

# CREATIVE THINKING

EPDS211 Spring 2026

## 1. Course Basics

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Creative Thinking

EDPS 211, Fall 2025

Class meeting days: Online, asynchronous (Ball State University)

3.000 Credit hours

## 2. Instructor Information

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**Dr. Ophélie Allyssa Desmet**

Educational Psychology

Teachers College

Ball State University, Muncie, IN

## 3. Course Information

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### Course Description

Examines theories and strategies for developing creative thinking among self and others. Analyzes factors that facilitate creativity, such as personality characteristics, process strategies, and environmental conditions.

### Prerequisites

NA

### Course Objectives

This course will support students' in acquiring specific content knowledge and creative thinking strategies as they progress through the UCC transformations. Through a variety of active-learning strategies (e.g., interactive lectures, journal assignments, diverse readings, discussions, in-class lab activities, unit concept mapping, observations), students will gain mastery of the broad field of creativity as well as specific creative thinking strategies, enabling them to become more intentional in the creative problem-solving process. The UCC-21 cognitive skills listed above will be met through these course objectives.

Students will be able to:

#### Developing a Standard Definition of Creativity

- Identify specific ways in which creativity is important to individuals and society.
- Compare and contrast several definitions of creativity.
- Synthesize ideas to develop a definition of creativity.
- Recognizing creativity requires an element of usefulness, beauty, or surprise.
- Apply specific creative thinking strategies to develop new ideas or solutions, demonstrating core definitional principles of creativity.

### Applying a Sociocultural Approach to Creativity

- Identify overarching societal factors influencing creative productivity.
- Describe why creative bursts occur in certain moments in history.
- Explain how localized factors influence creative productivity.
- Explain Glaveanu's model of creativity.
- Apply specific creative thinking strategies to develop new ideas or solutions, demonstrating how cultural values may influence creativity.

### The Creative Person

- Describe how cultural influences affect creative people.
- Identify and explain core characteristics of creative people.
- Explain the complex relationship between mental health and creativity.
- Apply specific creative thinking strategies to develop new ideas or solutions, demonstrating how to develop creative personal characteristics.

### The Creative Process

- Compare and contrast several conceptual models of the creative process (e.g., Creative Problem-Solving Model, Design Thinking Model).
- Explain both the universality and individuality present in the creative process.
- Connect knowledge from the educational psychology field to the creative process to learn how to be more creative and to teach others.
- Apply specific creative thinking strategies to demonstrate how a creative process model provides structure for solving ill-structured problems.

### **Direct Alignment of EDPS 211 with UCC Cognitive Skills**

Because this course serves as a UCC-Tier 1 course, specific cognitive skills must be developed and assessed. The three rubrics below delineate the specific skills assessed in this course through the midterm and the final exam. These are integrated into the assignment rubrics.

#### Cognitive Skill 1: Delineate the importance of context.

##### **Accomplished**

- Thorough, rich description of multiple contextual layers (history, time, religion, government, local spaces, et al.).
- A nuanced interpretation of how the contextual layers influence an outcome or person.
- Fully supported interpretation with multiple sources and evidence.

##### **Competent**

- Description of two contextual layers (history, time, religion, government, local spaces, et al.).
- A plausible interpretation of how the contextual layers influenced an outcome or person.
- Sufficiently supported interpretation with sources/evidence.

##### **Developing**

- Description of one contextual layer (history, time, religion, government, local spaces, et al.).
- A simplistic interpretation of how the contextual layers influence an outcome or person.
- Cursorily supported interpretation with sources/evidence.

##### **Beginning**

- Limited description of one contextual layer (history, time, religion, government, local spaces, et al.).
- Lacking a coherent connection between the context and outcome or person.
- Lacking support for the interpretation.

Cognitive Skill 2: Develop strategies for reflecting upon experience.

**Accomplished**

- Thoroughly connect current content to previous learning and experiences.
- Build in-depth concept maps with personal examples and cross-content connections.
- Critically evaluate what was learned (e.g., credibility, accuracy).
- Develop higher level questions to address gaps or guide future learning.

**Competent**

- Connect current content to previous learning and experiences.
- Build concept maps with personal examples and cross-content connections.
- Evaluate what was learned for credibility and accuracy.
- Develop questions to address gaps or guide future learning.

**Developing**

- Connect to current content personal experiences.
- Build simplistic concept maps with few or connections.
- Evaluate what was learned for credibility or accuracy.
- Develop lower- level and/or unrelated questions that would not be useful for future learning.

**Beginning**

- Cursorily connect current content to experiences.
- Build concept maps without personal examples and cross-content connections.
- Fails to evaluate learning.
- Fails to develop questions that would be useful for future learning.

Cognitive Skill 3: Synthesizes information from multiple sources.

**Accomplished**

- Thoroughly incorporates specific textual details from two or more sources.
- Identifies unique, primary contributions from specific sources.
- Identifies broad, unifying themes.
- Presents a coherent, well- supported conclusion or justification.

**Competent**

- Incorporates specific textual details from two or more sources.

- Identifies contributions of each specific source.
- Identifies a narrow/superficial theme.
- Presents a coherent conclusion or justification
- Develop questions to address gaps or guide future learning.

### **Developing**

- Incorporates textual details from two or more sources.
- Identifies surface differences between sources.
- Identifies a potential theme without coherent connections.
- Presents a conclusion with limited support.

### **Beginning**

- Incorporates textual details from one source.
- Identifies contributions from one source.
- Identifies a theme.
- Presents a conclusion.

### **High Impact Practice**

Ball State University seeks to provide each undergraduate student a premier educational experience. As such, a strategic imperative, as defined by our strategic plan, is that every student will complete at least one course that includes one of the following high-impact practices:

- Undergraduate Research
- Immersive Learning
- Study Abroad or Away
- Culturally and Intellectually Diverse Perspectives

This course includes: culturally and intellectually diverse perspectives.

### **Course Modality/Structure**

This course is delivered online and asynchronously through Ball State University. You will be expected to log in to this course regularly, to complete and submit assignments, to participate in ongoing discussions of the module topics, and to interact with other students and your instructor regularly.

Additional readings and resources are available within the weekly Canvas modules. Students should expect to spend anywhere from 8-15 hours per week on this course.

## **4. Course Materials**

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Zig Zag: The Surprising Path to Greater Creativity by Keith Sawyer.

For more information about obtaining required course materials, see [Ball State First Day](#).

## 5. Course Assignments and Assessments

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### Course Assignments

Course assignments in this course are designed as structured, skill-building activities—including readings, reflections, journaling, and portfolio work—that help you practice key concepts and demonstrate your learning in applied, real-world ways. These assignments are intentionally scaffolded across the term so that earlier tasks prepare you for later ones and collectively support your development of NACE-aligned career readiness competencies such as communication, critical thinking, teamwork, professionalism, and career & self-development.

Course assignments in this course are organized into two major categories: a reflective journal and a curated portfolio, which together support your applied learning and development of NACE career readiness competencies such as communication, critical thinking, teamwork, and professionalism.

### Journal assignments

The journal is a recurring reflective assignment where you respond to prompts about weekly readings, class activities, and real-world experiences, with a focus on what you learned and how you applied it

Entries are lower-stakes but frequent, helping you practice metacognition, connect course concepts to your own goals, and generate the raw material (ideas, examples, evidence) that you will later refine for your portfolio.

### Portfolio assignment

The portfolio is a major, higher-stakes assignment in which you select, polish, and organize your strongest work (artifacts from class, projects, and experiences) into a coherent collection that showcases your growth and skills over time.

Each portfolio artifact is paired with a short, targeted reflection explicitly connecting it to specific NACE competencies (for example, Communication or Career & Self-Development), so that the final portfolio functions as both an academic product and a career-ready showcase you can share with future employers or mentors.

Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas. Please check Canvas regularly to stay informed and on track.

### Grade Distribution:

Graded Activity	Weight
Weekly Creativity Journals (15)	60%
Final Creative Portfolio	40%
<b>TOTAL</b>	<b>100%</b>

## Course Grading Scale

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 61%
F	<61% - 0%

## 6. Required University Statements and Policy

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### University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

### Disability Statement

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).

### Attendance

[State your individual attendance policy. See [this study](#) on the link between attendance and student success. Be sure to follow the following guidance:

- Course attendance policies are up to the individual faculty but must be consistent with [University policies regarding student absences](#). Absences will be excused for the following: funeral and bereavement leave, jury duty, late course addition, military absences, observance of religious holidays, pregnancy leave, student-athletes participating in University- or department-approved activities, and university advisories.
- Students may encounter other circumstances (e.g. car accidents, job interviews) that result in course absences. [Only faculty members can excuse these absences](#) and adjustments are at the discretion of the instructor. Where possible, and with sufficient documentation, faculty should support student educational activities.
- Consider field-specific best practices as well as student well-being.

- In general, students are expected to notify all their instructors once they anticipate being absent for any reason (e.g., funeral) or as soon as possible after the absence begins (e.g., unexpected injury or illness). The student may need to provide documentation (with confidential information redacted when appropriate) to each instructor if requested.

You should take attendance in all classes—even if you do not assign points for attendance. You will be asked to verify students' attendance and provide the last date of attendance for a student in association with financial aid requirements. In addition, you will be expected to submit attendance verification and midterm progress report on EAB Navigate.

For online courses, documenting that a student has logged into the class is not sufficient to demonstrate attendance. It is recommended that instructors have weekly mechanisms for documenting student attendance and engagement with the courses (e.g., discussion board, submission of assignment)].

## 7. Recommended Statements, Policies, and Information

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### Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

### Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit [bsu.edu/titleix](http://bsu.edu/titleix) or contact the Title IX Coordinator at 765-285-1545 or at [titleix@bsu.edu](mailto:titleix@bsu.edu)

**As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment.** This includes information shared in class discussions, assignments, or private conversations.

**What happens after I report?** The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

### University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process.](#)]

### Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

## **Generative AI Statement**

You may use generative AI applications both as a support tool (e.g., brainstorming, revising, summarizing) and as a creative medium (e.g., generating images, text, or other artifacts) for some work submitted in this course, provided that all use is clearly disclosed and follows the assignment-specific guidelines. For any assignment where generative AI is permitted, you must indicate how, when, and to what extent you used AI, and provide appropriate attribution or documentation of AI-generated content. Any undisclosed, misleading, or unauthorized use of generative AI—including presenting AI-generated work as entirely your own without disclosure—constitutes a violation of Ball State University's Student Academic Ethics Policy.

## **The Learning Center**

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit [myballstate.bsu.edu](http://myballstate.bsu.edu) and click on "Navigate" in the Academic Tools section, or just go directly to [bsu.navigate.eab.com](http://bsu.navigate.eab.com).

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center. Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit [bsu.edu/learningcenter](http://bsu.edu/learningcenter) or call 765-285-1006. Follow us on Instagram: [BallStateLC](https://www.instagram.com/BallStateLC).

## **The Writing Center**

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to [bsu.edu/writingcenter](https://bsu.edu/writingcenter). Online and in-person appointments are available; however, plan ahead because appointments book quickly!

### **The Basic Needs Hub**

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

### **The Counseling Center**

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

### **The Speaking Center**

The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

### **Canvas Accessibility**

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. **Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).**

## **FERPA and Privacy**

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

## **Video Conferencing Recording**

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

## **Plagiarism Detection**

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

# **8. Course Expectations and Policies (Samples)**

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## **Course Participation Expectations**

- This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.
- It is recommended that you log into your Canvas course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class.
- Complete all assignments, quizzes, tests, and any other activities by the stated due dates.

## **Feedback Policy**

- I will respond to email from your official Ball State email address within 24 hours during week days (Monday-Friday) and within 48 hours on the weekend.
- I will read every discussion post but I will not always personally comment on posts.
- I will grade your quizzes, assignments, and discussions no later than within 5 school days of submission.
- Contact me directly if you have questions or concerns about your performance in class.

## **Late Assignment Policy**

- All assignments are due by 11:59 pm EST/EDT time on the due dates indicated.
- Assignments posted after the indicated due dates will be subject to a decreased letter grade for each day late.

- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer.
- You have one (1) permitted late assignment to allow for these issues, to which you can turn in one assignment 24 hours late.
- Canvas will not accept assignments for grading after 11:59 pm EST/EDT on the final day of class.

### Assignment Submission Policy

- All assignments should be submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module.

### Grading Policy

- It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience.
- In the absence of mistakes, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades.

### Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

## 9. Course Schedule

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To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

## 10. Subject to Change Statement

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This syllabus is subject to change in the event of extenuating circumstances.