



School of the Arts and Humanities

**Art4072 Exhibition or Research Project**

3 Units

*Spring 2026*

**Monday/Friday, 8:00 - 9:30**

**Keller 106**

**Final Exam: TBA**

INFORMATION	SPECIFICS FOR THE COURSE
<b>Instructor title and name:</b>	Lael Corbin, MFA
<b>Phone:</b>	619-849-2239
<b>Email:</b>	lcorbin@pointloma.edu
<b>Office location and hours:</b>	Keller 104 (by appointment)

**PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## **Course Description**

Art 4072 Exhibition or Research Project is an upper division visual art course which focuses on the completion of a senior exhibition. The course work is intended to prepare the student for all aspects of planning for, and executing a professional quality art exhibition.

Class topics include preparing an announcement, evaluating studio practice, planning for and hanging an exhibition, lighting, documenting artwork, planning for and applying to graduate school or Artist in Residency programs, public art, and other issues surrounding professional practice.

## **Program and Course Learning Outcomes**

Develop a professional quality Art Exhibition or an Art History Thesis.

Idea Objective: Learning to Apply and Develop Creative Capacities

Activities and Assignments: Studio Work, and the Exhibition

Defend the Exhibition or Art History Thesis orally before a panel of Department of Art+Design faculty and professional judges.

Idea Objective: Developing skills in expressing oneself orally or in writing

Activities and Assignments: Panel Review, Artists Statement

Assess the relationship between your own artwork and influences such as personal biography, art history, and contemporary culture

Idea Objective: Gaining a broader understanding and appreciation of intellectual/cultural activity

Activities and Assignments: Panel Review, and Final Portfolio

Research information related to Professional Practice, and post graduate life

Idea Objective: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Activities and Assignments: Research (Grad School, Public Art, AIR Programs, Grants), Professional Practice support Letters

Participate in the evaluation of presented artworks through both individual and collective critique.

Idea Objective: Learning to analyze and critically evaluate ideas

Activities and Assignments: Class discussions, critiques, and Panel Reviews

## **Course Credit Hour Information**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 15-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5\_ total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

## **Assessment and Grading**

### **SEMESTER GRADES:**

Final semester grades are based on a percentage of points accumulated in weighted categories throughout the semester. If class sessions must be canceled due to events out of the instructor's control such as illness, natural disaster, etc., the point total may be reduced, but the percentage assigned to each category will remain the same.

### **FINAL GRADE BREAKDOWN:**

20%: The Exhibition or Art History Thesis + Defense

20%: Professional Research

20%: Written Work

20%: The Final Portfolio

20%: Participation

### **GRADE SCALE:**

A = 93 – 100% of possible points

A- = 90 – 92% of possible points

B+ = 87 – 89% of possible points

B = 83 – 86% of possible points

B- = 80 – 82% of possible points

C+ = 77 – 79% of possible points

C = 73 – 76% of possible points

C- = 70 – 72% of possible points

D+ = 67 – 69% of possible points

D = 63 – 66% of possible points

D- = 60 – 62% of possible points

F = 0 – 59% of possible points

## **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## **Content Warning\***

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## **Trigger Warning\***

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## **Spiritual Care\***

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

## **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

## **PLNU Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **Artificial Intelligence (AI) Policy\***

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

MLA Style Center: Citing Generative AI

APA Style: How to Cite ChatGPT

Chicago Manual of Style: Citing Content Developed or Generated by AI

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## **Language and Belonging\***

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good

writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

### **Sexual Misconduct and Discrimination\***

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

**Note:** The information below must be included under the “PLNU Attendance and Participation Policy” Section if you are teaching an Online or Hybrid course.

### **PLNU Course Modality Definitions\***

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
  - a. Synchronous Courses: At least one class meeting takes place at a designated time.
  - b. Asynchronous Courses: All class meetings are asynchronous.

2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

### **Use of Technology**

**Note:** Include this section if teaching an Online or Hybrid course.

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

## **Assignments At-A-Glance**

### **STUDIO MAJOR REQUIREMENTS:**

#### **THE EXHIBITION**

Each student will be required to complete an exhibition of their artwork in Keller Gallery.

#### **PANEL REVIEW**

During the course of the Senior Exhibition each student will be required to organize and participate in a review of the artwork. The review will be conducted by a panel of PLNU faculty and at least one off campus professional.

#### **MINI ESSAYS**

There will be a series of five or six 2-page papers written during the lead up to the Senior Exhibition. The purpose of these papers is to help the student to think critically about their artwork, to understand the cultural and conceptual frameworks surrounding their work and prepare them for both the Panel Review and the Thesis paper.

#### **PROFESSIONAL PRACTICE**

In addition to the writings there will be several items assigned that pertain to maintaining a professional art practice. These items such as artist bios, application statements, letterhead, etc.

#### **FINAL PORTFOLIO + WEBSITE**

A Final Portfolio will be turned in at the end of the semester and include your Professional Packet, Artists Bio, 8-10 page Exhibition Reflection Paper, 20 image of your work with an accompanying List of Artworks, and a link to your Professional Website.

### **ART HISTORY CONCENTRATION REQUIREMENTS:**

#### **THE ART HISTORY THESIS PAPER**

The Art Thesis Paper is a 18-25 page research document about an art history subject of the students choice. The paper should embody originality of thinking underscored by solid research based on primary and secondary sources, critical thinking skills, and appropriate methods and approaches in art history. Primary research often involves examining archival material such as an artist's personal papers and correspondence, reading contemporary sources, and conducting site visits as well as interviews.

Secondary research often involves analyzing diverse material and theoretical texts in addition to reviewing current and historical literature. The thesis should demonstrate your ability to gather, evaluate, and present material in a critical and professional manner. It is intended to prepare you for further study on the doctoral level or as an end in itself to equip you with the skills necessary for a professional career in Art History. An abstract of the paper will be due ahead of the final paper.

### **THE THESIS DEFENSE**

During the course of the Art History Research paper each student will be required to work with an advisor and a committee of Art + Design faculty members and one additional non A+D PLNU faculty member. Upon completion of the paper the student will present and defend the paper to an audience of their committee. Students are encourage to open this presentation up to include guests, peers and the public.

### **PROFESSIONAL PRACTICE**

In addition to the writings there will be several items assigned that pertain to maintaining a professional art practice. These items such as artist bios, application statements, letterhead, etc.

### **FINAL PORTFOLIO**

A Final Portfolio will be turned in at the end of the semester and include your Professional Packet, Professional Bio, Art History Thesis Paper, and support from the Art History Thesis Paper Presentation.

### **PARTICIPATION REQUIREMENTS:**

A large portion of the class will involve discussions and workshops around issues concerning your studio work, exhibition and professional practice. The expectation is that each student comes prepared to fully engage in the content of the day with curiosity, criticality, introspection, and compassion, in order for the class as a whole to get the most out of the content. Your participation grade is based in part on your willingness to join in during these discussions. Students are given a participation grade at midterm and at the end of the semester.