Art Academic Cooperative (Practicum) Syllabus

ARTS 2289: *Real World Design Thinking: Creative Problem-Solving*

Spring 2025

formerly titled: *Studio Art Practicum*

Course Description

An instructional program designed to integrate on-campus study with practical hands-on work experience. In conjunction with class seminars, the individual student will set specific goals and objectives in the study of studio art and/or art history.

In this course, we delve into the intersection of art, creativity, and interdisciplinary thinking. By blending design principles with diverse academic fields, we aim to broaden our understanding of artistic expression and its impact on society. Whether you're an aspiring artist, a curious thinker, or simply someone who appreciates the beauty of creativity, this course invites you to explore, experiment, and collaborate to bring your ideas to real-world visual culture experience.

Course Type

A **hybrid class** combines both **in-person** and **online** learning modalities. Here's how it typically works:

1. **In-Person Sessions**: Students attend face-to-face classes on campus, interacting with their professors and classmates. These sessions foster a sense of camaraderie and engagement, similar to traditional college environments. The frequency of in-person meetings varies based on the professor's discretion. Some hybrid classes may meet on campus a few times per semester for exams or other activities.

2. **Online Components**: Students complete coursework online using Blackboard. This flexibility allows students to participate from anywhere with an internet connection.

Online components can include readings, assignments, discussions, and multimedia content.

Remember that the exact balance between in-person and online components varies depending on the specific class and professor. [Hybrid classes offer the best of both worlds, combining the benefits of face-to-face interaction with the convenience of online learning](#).

Online and hybrid courses require students to take a more participative role in fulfilling course requirements. The instructor will still designate the course outline and curriculum, but communication will be through email, discussion forums, chat rooms, links, and information posted within Blackboard or the course website.

Possible Methods

- Text and video presentations

- Journaling about readings/presentations

- Guest speakers videos and texts

- Art articles and art experiences

- Assignments: writing, drawing, field observations/work, creative processes, and other creative activities

Class Participation

Class participation and active learning are important aspects of this class, so your engagement is critical to your success regardless of modality/delivery. However, I understand that sometimes you must miss assessments or other academic obligations affecting your grades because of illness, personal crises, and other emergencies. I will work with you as best I can to help you succeed in the course. Please contact me as soon as possible when such absences arise so we can make arrangements to get you caught up. This policy will not apply in the case of non-emergency absences.

Grading Criteria

- Class Participation: Engagement with class presentations and assignments as well as work performance and ethic in activities and assignments including using Class Civility.

- Class Civility: Information, images, and discussion topics may deal with subject matter uncomfortable or offensive to some students. Discussions require a calm and open-minded dialogue to consider different points of view. Civility and respect will be required at all times. There will be zero tolerance for inappropriate behavior.

    – Be prepared with preliminary work so you can participate fully.

    – Individual behavior and attitude can greatly influence the class mood as a whole. Please conduct yourself in a way that promotes the productivity of the entire group.

- Academic Honesty: faculty is strongly committed to upholding standards of academic integrity. These standards, at the minimum, require that students never present the work of others as their own.

    – *WARNING: Cheating or plagiarism could result in the student receiving a 0 on the assignment for the first offense, second offense you could be dropped from the classand reported to dean's office.

Grading Scale:

- 90-100 - "A" Excellent, way above average work

- 80-89 - "B" Good work, above average work

- 70-79 - "C" Okay, average work

- 60-69 - "D" Less than okay, below average work

- 00-59 - "F" Failing, needs much more work

Overall Grade:

- Points are assessed for each assignment and marked on a rubric.

- Class Sketch Journaling over Class Topics

- Creative and/or Field Projects

- Key Creative and/or Field Projects

- NO extra Credit opportunities are provided.

Assessment

- Participation and Engagement: 20%

- Problem Statement and Empathy Map: 30%

- Prototypes and Feedback: 40%

- Final Project Presentation: 10%

Course Overview

This hybrid course offers a unique blend of design thinking principles and practical studio art experience. Whether you're passionate about problem-solving or artistic expression, this course will equip you with valuable skills for tackling complex challenges and nurturing your creativity.

Design Thinking Component

Design thinking is an innovative approach to problem-solving that emphasizes empathy, creativity, and user-centered design. In this course, we'll explore the following key aspects:

1. **Understanding Design Thinking**:

    a. Explore the historical context and evolution of design thinking.

    b. Learn why empathy is crucial for user-centered solutions.

2. **The Design Thinking Process**:

    a. Dive into the five stages: empathize, define, ideate, prototype, and test.

    b. Apply these stages to real-world challenges.

3. **Creativity and Innovation**:

    a. Generate creative ideas without constraints.

    b. Balance feasibility and innovation in your solutions.

Studio Art and/or Visual Culture, Art History Component

In conjunction with design thinking, this course integrates hands-on studio art experiences and art history exploration:

1. **Studio Art Exercises**:

    a. Engage in practical art-making exercises (which could include: drawing, painting, sculpture, etc.).

    b. Develop technical skills and express your creativity.

2. **Visual Culture and Art History Presentations**:

    a. Study influential artists, movements, and styles.

    b. Understand the cultural context behind art.

    c. Collaborate with visual culture organizations to enhance community ties.

3. **Individual Goals and Objectives**:

    a. Each student will set specific goals related to studio art or visual culture/art history.

    b. Receive personalized guidance and feedback.

Learning Outcomes

By the end of this course, you will:

- Understand design thinking principles and their application.

- Create original artworks through studio practice.

- Appreciate the rich history of art and its impact on contemporary visual cutlrue.

Course Requirements

- Attendance: Attendance is expected. Participation and engagement are required to pass. That includes turning in assignments and communication. Unexcused absences beyond 3 can lead to grade penalties.

- Participation: students are expected to participate in communicating about topics (in-person, online), through class journaling, creative activities, and field activities.

    - *If a student is continuously unresponsive in participation and communication, a warning email may be sent to that student with a week to respond to the request. If no response is received at that point the student may be submitted to administration for course withdrawal.

- Preparation: Students should come to class prepared, with supplies, having viewed and/or read the assigned material. The students are expected to take notes on all materials presented.

- – *Students are responsible for assigned video viewings and reading content even if not covered during the lecture.

- • *STUDENTS ARE RESPONSIBLE FOR LEARNING THE MATERIAL COVERED IN CLASS ON THE DAY(S) THE STUDENT IS ABSENT*

Technology Requirements

To be successful in this course, you will need to be able to access and use SPC email, online readings, and videos through Blackboard. If online access for you could be an issue, please contact me, via email, to figure out options. You also need access to a **digital camera,** like on your phone will do. If you don't have access to a camera, let your instructor know so that we can figure out options.

Withdrawal Policy

The last day to withdraw/drop with a grade of "W" is listed on the Academic Calendar for this school year. It is the student's responsibility to withdraw from this course. Otherwise, students will be assigned their earned letter grade at the end of the course. Course grades and guidance will be provided throughout the term to help students decide whether they need to drop the class or not. For more information regarding drops/withdrawals, please visit https://www.southplainscollege.edu/admission-aid/apply/schedulechanges.php.

Intellectual Exchange Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting variance in intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

SPC General Course Syllabi Statements

- • **Intellectual Exchange**

- [**StatementDisability Statement**](#)

- [**Non-Discrimination Statement**](#)

- [**Title IX Pregnancy Accommodations Statement**](#)

- [**CARE (Campus Assessment, Response, and Evaluation) Team Campus**](#)

- [**Concealed Carry Statement**](#)

- [**COVID-19 Statement**](#)

- [**Artificial Intelligence Statement**](#)

Other Medical and Mental Health Needs

As your instructor, I am committed to working with students with pre-existing medical and mental health needs, as well as new needs that may arise within the semester. I encourage you to reach out to me as early as possible to discuss any adjustments you think may be necessary in this course. Reasonable accommodations may include leveraging the course modules that have been developed in creative ways to maximize your access during times when students need to quarantine due to COVID exposure, or during an absence related to a disability, pre-existing medical and mental health needs, or COVID-19 diagnosis. While I cannot guarantee any specific outcome, I am committed to working with you to explore all the options available in this course.

[**SPC Mission, Vision, Values Statement**](#)