

Designing Creativity I60-175 – Fall 2023

Washington University in St. Louis

Tues/Thurs 1pm – 2:20pm in [McMillan G052](#)



Instructors: Bruce Lindsey, Sam Fox School
Robert Mark Morgan, Performing Arts Department

blindsey@wustl.edu

rmorgan@wustl.edu

TA's: Zach Berger (A&S) zachberger@wustl.edu
Andre Harte (A&S) a.harte@wustl.edu
Zoe Hughes (A&S) h.zoe@wustl.edu
Bill Qin (A&S) bill.qin@wustl.edu

TA "Pod" by student last name

(Acker to Foley)

(Garthe to Lal)

(Larson to Plattus)

(Ramabadran to Zha)

Course website: <https://sites.wustl.edu/dc175/>

Link to Canvas: [FL2023.I60.BEYOND.175.01 - Designing Creativity: Innovation Across Disciplines \(instructure.com\)](#)

Pre-Class Survey: [Fall 2023 Pre-Class Survey](#)

BUILDING COMMUNITY:

The instructors will hold weekly office hours on Zoom for opportunities each week to do any or all of the following:

- Discuss intro and guest lectures as a means of coming up with ideas for reflection papers (a writing workshop)
- Talk with peers about the topics and ideas discussed in the course and ways to implement them in your life

Office hours are as follows – after 15 minutes, the Zoom room will be closed.

Instructor/TA:	Time (CT)	Zoom Link
Rob:	W, 1:00pm	https://wustl.zoom.us/my/robmorgan
Bruce:	M, 10:30am	https://wustl.zoom.us/j/4991922232

COURSE DESCRIPTION:

From "Ah-ha" epiphanies to slow-developing discoveries, the creative process has been employed by innovators and artists in virtually every corner of the globe for centuries. *Designing Creativity* is a course that will explore the study and practice of the creative process across many disciplines with input from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design, and the performing arts. The class will also incorporate practice of design thinking and creativity techniques in a LAB component that will allow students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates.

COURSE GOALS:

- Explore and discuss the creative process across a range of disciplines.
- Apply the creative processes to lab projects.
- Practice creative problem seeking and solving.
- Collaborate and build on ideas.

COURSE ECOLOGY:

The faculty and TA's strive to offer this course within a radically inclusive and equitable environment. Health is the attribute of creative fitting and adapting of environment and process. Creating an equitable learning environment is everyone's responsibility. Please let the faculty or TA's know if you think that this is not occurring, if you have suggestions, or if you see any issues that need to be addressed. Diversity = Creativity.

COURSE INFRASTRUCTURE:

- This course will be taught entirely in-person with a few exceptions to use Zoom for individuals with accommodations including quarantine protocols, etc. Classes will be video recorded.
- The course will utilize Canvas, a learning management system (LMS). WashU training for Canvas can be found [here](#). Canvas will be the primary communication tool for the course. Pay special attention to the Notification settings in Canvas so that you don't miss important messages. You can choose these messages to appear in your email feed. Canvas will also be used to post readings, assignments, group projects, project teams, and be the place that you submit your work for the class. As Canvas will likely be used in your other classes, please take time to become familiar with the platform.
- We will also be setting up a Teams group to facilitate communication between students, faculty and TA's, between students and each other and between members of project teams.

COURSE STRUCTURE:

The course consists of five 2-3 week modules, each of which will explore a different theme in the creative process structured by three principles, IDEAS, IDEATE, & REFLECTIONS. Each module will include an introductory presentation and guest presentations (IDEAS), a lab project, most of which will be done in teams (IDEATE), and a short individual reflection paper and a self/peer evaluation (REFLECTIONS). This structure models a typical creative process where you explore new ideas, test these ideas by applying them to a project, and reflect on the outcome such that you can approach new ideas and new projects with greater knowledge, experience, and openness to new possibilities.

Creative people are not creative because they themselves are creative.

*Creative people are creative because **they create things** (and "things" is a relative term because the product of the creative process is not always a thing)*

Creativity is easier to understand by doing it then thinking about it.

COURSE EXPECTATIONS:

Attendance:

- The course will primarily operate in-person during scheduled class days and times (synchronous) T/Th, 1pm-2:20pm. Attendance will be noted.
- Attendance will be recorded via QR code (instructions to follow)
- We appreciate advanced notice about any religious holidays, sports commitments, etc.
- All sessions will be recorded and available for distribution for students with declared accommodations that require asynchronous attendance/viewing.

Academic Integrity:

This course adheres to the guidelines of the Washington University Academic Integrity Policy. Students should be familiar with and conform to the Policy, which is posted at <http://www.wustl.edu/policies/undergraduate-academic-integrity.html> Serious sanctions can result from academic dishonesty *including the use of AI in course work*. Plagiarism is the act of borrowing other people's ideas, words, or work without proper citation or credit. Plagiarism or cheating will lead to an F on that assignment. Repeated or egregious plagiarism will lead to an F in the class and will be reported to the University for further sanctions.

Assignments:

There are four types of assignments:

Module Readings/Viewings, Lab Assignments, Reflection Papers, and Self/Peer Evaluations.

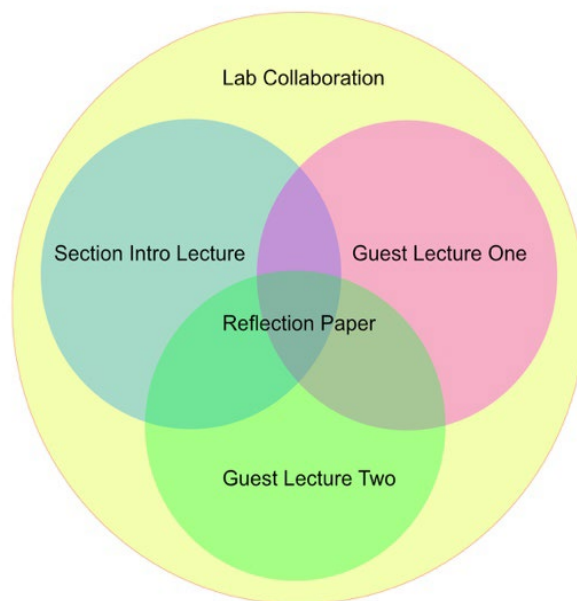
- Each module will have these four assignments. See the course calendar for due dates.
- Late assignments will have the grade lowered by 25% for each day late.
- Assignments are evaluated by the TA's using rubrics provided.
- Each student will have an assigned TA grader for the entire semester (see your “pod” on page one).

- **Module Readings/Viewings and Guest Question Submissions:**
 - You are expected to have some knowledge of the guest presenters *before* the guest appears in class. To do so, all students are required to review module content on Canvas AND submit a question for the guest by *9am on the date a guest visits the course*. These questions should reflect that a student read/watched/listened-to the material online. General questions (“what’s your favorite color”) will not be accepted or scored.
 - Reading/listening/watching this content allows us to have more robust conversations and more insightful questions of the guest.

- **Lab Assignments:**
 - Lab assignments are designed to challenge you to work with peers on a hands-on project that reinforces or explores aspects of the module. You will work with a different randomly assigned team on each project. Lab assignments will *require out-of-class time with your team*. part of the assignment is figuring out how to work together.
 - Teams are assigned and the lab is introduced on the first day of a module and are (typically) presented on the last Thursday of the module. There are some exceptions!
 - Lab grades are typically given to a whole group. One person from each team must upload something to Canvas by 1pm on the Lab Presentation Days for grading purposes.

- **Self/Peer Evaluations (sections 2 thru 5 only):**
 - These evals are an opportunity for you to evaluate yourself and other members of your team upon the conclusion of a lab project. These are *confidential* and allow us to monitor team members who are not doing their fair share of the team workload.

- **Reflection Papers:**
 - For each module of the course, you must
 - write a minimum **400-word** reflection on the section written in a *narrative* style (no outlines/lists)
 - OR
 - you may record a video (max 4-minute) reflection that thoughtfully articulates your ideas and connections across lectures + lab.
 - The purpose of the reflection paper is to offer you an opportunity to share a thoughtful *analysis* (NOT a summary) on the lectures and lab collaboration that took place within each module of the course. Emphasis should be placed on *new and original ideas and observations*. Reflections should seek to connect the dots and offer a new one if possible. A venn diagram illustrating these connections:



GRADING BREAKDOWN:

Assignments:	pts each	# of assignments	pt total
Guest Questions (based on Readings/Viewings)	2pts	14	28
Lab Assignments	5pts	5	25
Reflection Papers	7pts	5	35
Self/Peer evaluations (sections 2 thru 5 only)	3pts	4	12
TOTAL:			100

SCORE TO LETTER- GRADE CONVERSION	GRADE (FOR ROSTER)	GRADE POINTS PER UNIT	RECOMMENDED PERCENTAGE BREAKDOWN	DESCRIPTION
	A+	4.0	94–100%	Excellent: The grade of "A+", when awarded at the instructor's discretion, represents extraordinary achievement, but does not receive grade point credit beyond that received for the grade of A.
	A	4.0	94–100%	
	A-	3.7	90–93%	
	B+	3.3	86–89%	Good
	B	3.0	83–85%	
	B-	2.7	80–82%	
	C+	2.3	76–79%	Fair: Each course in a certificate program must be completed with a grade of C or better, although some programs have higher requirements.
	C	2.0	73–75%	
	C-	1.7	70–72%	
D+	1.3	66–69%	Barely passed	
D	1.0	63–65%		
D-	0.7	60–62%		
F	0.0	< 60%	Failed	

Turnitin:

In taking this course, students may be expected to submit papers and assignments through Turnitin for detection of potential plagiarism and other academic integrity concerns. If students do not have an account with Turnitin and/or do not utilize Turnitin when submitting their papers and assignments, the instructor may upload your paper or assignment to Turnitin for processing and review.

Caregivers:

If you are a caregiver and cannot find childcare, you are welcome to bring your child to class rather than record an absence.

Cell phones will be allowed for **course specific** use only.
This policy may be changed based on adherence to that policy.

Laptops/Tablets **NOT** allowed in class unless you have a written accommodation submitted to faculty or TA's.

ASSIGNMENT DUE DATES BY MODULE

(All assignments to be turned in through Canvas)

design/make

times CT

Guest Question (Murphy)	9am	Thursday Sept 7	
Guest Question (Alumni pair)	9am	Tuesday Sept 12	
Guest Question (Witthoft)	9am	Thursday Sept 14	
Guest Question (SECRET guest)	9am	Tuesday Sept 19	
Lab Project	1pm	Thursday Sept 21	
Reflection Paper 1	1pm	Tuesday Sept 26	(note: no Self/Peer Evaluation for this section)

mind/heart

Guest Question (Dohrman)	9am	Thursday Sept 28	
Guest Question (Earhart)	9am	Tuesday Oct 3	
Lab Project	1pm	Thursday Oct 5	

Fall Break lands here (Oct 9/10)

Reflection Paper 2	1pm	Thursday Oct 12	(grace period applied due to Fall Break)
Self/Peer evaluation 1	1pm	Thursday Oct 12	(grace period applied due to Fall Break)

play/fail

Guest Question (Aladren)	9am	Tuesday Oct 17	
Guest Question (Trautman)	9am	Thursday Oct 24	
Guest Question (Milandri)	9am	Thursday Oct 26	
Lab Project	1pm	Tuesday Oct 31 (Halloween)	(note: non-typical days for submission here)
Reflection Paper 3	1pm	Thursday Nov 2	(note: non-typical days for submission here)
Self/Peer evaluation 2	1pm	Thursday Nov 2	(note: non-typical days for submission here)

co/lab

Guest Question (Langlois)	9am	Tuesday Nov 7	
Guest Question (Dr. Mati)	9am	Thursday Nov 9	
Guest Question (Massie)	9am	Tuesday Nov 14	
Lab Project	1pm	Thursday Nov 16	
Reflection Paper 4	1pm	Tuesday Nov 21	(note: this still due even if you leave town!)
Self/Peer evaluation 3	1pm	Tuesday Nov 21	(note: this still due even if you leave town!)

Thanksgiving Break: Thursday November 23

power

Guest Question (Mayor Lucas)	9am	Tuesday Nov 28	
Guest Question (Kramer)	9am	Thursday Nov 30	
Lab Project	1pm	Thursday Dec 7	(last day of class)
Reflection Paper 5	1pm	Tuesday Dec 12	
Self/Peer evaluation 4	1pm	Tuesday Dec 12	

LECTURES BY MODULES

(note: some people have two links...explore!)

design/make

Tuesday Aug 29 Intro to the Designing Creativity course
Thursday Aug 31 Bruce on Drawing (“Thinking With A Pencil”)
Tuesday Sept 5 Bruce & Rob on “What is Design?”
Thursday Sept 7 [Kelley Van Dyck Murphy, Asst Professor - Sam Fox School of Design & Visual Arts](#)
Tuesday Sept 12 Alumni pairing of [Risako Nozaki](#) and [Max Helfand](#)
Thursday, Sept 14 [Scott Witthoft](#), Designer + Educator + Author (and WashU alum!)
Tuesday Sept 19 SECRET guest appearance that will blow your mind
Thursday Sept 21 *Lab Project Presentations*

mind/heart

Tuesday Sept 26 Intro to Mind/Heart by Rob
Thursday Sept 28 [Rebecca Dohrman, Senior Lecturer in Management Communication](#) (Data & Technology)
Tuesday Oct 3 [Gammon Earhart, Associate Dean for Physical Therapy at School of Medicine](#)
Thursday Oct 5 *Lab Project Presentations*

Tuesday, Oct 10 (NO CLASS: Fall Break)

play/fail

Thursday Oct 12 Intro to Play by Rob
Tuesday Oct 17 [Maria Aladren, Writer, Director, Educator](#), Researcher on Pedagogy of Creativity and WashU alum
Thursday Oct 19 Intro to Failure by Rob
Tuesday Oct 24 [Susan Trautman – CEO of Great Rivers Greenway](#)
Thursday Oct 26 [Lisa Melandri, Executive Director of Contemporary Art Museum \(CAM\)](#)
Tuesday Oct 31 *Lab Project Presentations*

co/lab

Thursday Nov 2 Intro to Collaboration by Bruce
Tuesday Nov 7 [Suzanne Langlois](#), former CEO of [Meds & Food for Kids](#), Co-Founder of Kaldi’s Coffee
Thursday Nov 9 [Mati Hlatshwayo Davis, MD, MPH, Director of Health for the City of St. Louis – wiki link](#)
Tuesday Nov 14 [Deanna Massie, Improv Actor/Director/Educator – this class is in the EDISON Theatre](#)
Thursday Nov 16 *Lab Project Presentations*
Tuesday Nov 21 In-Class Talent Show – details TBA

Thursday Nov 23 (NO CLASS: Thanksgiving Break)

power

Tuesday Nov 28 [Mayor of Kansas City Quinton Lucas](#) – and WashU alum
Thursday Nov 30 Intro to Power by [Liz Kramer](#), Human-Centered Design Researcher at [Public Design Bureau](#)
Tuesday Dec 5 (in class workday on final projects)
Thursday Dec. 7 *Lab Project Presentations*

University Resources – please utilize these!

Reporting Sexual Assault:

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, they will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Director, at [\(314\) 935-3118](tel:3149353118), jwkennedy@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at [\(314\) 935-5555](tel:3149355555) or your local law enforcement agency. See: [Title IX](#)

Academic Accommodations:

Disability Resources - At Washington University we strive to make the academic experience accessible and inclusive. If you anticipate or experience barriers based on disability, please contact Disability Resources at 314.935.5970, disabilityresources@wustl.edu, or visit our website for information about requesting academic accommodations. See: <https://students.wustl.edu/disability-resources/>

Sexual Assault Resources - The University is committed to offering reasonable academic accommodations (e.g., no contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If you need to request such accommodations, please contact the [Relationship and Sexual Violence Prevention Center \(RSVP\)](#) at rsvpcenter@wustl.edu or 314-935-3445 to schedule an appointment with an RSVP confidential, licensed counselor. Information shared with counselors is confidential. However, requests for accommodations will be coordinated with the appropriate University administrators and faculty. See: [RSVP Center](#)

Bias Reporting:

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health:

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: <https://students.wustl.edu/mental-health-services/>

Center for Diversity and Inclusion (CDI):

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: <https://diversityinclusion.wustl.edu/>

Preferred Name and Gender Inclusive Pronouns:

In order to affirm each person's gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support. See: <https://students.wustl.edu/gender-pronouns-information/>, <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>

Important:

If you have any questions about these resources or would like someone to navigate through with you, please feel free to reach out to any of the instructors or TA's.