children Succeed in Creative Schools

#### Week 4
**Tues., Feb. 4**  
**Brain Development**  
Tough, Introduction and Chap. 1

**Thur., Feb. 6**  
**Design Schools that Close Creative Gaps**  
Robinson, Chap. 6  
Bb, various readings on 21st Century education and schooling
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<tr>
<th>Week 5</th>
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<tr>
<td>Tues., Feb. 11</td>
<td><strong>Grit and Resilience</strong></td>
<td>Tough, Chap. 2</td>
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<td>Bb, various readings on grit and resilience</td>
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<tr>
<td>Thur., Feb. 13</td>
<td><strong>How Can We Teach Failure?</strong></td>
<td>Bb, various readings on role of failure in education, schooling and life</td>
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<th>Week 6</th>
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<tr>
<td>Tues., Feb. 18</td>
<td><strong>Innovative Thinking</strong></td>
<td>Tough, Chap. 3</td>
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<td><em>Brooklyn Castle</em></td>
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<td>Thur., Feb. 20</td>
<td><strong>Importance of Curiosity</strong></td>
<td>Bb, various readings on importance of cultivating curiosity in a child</td>
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| What Does Progressive Teaching Look Like? |

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<th>Week 7</th>
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<tr>
<td>Tues., Feb. 25</td>
<td><strong>Teacher as Facilitator and Listener</strong></td>
<td>Dewey, Chap. 1-3</td>
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<tr>
<td>Thur., Feb. 27</td>
<td><strong>Experience as Education</strong></td>
<td>Dewey, Chap. 4-8</td>
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<th>Week 8</th>
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<tr>
<td>Tues., Mar. 4</td>
<td><strong>Reggio Emilia Approach</strong></td>
<td>Tough, Chap. 4</td>
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<td></td>
<td></td>
<td>Bb, various readings on Reggio Emilia approach</td>
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<tr>
<td>Speaker:</td>
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<td>Mary Driebe, teacher at Sabot at Stony Point</td>
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<tr>
<td>Thur., Mar. 6</td>
<td><strong>Creative Assessments</strong></td>
<td>Bb, various readings on creative assessments and no assessments</td>
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<th>Week 9</th>
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<tr>
<td>Tues., Mar. 11</td>
<td><strong>NO CLASS – SPRING BREAK</strong></td>
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<tr>
<td>Reading:</td>
<td><em>Esquith, Teach like your hair's on fire: The methods and madness inside Room 56</em></td>
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<tr>
<td>Thur., Mar. 13</td>
<td><strong>NO CLASS – SPRING BREAK</strong></td>
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### Arts, Play and STEM

#### Week 10
**Tues., Mar. 18**  
**Arts**  
Reading: Robinson, Chap. 7  
Bb, various readings on importance of arts  
**Movie:** *Hobart Shakespeareans*

**Thur., Mar. 20**  
**Play**  
Reading: Bb, various readings on importance of play

#### Week 11
**Tues., Mar. 25**  
**Science and Technology**  
Reading: Bb, various readings on importance of science and technology education

**Thur., Mar. 27**  
**Who is Afraid of Math?**  
Reading: Bb, various readings on controversial nature of math teaching

### The Future of Schooling: Creativity and Global Education

#### Week 12
**Tues., Apr. 1**  
**Global Education and PISA**  
Reading: Bb, various readings on nature of global education and PISA

**Thur., Apr. 3**  
**Who are the Smartest Kids in the World**  
Reading: Ripley, Part I  
Bb, Various readings online on Finland

#### Week 13
**Tues., Apr. 8**  
**Finland Phenomenon**  
Reading: Ripley, Part II  
**Movie:** *The Finland Phenomenon: Inside the World's Most Surprising School System*

**Thur., Apr. 10**  
Reading: Ripley, Part III  
**Speaker:** Dr. Fang Want, Shanghai Academy of Social Sciences

### Creative Change: Disruptive Forces in Higher Education

#### Week 14
**Tues., Apr. 15**  
**How We Got Here**  
Reading: Selingo, “How we Got Here” section
Thur., Apr. 17  The Disruption
Reading: Selingo, “The Disruption”
Speaker: Nanci Tessier, VP of Enrollment Management at UR

Week 15

Tues., Apr. 22  The Future
Reading: Selingo, “The Future”

Thur., Apr. 24  Being a Creative Leader
Reading: Robinson, Chap. 9

Final Paper

Week 16

DUE: Final Paper Due, TBD
<table>
<thead>
<tr>
<th>GRADING RUBRIC</th>
<th>Strong</th>
<th>Acceptable</th>
<th>Weak</th>
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<tbody>
<tr>
<td>Thesis (very important)</td>
<td>Essay has a clear, non-obvious, interesting thesis that neither restates the question nor asks one without answering it</td>
<td>Essay has a clear thesis but it may be obvious or a simple restatement of the question</td>
<td>Essay has no clear thesis</td>
</tr>
<tr>
<td>Scope</td>
<td>Topic is clearly defined and limited</td>
<td>Topic is defined but limits aren’t clear</td>
<td>Topic is either undefined or tries to do too much</td>
</tr>
<tr>
<td>Topic sentences</td>
<td>Each paragraph has a topic sentence that clearly links back to the thesis</td>
<td>Paragraphs have topic sentences but relationship to thesis is not always clear</td>
<td>No or few topic sentences; paragraphs not logically ordered</td>
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<tr>
<td>EVIDENCE</td>
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<tr>
<td>Choice of evidence (very important)</td>
<td>Thesis is supported with evidence drawn from the text that is analyzed creatively and thoughtfully</td>
<td>Thesis is supported with textual evidence but analysis is minimal or evidence is obvious</td>
<td>Thesis is either unsupported or evidence is irrelevant</td>
</tr>
<tr>
<td>Integration</td>
<td>Quotations are smoothly integrated into the text</td>
<td>Not all quotations fully integrated; some awkward moments</td>
<td>Quotations not integrated into sentences, introducing grammatical or logical errors</td>
</tr>
<tr>
<td>Analysis</td>
<td>Each quotation is preceded or followed by analysis—at least 2 lines per quotation</td>
<td>Quotations are analyzed but some logical breaks or missing steps</td>
<td>Limited to no analysis of quotations; analysis never moves beyond paraphrase</td>
</tr>
<tr>
<td>Academic Integrity (pass/fail)</td>
<td>Sources are properly referenced</td>
<td></td>
<td>Essay lacks attribution for sources, whether course materials, online sources, or others</td>
</tr>
<tr>
<td>FORMAT</td>
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<tr>
<td>Grammar</td>
<td>Essay has been copy-edited and has no grammatical or spelling errors</td>
<td>Essay is largely error-free but some errors remain</td>
<td>Essay has not been copy-edited</td>
</tr>
<tr>
<td>Style</td>
<td>Essay is clear and graceful</td>
<td>Essay is usually clear and readable</td>
<td>Essay is awkward, repetitive, or hard to read.</td>
</tr>
<tr>
<td>Concision (very important)</td>
<td>Essay is concise and diction is well-chosen; style shows attention to revision</td>
<td>Essay is generally concise, though some wordiness may remain</td>
<td>Essay is wordy and vague</td>
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Student Essay/Papers
Standards of Evaluation

1). **Clearly written, carefully formed thesis statement.** The student should say what he or she is going to argue and how it will be argued. The thesis statement should be developed into a full (several sentences) paragraph. Briefly list the major points to be made in your essay, thus providing a general “road map” for your reader.

2) **Careful reasoning.** The student needs to respond to the “why” questions about his/her thesis. The instructor asks himself: Does this student support the major points of his/her essay by developed explanations of why his/her view is sound, important, relevant, and worth expressing? Does the student give reasons that are relatively complete or does he/she defend points with a single, short, choppy sentence or two? Does the student contradict himself/herself? Does the student develop a line of reasoning or does he/she present reasons randomly?

3. **Imaginative use of illustrations/examples.** Does the student show that he/she grasps the ideas/theories in question by providing his/her own examples or illustrations? Examples will always be used by instructor in an effort to make his lectures clear and it is therefore expected that the student will use examples to make his/her essays or papers clear.

4. **Accurate representation of theory.** If the student blatantly misconstrues a philosophical theory or shows little knowledge of the ideas of a thinker in question, the essay will receive a low grade. The student should take the time to define the “key terms” of the theory. The student should not assume that the reader of his/her essay is familiar with the definition of any concepts introduced in either the reading or lecture.

5. **Clear accurate and effective use of quotations.** The instructor asks: Does the student use sufficient quotations to support his/her claim about the ideas of a thinker? Does the student use relevant quotations? Are the quotations taken out of context? Does the student use too lengthy quotations to describe the writer’s thoughts?

6. **Is the thesis original?** The creativity expressed in the paper’s thesis is highly-valued, but it will be rewarded only insofar as the thesis is also plausible.

7. **Attentiveness to style and grammar.** Most anyone can make an occasional spelling or grammatical error. The instructor will not deduct points for an occasional mistake in spelling or grammar. However, consistent (several per page) and blatant spelling, typographical, or grammatical errors will strongly reduce the student’s grade. **Proofread carefully.**
Jepson School of Leadership Studies

Common Syllabus Insert

Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
http://registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
http://studentdevelopment.richmond.edu/disability-services/policies.html

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
http://studentdevelopment.richmond.edu/honor/

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
http://registrar.richmond.edu/planning/religiousobs.html