

Group #1 - FINA-S 361/461 – Ceramics II / III – Fall 2019

This syllabus is for: Savannah B, Kevin, Rachel, Sydney, Daniel, Paris, Ashley

Professor: Brian Harper, Associate Professor of Fine Art and Ceramics Area Head

Studio and Office: KV 036 (across the hall from the ceramics area)

Office hours: 11am - 12pm Monday/Wednesday, or by appointment

Contact e-mail: harperba@ius.edu

our website: www.claybucket.com

also review: www.artaxis.org

SpaceLab website: www.SpaceLabProject.com

Social Media:

Facebook: facebook.com/IUSceramics

facebook.com/artaxis.org

Instagram: @iusceramics .. and use #IUSceramics when posting!

@artaxis

Twitter: @IUSceramics (twitter.com/iusceramics)

General Course Objectives:

All of the courses in the ceramics area are intended to broaden the student's understanding of clay as a viable medium for personal visual expression and extend the student's capacity for practical application for two and three-dimensional design considerations. Although the ceramic discipline will provide a focal point for study, students are required to expand their range of exploration to the broader field of the visual arts, including the disciplines of sculpture, drawing, painting, printmaking, photography, installation, conceptual work, and architecture, as well as other art forms such as literature, music, theater, and dance in order to stimulate one's thinking about one's own work and the work of others.

Creative expression is one of the objectives of this class. You will be expected to:

1. create artwork that is unique, personal, well thought out, and well crafted.
2. perform a critical examination and assessment of your own work, as well as the work of others.
3. articulate how you navigated from the initial concept to the final product.

Academic Expectations:

Attend all classes, care about the work you are doing in class, see it through, visit the ceramics studio between classes to move your work along, help others in the class to succeed, keep the studio clean.

++ For this course you are expected to spend at least **six hours per week** on assignments – this is in addition to your class time.

Class Attendance:

Good attendance is a minimum expectation of this course. Although you will be expected to work outside of class, any work done outside WILL NOT exempt you from regular class attendance or punctuality.

Students will be permitted two absences before having their grade affected. Each absence beyond 2 will result in a grade reduction in the attendance portion of the final grade. **THERE ARE NO EXCUSED ABSENCES – AN ABSENCE IS AN ABSENCE**

3 absences = a 1/3 letter grade reduction in your final grade (ex. a "B" then = "B –")

4 absences = a 2/3 letter grade reduction in your final grade (ex. a "B" then = "C +")

- 5 absences = a full letter grade reduction in your final grade (ex. a "B" then = "C")
- 6 absences = a 1 1/3 letter grade reduction in your final grade (ex. a "B" then = "C -")
- 7 absences = a 1 2/3 letter grade reduction in your final grade (ex. a "B" then = "D+")
- 8 absences = automatic failure of the course

** Students who arrive to class late or leave early will receive a "L" or "LE" for the class date, which equals 1/3 of an absence (3 LATES OR LEAVE EARLYS = 1 ABSENCE)

E-mail:

Your IUS e-mail address is the way I will be communicating with you outside of class. It is YOUR RESPONSIBILITY to either check that e-mail address often or make sure that those messages are being forwarded to an address you check. I will be using whatever email address is listed on Canvas.

IUS Academic Dishonesty:

The Student Code of Conduct prohibits activities and prescribes penalties for academic dishonesty. According to Indiana University Southeast Policy, adopted by the President's Cabinet and printed in the IUS Student Handbook, students found guilty of any form of academic dishonesty, including (but not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion, may receive an F on the assignment and/or an F in their course(s) from the instructor and may be suspended from the university by the administrative action.

Fine Art Program Student Grievance Policy:

If you have any issues or concerns pertaining to this course, you must discuss it with the instructor first. If you are unable to reach a resolution, you may then contact the Fine Arts Coordinator. If the issue remains unresolved, contact the Dean of the School of Arts & Letters.

Special Needs:

Students who have a disability that requires accommodations in the classroom should Disabilities Services; early in the semester so that their learning needs may be appropriately met. The Student will need to provide documentation of the disability and if testing is needed, recommendations can be provided from Disabilities Services in UC South Room 207, 941-2243. Additional information about the Office of Services for Students with Disabilities may be obtained at: <http://www.ius.edu/disabilityservices/>

Textbook: We do not have a textbook for this course, however for part of this course, you will be subscribing to Studio Potter for 5 bucks a month. Studio Potter is one of the most respected professional journals in the ceramics field. You may cancel as soon as you present your project idea and article to the class.

Clean-Up Policy:

Each student is responsible for cleaning the area in which they worked, each and every time they use that space. This includes evenings, Fridays, and weekends.

Cell Phones:

Turn all cell phones to a silent setting during **ALL HOURS** in the ceramic studio. Please respect the shared creative environment and talk on your phone outside. **Do not use cell phones in any way during class - unless for documentation, and in that case, use the #IUSceramics hashtag!** In other words, all cell phones should be turned to vibrate. (this includes text messaging, Messenger, Whatsapp, Snapchat, Marco Polo, Line, Voxer, Telegram, WeChat, Signal, or any new apps that have come into being this week - you may however, use telepathy as long as it doesn't make any strange noises)

Critiques:

Individual and group critiques will be held during the semester. Critiques are a time when work is presented by all students for the purpose of receiving formal criticism. It is a unique opportunity to heighten one's ability to perceive strengths and weaknesses within formal design criteria and expressive content, in addition to developing one's own ability to communicate this information to others. **Attendance at critiques is mandatory.**

Comments on grades:

In this course, students will be given oral reviews in the form of formal critiques. It is your responsibility to either take notes or have someone else take notes for you if you would like a record to refer back to for feedback. Written comments by the instructor will only be included on your Canvas grade if the comments were not already given during the oral review.

Course Content:

Project #1 – Mug Project - For this project, you will create a set of 5 mugs in order to learn and gain experience making and attaching handles. You will explore the ergonomics of the handled drinking vessel, while at the same time infusing your mugs with creative expression and experimentation. If you are more advanced and would like to challenge yourself, try something new – trim the mugs, experiment with a new form of handle, play with the proportions. There are a myriad of ways to challenge yourself and expand on the foundations of the skills you have so far.

Project #2 – Goblet Project - For this project, you will learn how to throw and connect two component parts from the wheel. Using those techniques, you will create a set of 5 goblets. We will look at historical and contemporary goblet forms to inspire and inform our own unique perspectives on the type of goblet you would like to use in your own home. Skills to work on in this project are: sizing and proportion in multiple thrown and combined objects, timing and joining skills, trimming, and other techniques as they relate to gobletry.

Project #3 – Thrown and Altered Project - "*Thrown and altered*" is a term used by ceramic artists to indicate a process where you cut, dissect, flip, or significantly alter a thrown vessel to create an often asymmetrical shape that would not be possible from the wheel alone. This project will build on the skills gained through the Mug and Goblet projects by allowing us to focus on a broader range of alterations that can be done with a thrown form.. You will create one large object, or set of smaller objects, where each component of the object is significantly altered to create a new form. Skills to work on with this project are: exploring more ways to alter thrown forms, assembling slightly stiff and leatherhard thrown forms, and exploring more complex asymmetrical thrown forms

Project #4 – Studio Potter Project – For this project, you use your access to the archive of the Studio Potter Journal, one of the longest running and most respected journals in the ceramics field. You will comb the archives, perusing and reading about things that interest you. You will then select one of the articles to make a work based on. You will present your article to the class, explaining what the article is about and how you are going to use it for inspiration in your work.

Evaluation Criteria:

Total = _____ (out of 100)

1. Concept / Idea Score = _____ (out of 20)

Your idea successfully fulfills the goals of the project. The physical work creatively leads the viewer to the ideas and concepts you intended.

2. Quality of Construction, Execution, and/or Finishing Detail Score = _____ (out of 20)

The work is well crafted and carefully executed. There are no perceived differences between your intentions and what the viewer sees.

3. Ambition Score = _____ (out of 20)

The project shows ambition. You have worked to push your own boundaries during every stage of the project.

4. Creativity Score = _____ (out of 20)

You have incorporated suggestions made by other students and professors, and helped others during the project. You have actively contributed to critiques and class discussion.

5. Participation in Learning Score = _____ (out of 20)

You have incorporated suggestions made by other students and professors. During the making of this project, you have actively contributed to the learning of others in the class.

Guide:

18-20 – The objective was clearly and convincingly met.

14-17 – Most of the objective was met, however there were some small areas that were not met.

10-13 – Parts of the objective were met, but there were significant areas that needed improvement

6-9 – The objective was approximately 50% met.

2-5 – Some of the objective was met, however, most of the objective was not met.

0-1 – The objective was not met at all.

semester grading sheet:

- #1 – Mug Project = ____ (out of 100)
#2 – Goblets Project = ____ (out of 100)
#3 – Thrown and Altered Project = ____ (out of 100)
#3 – Studio Potter Project = ____ (out of 100)

project total = ____ (400 pts)

Outside of Class Work Time (4 points per week x 13 weeks)

4 pts = you recorded 4-6 hours

3 pts = you recorded at least 3 hours

2 pts = you recorded at least 2 hours

1 pts = you recorded at least 1 hour

0 pts = you did not record any time this week

outside of class time total = ____ (51 pts)

Blog Entries

(2 points for 200 words, 2 points for 3 images, 2 points for evidence of new work, 6 points weekly total)

Blog post 1 = ____ (out of 6)

Blog post 2 = ____ (out of 6)

Blog post 3 = ____ (out of 6)

Blog post 4 = ____ (out of 6)

Blog post 5 = ____ (out of 6)

Blog post 6 = ____ (out of 6)

Blog post 7 = ____ (out of 6)

Blog post 8 = ____ (out of 6)

Blog post 9 = ____ (out of 6)

Blog post 10 = ____ (out of 6)

Blog post 11 = ____ (out of 6)

Blog post 12 = ____ (out of 6)

Blog post 13 = ____ (out of 6)

Blog post 14 = ____ (out of 6)

Blog post 15 = ____ (out of 6)

blog entry total = ____ (90 pts)

Daily Productivity

Daily score (4pts per class @ 25 classes)

4 pts = you were actively working the entire class (normal bathroom & snack breaks are fine)

3 pts = you worked most of the class, but took at least one extended break beyond normal

2 pts = you worked for some of the class, but spent more than 20% of the class not working

1 pts = you worked for a short time, but spent most of the class not working

0 pts = you did not work at all

productivity total = ____ (100 pts)

SEMESTER TOTAL = ____ (641 pts)

Letter grade sub-total = ____

Absences and Lates/Leave Earlyies = _____
Adjustment after absences/lates/leave earlyies = _____
Letter grade = _____

Weekly Schedule: (subject to change)

Week 1:

Mon. 8/25 – All: Review syllabi, get lockers and shelves, make clay, etc

Wed. 8/28 -

Group 1 & 2: Mug and handle demo, beginning making mugs, make clay if necessary

Group 3: Make clay, start working, work on semester plans, short consult on plan ideas. Use your first Blog post to write plan, include source material and sketches.

Week 2:

Mon. 9/2 - **** Blog post #1 due - Labor Day – No Classes – ** Blog post #1 due**

Wed. 9/4 –

Group 1 & 2: work on Mug project, refresh on handles

Group 3: Review Semester Plans, work on those plans

Week 3:

Mon. 9/9 – Blog 2 due

Group 1 & 2: work on Mug project

Group 3: Work on Semester Plan

Wed. 9/11 –

Group 1 & 2: Demo Goblets, work on Mug project

Group 3: Work on Semester Plan

Week 4:

Mon. 9/16 – Blog 3 due

Group 1 & 2: Short crit on Mug, review sketches for Goblet Project, begin work on chalices

Group 3: Work on Semester Plan

Wed. 9/18 –

Group 1 & 2: Work on Goblets, bisque mugs if ready

Group 3: Work on Semester Plan, Progress crit with Brooklin

Week 5:

Mon. 9/23 – Blog 4 due

Group 1 & 2: Work on Goblets, load all mugs into bisque

Group 3: Work on Semester Plan, Progress crit with Savannah F.

Wed. 9/25 –

Group 1 & 2: Work on Goblets, glaze mugs

Group 3: Work on Semester Plan, Progress crit with Alma

Week 6:

Mon. 9/30 – Blog 5 due

Group 1 & 2: Work on Goblets, Introduce Studio Potter Project (to be completed as last project), glaze mugs

Group 3: Work on Semester Plan, Progress crit with Emma

Wed. 10/2 -

Group 1 & 2: Demo Thrown and Altered Project, finish work on Goblet Project

Group 2: Demo Thrown and Altered Project (if applicable), or 3D printing stuff, finish Goblet Project

Group 3: Begin demos on 3D printing stuff

Thurs. 10/3 - Group 3: Brooklin's BFA Crit at 4:20pm

Week 7:

Mon. 10/7 – Blog 6 due

Group 1: Turn in Goblets, work on Thrown and Altered Project, Load cone 10 with mugs

Group 2: Work on Thrown and Altered or 3D printing

Group 3: Work on 3D printing experimentations, Progress crit with Samantha

Tues. 10/8 - Group 3: Savannah Ferrell's BFA Crit at 4:20pm

Wed. 10/9 -

Group 1: work on Thrown and Altered Project, bisque goblets if ready

Group 2: Work on Thrown and Altered or 3D printing, bisque goblets if ready

Group 3: Work on 3D printing experimentations, Progress crit with Melanie

Week 8:

Mon. 10/14 – Blog 7 due

Group 1: work on Thrown and Altered Project, load all goblets into bisque

Group 2: Work on Thrown and Altered or 3D printing, load all goblets into bisque

Group 3: Work on 3D printing experimentations, Progress crit with Tre

Tues. 10/15 - Group 3: Alma's BFA Crit at 4:20pm

Wed. 10/16 –

Group 1: work on Thrown and Altered Project, Finished crit of Mug Project, glaze goblets

Group 2: Work on Thrown and Altered or 3D printing, Finished crit of Mug Project, glaze goblets

Group 3: Work on 3D printing experimentations, Progress crit with Mandi

Week 9:

Mon. 10/21 – Blog 8 due – FALL BREAK, no classes today

Wed. 10/23 -

Group 1: work on Thrown and Altered Project, glaze goblets

Group 2: Work on Thrown and Altered or 3D printing, glaze goblets

Group 3: Work on 3D printing experimentations

Thurs. 10/24 - Group 3: Emma's BFA Crit at 4:20pm

Week 10:

Mon. 10/28 – Blog 9 due

Group 1: work on Thrown and Altered Project, load cone 10 with goblets

Group 2: Work on Thrown and Altered or 3D printing, load cone 10 with goblets

Group 3: Work on 3D printing experimentations

Tues. 10/29 - Group 3: Melanie's Post Bacc crit at 4:20pm, Samantha's Post Bacc crit at 4:45pm

Wed. 10/30 –

Group 1: Review sketches for Studio Potter project, finish work Thrown and Altered

Group 2: Review sketches for Studio Potter project, finish work Thrown and Altered or 3D printing

Group 3: Work on 3D printing experimentations

Week 11:

Mon. 11/4 – Blog 10 due

Group 1: Work on Studio Potter Project, Finished crit of Goblet Project

Group 2: Presentations on SP article and what you're doing with it, Work on Studio Potter Project

Group 3: Work on Semester Plan

Tues. 11/5 - Group 3: Tre's BFA crit at 4:20pm, Mandi's BFA crit at 4:45pm

Thurs. 11/6 –

Group 1 & 2: Work on Studio Potter Project, Presentations on your SP article

Group 3: Work on Semester Plan

Week 12:

Mon. 11/11 – Blog 11 due

Group 1 & 2: Work on Studio Potter Project, Presentations on your SP article

Group 3: Make, make, and make some more

Wed. 11/13 –

Group 1 & 2: Work on Studio Potter Project, Presentations on your SP article

Group 3: Continue being one with the clay by making art

Week 13:

Mon. 11/18 – Blog 12 due

Group 1 & 2: Work on Studio Potter Project, Presentations on your SP article

Group 3: Work on things

Thurs. 11/20 – WET WARE CUT OFF

Group 1 & 2: Finish Studio Potter Project, glaze, finish work, etc

Group 3: Finish stuff

Week 14:

Mon. 11/25 – Blog 13 due

Group 1, 2, 3: Glaze, finish work, etc

Thurs. 11/27 – **No classes - Thanksgiving**

Week 15:

Mon. 12/2 – Blog 14 due

Group 1, 2, 3: Glaze, load last bisque

Wed. 12/4 – FINAL CRIT #1 – Savannah F., Brooklin, Alma, Mandi, Melanie, Samantha,

- glaze, load last cone 10

Week 16:

Mon. 12/9 – MANDATORY CLEAN UP DAY!! WOOHOOO!

Wed. 12/11 – FINAL CRIT DAY #2 – Savannah B., Kevin, Rachel, Sydney, Daniel, Anna, Paris, Ashley,
Victoria, Emma, Tre

Standards of Excellence for IUS Fine Arts Students:

- Students actively contribute to critiques and class discussions by offering thoughtful perspectives and constructive criticism.
- Students demonstrate curiosity and enthusiasm for the discipline and subject matter of study.
- Students are willing and active learners and researchers, who seek information for building context and content for artistic practice, and engage in scholarly discourse relating to the discipline.
- Students are committed to continuous self-evaluation and personal improvement.
- Students respond analytically and proactively to assessments given by faculty, advisors, or others by making changes to address legitimate concerns.
- Students actively solicit feedback for purposes of making quality improvements to work and practice.

The IU Southeast Fine Arts Program has determined that a student's demonstration of professional disposition and his/her adherence to specified minimum standards of conduct are essential to the successful participation in and completion of the program.

The attached IU Southeast FINE ARTS STUDENT DISPOSITION CODE ("FASDC") is a program-level set of minimum standards that complement but do not supersede the broader IU Code of Students Rights, Responsibilities and Conduct. The FASDC sets forth the program's minimum standards for student conduct. The FASDC will be included in the syllabus for all Fine Arts courses and will be presented to all students on the first day of class.

FINE ARTS STUDENT DISPOSITION CODE

COMMUNICATION:

· Students actively listen and respond thoughtfully and appropriately to others during critiques, class discussions, and in the studio.

- Students are receptive to ideas, suggestions, and constructive criticism from others.

RESPECT:

- Students will be respectful when using shared materials and shared studio space. Students will understand that they are personally accountable for proper use and maintenance of shared materials and studio space.
- Students will respect the work, space, and materials of others. Students will not touch another person's work, use another person's materials, or enter in to another person's personal space without first receiving permission.

RESPONSIBILITY:

- Students help to ensure that IUS is a safe, respectful, creative work environment by refraining from actions or behaviors that might threaten or endanger themselves, others, or the academic process.
- Students will be conscientious and respectful of the needs of others when working in proximal or shared spaces.

FASDC ENFORCEMENT STRATEGY:

In the event that an instructor concludes that a student has failed to achieve and/or adhere to the minimum acceptable levels of the FASDC, and these behaviors or attitudes are adversely affecting the educational experience of other class members or faculty during the course of any program of study, the instructor will seek the following measures to address these issues and correct any violations of the FASDC.

1. The instructor complaining of the violation of the FASDC will prepare a standard Corrective Action Report ("CAR") providing:

- a. The section(s) of the FASDC that is not being achieved or adhered to by the Involved Student.
- b. A description of the incident(s)/circumstance(s) in which the Involved Student violated FASDC behaviors or attitudes.

An instructor's preparation of a CAR is a serious matter and will be evaluated by the FASDC Committee, who will respond by preparing a Corrective Action Plan.

2. The FASDC Committee includes the Fine Arts Program Coordinator, the Academic Advisor of the School of Arts and Letters, and the Dean of the School of Arts and Letters. In the event that the instructor who prepared the CAR is the Fine Arts Program Coordinator, the Dean of Arts and Letters will select an alternate fulltime Fine Arts faculty member to serve on the FASDC Committee.

The FASDC Committee will meet with the Involved Student to discuss the CAR. Following this meeting, the FASDC Committee will prepare a written Corrective Action Plan (CAP). The CAP will include observable performance requirements that the Involved Student must achieve within designated timelines. Fulfilling these requirements will allow the Involved Student's completion of the CAP.

When the CAP has been prepared, the CAP requirements will be presented in a second meeting with the Involved Student and the FASDC Committee.

Three potential outcomes for this second meeting are anticipated:

- The Involved Student may agree to the CAP (by signing the CAP form), in which case the process moves to point 3 below. The Involved Student may determine that CAP is not agreeable and will be allowed to withdraw from the involved course, or

- The Involved Student may propose alternatives to some or all of the CAP provisions and will be given five (5) days to present written alternatives to the Committee. If some or all of the alternatives are acceptable to the FASDC Committee, the CAP will be revised to reflect the acceptable alternatives. If the Involved Student agrees to the revisions of the CAP, the process will move to number 3 below.

- If an Involved Student does not agree to a CAP (whether the original or as revised by the FASDC Committee), the process moves immediately to review by Office of Student Affairs.

3. In order to continue in the fine arts course, the Involved Student must agree to comply with the FASDC and the terms of the CAP by signing the final page of the CAP document. At this meeting the Involved Student will be given the opportunity to appeal or agree to the full terms of the CAP.

4. Student performance (in accordance with the CAP) will be approved by all members of the FASDC Committee. The Involved Student and FASDC committee members will sign the final page of the CAP on or before the target date.

5. Failure to comply with the CAP may result in one or more of the following consequences at the discretion of the FASDC Committee:

A. Academic probation within the program. The Involved Student will be evaluated weekly for the rest of the semester using the standards set up in the CAP.

B. Denial of Future Enrollment in IUS Fine Arts courses. The Involved Student is permanently barred from enrollment in any Fine Arts course.

C. Additional Consequences. The CAR and CAP, documenting the incident and the Involved Student's failure to fulfill the agreed-upon CAP, will be sent to the IUS Office of Student Affairs. The Office of Student Affairs will evaluate the CAR and failed CAP through IUS Student Conduct Officers with regard to the IU Code of Student Rights and Responsibilities. This may lead to further disciplinary action by the University.

These outcomes do not limit the actions a particular professor with regard to his/her course.