

FINA S-260 - Beginning Ceramics – Fall 2020

Monday/Wednesday 1:15pm - 4:15pm

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: Virtually, 1:30pm – 2:30pm Tuesday/Thursday, or by appointment
Contact e-mail: harperba@ius.edu
Virtual Office: <https://iu.zoom.us/my/brianharper> Passcode: 903036
Website: <https://www.brianharperstudio.com/>

IUS Ceramics: <https://claybucket.com/>
Artaxis: <https://artaxis.org/>
SpaceLab: <https://spacelabproject.com/>

Social Media:

Facebook: facebook.com/IUSceramics
facebook.com/artaxis.org
Instagram: [@iusceramics](https://www.instagram.com/iusceramics) .. and always use #IUSceramics when posting images from the studio!
[@artaxis](https://www.instagram.com/artaxis)
Twitter: [@IUSceramics](https://twitter.com/IUSceramics) (twitter.com/iusceramics)

Course Objectives:

This course is an introduction to studio ceramics. This course will provide the student with the fundamental knowledge regarding ceramic vocabulary, materials, tools, methods of construction, surface resolution, and firing. This course will 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. While 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.

Course Content:

This course contains several units, each of which contains specific information regarding process and design, finishing, and firing. Information will be conveyed to students through readings, slide lectures, discussions, individual instruction, guest artists, and critiques. Information regarding the origins of clay, the history of ceramics, and contemporary ceramic issues will be presented throughout the semester.

This course will focus on handbuilding. Construction techniques will include the handbuilding techniques of pinching, coiling, slab building, molding, and how to combine these techniques to create unique artwork. Surfacing techniques will include the use of low and high temperature glazes, colored slips, stains, and a range of firing techniques.

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

1. create unique, personal, finished objects in clay.
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 the classes you are able, participate in the online components of the course, care about the work you are doing, see it through, push yourself to make the best work you can, help others in the class to succeed, and keep the studio clean and safe.

Class Attendance:

This course is being taught in the HYBRID mode this semester, so you will have 13 in-class sessions. I am not taking attendance in class this semester so as not to penalize anyone for staying home if they are sick. I will do whatever I can to help you catch, but missing just one class will put you behind. It is imperative that you communicate with me as much as possible in the event you have to miss class. It is very important not to miss class for any other reason, as our in person class time is limited. Your ceramic artwork needs to go through many processes of drying, firing, and glazing, so this is not a class you can procrastinate in.

Preferred name and preferred gender pronouns:

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters that are provided to me by the registrar may not correspond with your preferred title. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of your preference early in the semester so that I may make appropriate changes to my records.

Technology Requirements for this Course:

Computer labs on campus will be available for coursework. If you choose to work off campus, you must have a computer or iPad (or similar) and have access to WiFi in order to visit course required websites and Zoom, as well as access and use your course Canvas site, watch videos, and IU email. Please update to the latest version of your browser. Canvas is not officially supported on mobile browsers and is made to work on a desktop, and your phone is not the best interactive experience anyway. In addition, a phone is not recommended for access to Zoom. Our Zoom critiques will be best viewed from a larger screen (ideally a computer), because critiques include other participants from class, shared screens, images, discussions, etc.

Technology Concerns: For technology concerns, please see the resources on this page: [IT Help Desk](#). For information about places across campus to access computers and WiFi, see the resources on this page: [Technology Labs](#). Wifi access – multipurpose building at the Evergreen East lot.

Health-Related Issues with Participation/Attendance: You are encouraged to reach out if you have health-related issues that are affecting your participation and attendance in the class, so that we can make arrangements. If you are ill, please stay away from campus and reach out to [IU Health Virtual Visit](#) for safety and wellness.

COVID-19 related updates: <https://www.ius.edu/campus-updates/> and <https://coronavirus.iu.edu/>

Fine Art Program COVID-19 Policies:

- Only enter studios for which you are enrolled in a class
- No more than six students are permitted in this studio at any one time
- No guests or visitors are allowed in the studio, including hours outside of class time
- Students are not allowed food or drink in the studios or building
- Use PPE appropriately
- Follow social distancing guidelines
- Ensure clear movement paths within the room
- Sanitize equipment as instructed for this studio

Failure to comply with these policies will be handled according to the Student Disciplinary Procedures that accompany the [Code of Student Rights, Responsibilities, and Conduct](#) and may result in academic sanctions, up to and including expulsion.

If you have any issues or concerns pertaining to this course or the use of classroom and studio spaces, you must discuss it with the instructor first. If the matter cannot be resolved with your instructor, contact the Fine Arts Coordinator (bkutis@ius.edu). You may also submit a [Grievance Process Form](#) if you witness misconduct.

While you're on campus, everything you do shows your commitment to keeping IU Southeast students, faculty, and staff safe. Thank you.

COVID-19 Ceramics Studio Procedures:

Students in each class will help to disinfect our studio classroom *at the beginning **and** end of the class*. Spray disinfectant is available in the studio. Sprayed surfaces must be allowed to dry before use.

- All students MUST wash their hands upon entering the studio and upon leaving the studio.
- All students must maintain 6-foot physical distancing
- All students must wear a mask at all times in the studio AND the building. If you forget your mask, one will be provided.
- No food or drink is permitted in the *studio or building* (as this requires that a mask be removed or loosened from the face). Food and drink are permitted outside (with physical distancing), or in the Cafeteria.
- Please refrain from loud and excessive talking (less potential to spread the virus).
- If you are in a course that makes glazes, only one student is allowed to mix glazes at a time.
- If you are in a course where students mix their own clay, only one student is allowed to be at the clay mixer at a time.

Assigned Cleaning Responsibilities:

Each student will be assigned a cleaning duty for the communal areas and tools. The communal areas will include areas such as the slab roller, extruder, the sink area, and other shared spaces. It is important that we have a clean and safe studio, particularly during this time. Your help and cooperation will be greatly appreciated by me and all students using the studio.

Outside of Class Access to the Studio:

Students have 24-hour access to the studios when classes are not in session. Students must log into the studio when you arrive (there will be a sheet attached to the clipboards above the chalkboard), and log out when you leave. This is required and will be used in the event there is a positive COVID test in our building. We need to know who was in the studio and when so that we may contact you for your own safety, and the safety of your peers and professors. You must complete the required cleaning (disinfecting surfaces, etc.) before leaving the studio. All Covid 19 procedures must be followed (masks, gloves, physical distancing, no food or drink, etc.) while in the studio at any time.

Studio Clean-up:

At the end of the semester, students will be expected to help with a general studio clean up. Details will be announced several weeks in advance.

E-mail and Canvas:

Canvas is the way I will be communicating with you outside of class. It is YOUR RESPONSIBILITY to either check Canvas often, especially during this pandemic. I may also contact you via your IU e-mail, so please check that often as well. There will not be exceptions. If you have issues with your email, contact university IT services.

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.

Special Needs:

Students who have a disability that requires accommodations in the classroom should contact 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, 812-941-2243. Additional information about the Office of Services for Students with Disabilities may be obtained at:

<http://www.ius.edu/disabilityservices/>

Texts to look at: Hands in Clay by Charlotte Speight (5th edition)
 The Ceramic Spectrum, Robin Hopper
 The Potter's Workbook, Clary Illian
 The Craft and Art of Clay, Susan Peterson

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, you will be given oral reviews in the form of formal and informal critiques, either in person or via video conference. It is your responsibility to either take notes yourself or have someone else take notes so that you have a written record of the feedback that was given you. Written comments by the instructor will only be included on your Canvas grade if the comments were not already given during critiques.

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)

The work shows a high level of creativity. You have shown an effort to expand on conventional modes of thinking to execute a particular idea or concept.

5. Participation in Learning 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. It is clear you did your own research to improve your work.

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.

Weekly Response Topics

During the semester, we will have weekly topics that I will present on our Canvas discussion boards and you will be required to review any material presented and write a response to the topic. It's ok if the responses are varied between you and your classmates - in fact they should be! The reason we do these are to exercise our brains. I will try and design each topic to open up new avenues of thought for you and your work, so please take your time and process your thoughts before writing.

Sketchbook

Please use a sketchbook throughout the semester and bring it to all class meetings - consider it your portable studio and it can be your most important tool. It is where ideas are recorded and have the opportunity to grow. Write down all ideas and sketch anything you find interesting, collect images from magazines, the Internet, doodles on napkins, etc. This activity will inform the works you create and help you build an indispensable resource as well as being an integral part of the creative process. Use any medium you feel most comfortable working with – pencil, marker, charcoal, etc.

Syllabus, handouts, sketches, ideas, researched information, notes from demonstrations, powerpoints, workshops, gallery visits/reports and lectures as well as written assignments are to be maintained in your sketchbook. Drawings and research will be checked off for each assignment. Your sketchbook will be graded according to the breadth of the ideas and sources collected and recorded, not your drawing ability.

Things to think about regarding your sketchbook:

Source Material

- Have you collected a large reservoir of source material (drawings, notes, sketches, writings etc.) to use a starting point for your work?
- Is there evidence in the sketchbook of outside creative or technical research (not assigned from class material?)
- Have you been creative in your collection of source material? Have you been open minded in understanding how your collection of source material helps you in your creative work?

Class Notes

- Have you kept and organized your class notes and handouts?
- Did you take notes about how your work was completed (glazes, colors, stains, post firing work, etc.)?
- Did you take notes about the conceptual development of your work?
- Did you take notes or reflect on the discussions we had during the critiques or during class? (either about your work or others)

Idea Sketches

- Have you completed all of your idea sketches BEFORE each assignment?
- Do your ideas seem complete and thought out?
- Have you created more sketches than you used for your project?

Semester Grading Breakdown:

(Complete breakdown with specifics on Canvas)

Projects (52%)

Warm-up Objects (3 x 10pts)	= ____ (out of 30)	
Face Jug Project	= ____ (out of 100)	
Still Life Project	= ____ (out of 100)	
Mini Modules Project	= ____ (out of 100)	project total = ____ (out of 330)

Response Topics (15%)

10 topics x 10 pts each	response total = ____ (100 pts)
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Sketchbook (5%)

Sketches done BEFORE each project (3 pts x 10)	sketchbook total = ____ (30 pts)
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Quizzes (28%)

11 quizzes, totalling 182 pts.	quiz total = ____ (182 pts)
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SEMESTER TOTAL = ____ (627 pts)

Tools needed for Beginning Ceramics:

Toolkits can be purchased from Kentucky Mudworks online at [HERE](#). Special kits have been assembled for this class, and cost \$37.00. They accept all major credit cards, but **DO NOT** take Ucards. The kits must be purchased from the Kentucky Mudworks website. They will be available for pickup in the IUS Ceramics during the first week.

In addition to the toolkit, you will need to purchase several other items from the hardware store. Some items you may be able to source from your residence as well. The list of additional tools can be found at Claybucket.com/tools-for-beginning-ceramics

Additional tools and ceramic awesomeness can be found at **Kentucky Mudworks**. They are located in Louisville and online at <https://kymudworks.com/>

Daily Schedule
13 week semester - August 24 - November 19th

The schedule below is in "Modules" on Canvas and includes links to URLs for videos, etc

Week 1 :

Each group will come to the ceramics studio for 1 hour (see schedule below) on the first day. During this time, you will pick up clay and other supplies. The following student list is as of 8/15/20

Group A: (Cody Blair, Nicole Collins, Adam Frey, Eryn Hardin) will come to the Ceramics studio (KV 035) at **1:15pm** and stay until about 2:15am.

Group B: (Sarah Herren, Maggie Korte, Tyler Lash, Brooke McDonald, Margaret Vish) will come to the Ceramics studio (KV 035) at **3:15am** and stay until about 4:15pm.

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Purchase clay working tools <input type="checkbox"/> Watch "Intro" video and take quiz <input type="checkbox"/> Watch "Pinch Pot" video and take quiz <input type="checkbox"/> Make 3 pinch pots <input type="checkbox"/> Watch "Coil Cup" video and take quiz <input type="checkbox"/> Make coil cup <input type="checkbox"/> Watch "Slab Vessel" video and take quiz <input type="checkbox"/> Make slab vessel <input type="checkbox"/> Watch "Clay Slip" video and take quiz <input type="checkbox"/> Watch "Wedging" video and take quiz 	<p><u>Mon. 8/24</u> <i>** See above schedule for arriving at studio</i> Both Groups: Watch "Intro", "Pinch Pot" videos and take quizzes on those videos. Those are due by 5pm on Tuesday 8/25</p> <p><u>Wed. 8/26</u> Group A: Make pinch pots in studio from 9am-10am. Group B: Make pinch pots in studio from 11am - 12pm</p> <p><i>** Watch "Coil Cup", "Slab Vessel", and "Clay Slip" videos and take those quizzes by 11:59pm on Sunday 8/30</i></p>
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Week 2 :

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Move pinch, coil, and slab pots to kiln room and put on "Greenware" cart <input type="checkbox"/> I will assign Face Jug project <input type="checkbox"/> Watch "History Detectives: Face Jugs" video <input type="checkbox"/> Watch Powerpoint video about Face Jug project <input type="checkbox"/> Submit sketches for project ideas <input type="checkbox"/> Begin working on Face Jug project by the end of the week and over the weekend. It must be started before Monday 9/7. <input type="checkbox"/> Watch "Extruder" video and take quiz 	<p><u>Mon. 8/31 -</u> Group A: Make coil and slab objects in studio from 1:15pm - 4:15pm. Group B: Work from home</p> <p><u>Wed. 9/2 -</u> Group A: Work from home Group B: Make coil and slab objects in studio from 1:15pm-4:15pm.</p>
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<ul style="list-style-type: none"> <input type="checkbox"/> Watch "Slab roller" video and take quiz <input type="checkbox"/> Complete Response Topic #1 on Canvas by 11:59pm on Sunday 9/6 	<p>** Watch Face Jug videos and Powerpoint. Submit idea sketches for Face Jug project by 12pm on Friday 9/4</p> <p>** Move coil and slab vessels to the kiln room when they are finished</p>
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Week 3 :

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on Face jug <input type="checkbox"/> Watch "Clay Lecture" video and take clay quiz <input type="checkbox"/> Complete Response Topic #2 on Canvas by 11:59pm on Sunday 9/13 	<p><u>Mon. 9/7 (Labor Day) -</u></p> <p>Group A: Open studio, work from home or studio</p> <p>Group B: Open studio, work from home or studio</p> <p><u>Wed. 9/9</u></p> <p>Group A: Work in studio from 1:15am-2:15am</p> <p>Group B: Work in studio from 3:15am-4:15pm</p>
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Week 4 :

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on Face Jug. You should be close to finishing it by the end of the coming weekend. <input type="checkbox"/> I will assign Still Life project this week <input type="checkbox"/> Watch Glaze Lecture/Demo video <input type="checkbox"/> Take glaze quiz <input type="checkbox"/> Glaze pinch pots, coil cup, and slab cup <input type="checkbox"/> Complete Response Topic #3 by 11:59pm on Sunday 9/20 	<p><u>Mon. 9/14</u></p> <p>Group A: Work in studio from 1:15pm - 4:15pm</p> <p>Group B: Work from home</p> <p><u>Wed. 9/16</u></p> <p>Group A: Work from home</p> <p>Group B: Work in studio from 1:15pm - 4:15pm</p> <p>*** Idea sketches for Still Life project due by 11:59pm on Sunday 9/18</p>
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Week 5 :

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit images of your finished Face Jug project by Tuesday at 11:59pm. <input type="checkbox"/> Short greenware crit of Face Jugs <input type="checkbox"/> Watch Still Life project Powerpoint video <input type="checkbox"/> Submit sketches of Still Live project on Canvas <input type="checkbox"/> Begin Still Life project by the end of the week and over the weekend. <input type="checkbox"/> Watch "Firing Lecture" video and take quiz <input type="checkbox"/> Bring Face Jug to school (if not there already) and uncover it so that it can dry <input type="checkbox"/> Complete Response Topic #4 by 11:59pm on Sunday 9/27 	<p><u>Mon. 9/21</u></p> <p>Group A: Finish Face Jug project (from studio or home TBA)</p> <p>Group B: Finish Face Jug project (from studio or home TBA)</p> <p><u>Wed. 9/23</u></p> <p>Group A: Crit on green Face Jug projects on either Zoom or social distanced at school</p> <p>Group B: Crit on green Face Jug projects on either Zoom or social distanced at school</p> <p>** submit sketches for Still Life Project by 12pm on Thursday, 9/24</p> <p>*** Submit photos of finished (at the wet stage) Face Jugs on Canvas by 12pm on Thursday 9/24</p>
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Week 6 :

<p>Goals:</p>	<p><u>Mon. 9/28</u></p>
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<ul style="list-style-type: none"> <input type="checkbox"/> Work on Still Life project <input type="checkbox"/> Load Face Jugs into bisque if they are ready <input type="checkbox"/> Complete Response Topic #5 by 11:59pm on Sunday 10/4 	<p>Group A: Work on Still Life project in studio Group B: Work from home</p> <p><u>Wed. 9/30</u> Group A: Work from home Group B: Work on Still Life project in studio</p>
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Week 7 :

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish Still Life project by the end of this coming weekend and uncover so they can dry <input type="checkbox"/> Load any remaining Face Jugs into bisque <input type="checkbox"/> Assign Mini Modules project by the end of the week <input type="checkbox"/> Watch Mini Modules Powerpoint video <input type="checkbox"/> Studio visit with Casey Whittier via video conference <input type="checkbox"/> Complete Response Topic #6 by 11:59pm on Sunday 10/11 	<p><u>Mon. 10/5</u> Group A: Work on Still Life project in studio Group B: Work from home</p> <p><u>Wed. 10/7</u> Group A: Work from home Group B: Work on Still Life project in studio</p> <p>** Submit images of finished (at the wet stage) Still Life project by 11:59pm on Sunday</p>
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Week 8 :

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Studio visit with Mandi Salov via video conference on Monday <input type="checkbox"/> Submit sketches for Mini Modules project on Tuesday <input type="checkbox"/> Begin Mini Modules project by Wednesday <input type="checkbox"/> Glaze or stain Face Jug projects by the end of this week <input type="checkbox"/> Load Still Life projects into bisque <input type="checkbox"/> Complete Response Topic #7 by 11:59pm on Sunday 10/18 	<p><u>Mon. 10/12</u> Group A: Crit on green Still Life projects on either Zoom or social distanced at school Group B: Crit on green Still Life projects on either Zoom or social distanced at school</p> <p>** Submit sketches for Modular project on Tuesday</p> <p><u>Wed. 10/14</u> Group A: Work on Modular project from home Group B: Work on Modular project from home</p>
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Week 9 :

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on Mini Modules project <input type="checkbox"/> Glaze fire Face Jugs this week <input type="checkbox"/> Submit images of Finished Face Jugs on Canvas (if they are out of the kiln) <input type="checkbox"/> Load any remaining Still Life projects that weren't ready last week <input type="checkbox"/> Glaze or stain Still Life projects <input type="checkbox"/> Complete Response Topic #8 by 11:59pm on Sunday 10/25 	<p><u>Mon. 10/19</u> Group A: Work on Modular project from home, in progress "check ins" via Zoom Group B: Work on Modular project from home, in progress "check ins" via Zoom</p> <p><u>Wed. 10/21</u> Group A: Work on Modular project from home Group B: Work on Modular project from home</p>
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Week 10 :

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wet ware cut off is Wed. <input type="checkbox"/> Finish making parts for Mini Modules project <input type="checkbox"/> Drop off Mini Modules pieces at school if working on them from home <input type="checkbox"/> Submit images of your finished (glazed, fired, and cleaned up if necessary) Still Life project before Monday (of next week) <input type="checkbox"/> Complete Response Topic #9 by 11:59pm on Sunday 11/1 	<p><u>Mon. 10/26</u> Group A: Work on Modular project from home, in progress “check ins” via Zoom Group B: Work on Modular project from home, in progress “check ins” via Zoom</p> <p><u>Wed. 10/28</u> Group A: Work on Modular project from home Group B: Work on Modular project from home</p> <p>** All parts for the Modular project MUST be dropped off in the kiln room at school by 12pm on Sunday</p>
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Week 11 :

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Once-fire Mini Module pieces on Monday <input type="checkbox"/> Students pick up Modular pieces on Wednesday and take home to work on Modular project there <input type="checkbox"/> Crit on finished Still Life project this week <input type="checkbox"/> Complete Response Topic #10 by 11:59pm on Sunday 11/8 	<p><u>Mon. 11/2</u> - Last bisque is loaded today. Once fire all parts for Modular project. Group A: Finish glazing, sanding, finishing work at studio Group B: Work from home</p> <p><u>Wed. 11/4</u> - Last day to glaze. Pick up parts for the Modular project today. Group A: Work from home Group B: Finish glazing, sanding, finishing work at studio</p>
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Week 12 :

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on Mini Modules project from home <input type="checkbox"/> Zoom check-ins, in progress crits on Monday <input type="checkbox"/> Studio cleanup - you will each have a job to complete to get the studio clean. These jobs must be completed by the end of the week. 	<p><u>Mon. 11/9</u> - Last glaze firing Group A: Work on Modular project from home Group B: Work on Modular project from home</p> <p><u>Wed. 11/11</u> - Finishing, sanding, assembling, etc Group A: Work on Modular project from home Group B: Work on Modular project from home</p> <p>** Images of finished Modular project must be uploaded to Canvas by Sunday at 5pm</p>
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Week 13 :

<p>Goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final crit will be on Mini Modules Projects and will take place on either Zoom or social distanced in the studio (TBA) 	<p><u>Mon. 11/16</u> - Final Crit for Group A (either socially distanced at studio or via Zoom, TBA)</p> <p><u>Wed. 11/19</u> - Final Crit for Group B (either socially distanced at studio or via Zoom, TBA)</p>
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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.