

Art4090 Syllabus



Department of Art+Design /School of Humanities, Arts and Public Engagement

ART4090 | Contemporary Studio Practice

INSTRUCTOR: J. David Carlson, MFA

CONTACT: dcarlson@pointloma.edu (<mailto:dcarlson@pointloma.edu>)

OFFICE: Keller 110 (*email for an appointment*)

SCHEDULE: Friday, 10:45–11:45 pm (Spring 26) + Summer Travel

ROOM: 109

FINAL EXAM: TBA

To Euroterm Homepage Weekly Modules University Policies

PLNU MISSION (<https://canvas.pointloma.edu/courses/71204/pages/plnu-mission>)

UNIVERSITY POLICIES (<https://canvas.pointloma.edu/courses/71204/pages/university-policies>)

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 4090 Contemporary Studio Practice is intended to provide you with real-life skills that cultivate creativity on the go. It offers a unique opportunity to actively engage in Art, Design, and Culture from multiple cultures and time periods. This is a developmental studio course for students working in any medium. Emphasis is placed on contemporary art strategies and theoretical issues. This course is taught in conjunction with our summer Euroterm and focuses on developing a daily artistic practice.



Readings + Resources:

Readings and Resources for each assignment will be provided.

General Aims

This course is designed to equip you with practical skills that foster creativity on the go. This Euroterm travel experience offers a unique opportunity to actively engage in Art, Design, and Culture from multiple cultures and periods. Your daily fieldwork study will include:

- Provided Resources
- Site-specific Locations
- Field Observations
- Individual and Group Experiences
- Discussions
- Art making
- Documentation

It will be important for you to engage with each of these components to maximize your learning experience.

Specific Aims

- Students will be able to demonstrate a facility for critical thinking
- Students will be able to describe, analyze, interpret, and evaluate artworks from the Renaissance to the present.
- Students will be able to articulate formal, technical, historical, and conceptual attributes of artworks from the Renaissance to the present.
- Students will be able to identify and apply visual arts materials, tools, techniques, and processes to historical artworks.
- The student learning outcomes will be achieved through the use of textbooks, lectures, and research papers, gallery reports, and engaging with sight-specific locations.

Grade Conversion Definition

A 94-100% = Mastered the material and produced excellent work.
A



93-90% = A-

89-87% =

B+

B 86-83% = B The student understood the material but did not master it / or the student's work was good but not superior.

82-80% = B-

79-77% =

C+

C 76-73% = C There were significant shortcomings in the students' understanding and accomplishment / or the work was satisfactory but lackluster.

72-70% = C-

69-67% =

D+

D 66-63% = D There was limited understanding, accomplishment, and unsatisfactory effort.

62-60% = D-

F 59-0% = F There was little or no understanding, unacceptable accomplishment, and effort.

Contributions to Overall Grade

Daily Creative activities

- Daily Photo Observations 100 points

Location Experiences

- Mini-Mint Museum 100 points
- Guernica Reflection 100 points
- Flash Invaders 100 points



- Leave Your Mark 100 points
- Collaboration Drawing 100 points
- Biennale Brochures 100 points
- Sound Drawing 100 points
- Trafalgar Square Proposal 100 points

Participation Class + Travel 100 points

Assignment Details

Location Experiences + Daily Creative activities

Further details and instructions will be provided for these assignments.

Participation

While attending class and traveling, participation includes group discussions, activities, and small-group dialogue. Reflective activities help synthesize the collective learning experience.

Course Learning Outcomes

| Student Learning Outcomes | Idea Objectives | Activities & Assignments |
|--|---|--|
| Develop critical thinking, problem-solving, and new knowledge through the completion of assignments in class. | Developing specific skills, competencies, & points of view needed by professionals in this field. | Visual Reflections Writing Reflections Field Experiments Digital Notebook |
| Acquire knowledge of artifacts related to the historical periods from the Renaissance to the current day. | Learning to apply the course material (to improve thinking, problem solving, and decisions) | Visual Reflections Writing Reflections Field Experiments Digital Notebook |
| Demonstrate an understanding of elements and principles | Developing skills in expressing oneself orally or in writing | Visual Reflections Writing Reflections Field Experiments |



of design through written, oral, and 2-dimensional art forms.

Digital Notebook

Apply the elements and principles of

Visual Reflections

design to a series of assignments &

Develop Creative Capacities

Writing Reflections

artworks created in this class.

Field Experiments

Digital Notebook

Participate in the **evaluation** of presented artworks through both

Learning to analyze and

Visual Reflections

individual and collective dialog.

critically evaluate ideas

Writing Reflections

Field Experiments

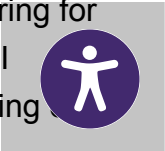
Digital Notebook

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



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.

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](https://www.pointloma.edu/offices/student-life-formation) (<https://www.pointloma.edu/offices/student-life-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 \(https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures\)](https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures) to view which states allow distance education outside 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 \(https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-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.

PLNU Academic Accommodations Policy

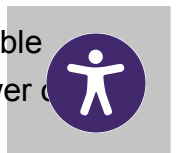
PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu \(mailto:EAC@pointloma.edu\)](mailto:EAC@pointloma.edu) or 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 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 other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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>).

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 fir



drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage \(https://www.pointloma.edu/centers-institutes/loma-writing-center\)](https://www.pointloma.edu/centers-institutes/loma-writing-center) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

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

Email: [writingcenter@pointloma.edu \(mailto:writingcenter@pointloma.edu\)](mailto:writingcenter@pointloma.edu)

