

## **FINA - S260 – Ceramics 1 - Spring 2023**

Format: In person

Room: KV 035 (Ceramics Studio), Spring 2023

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

Jan 9 – May 2, 2023

Section #18895

**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: 12:00pm – 1:00pm Monday/Wednesday, or by appointment. Please email me and we can meet in-person or virtually. Virtual office hours require a camera.  
Contact e-mail: [harperba@iu.edu](mailto:harperba@iu.edu).  
Virtual Office: <https://iu.zoom.us/my/brianharper> Passcode: 903036  
Website: <https://www.brianharperstudio.com/>

Class platform: [canvas.iu.edu](https://canvas.iu.edu)

Our website: [www.claybucket.com](http://www.claybucket.com)

Also review: [www.artaxis.org](http://www.artaxis.org)

SpaceLab website: [www.SpaceLabProject.com](http://www.SpaceLabProject.com)

Instagram:

[@iusceramics](https://www.instagram.com/iusceramics)

tag #iusceramics in your posts!

[@artaxis](https://www.instagram.com/artaxis)

**Facebook:**

[facebook.com/iusceramics](https://www.facebook.com/iusceramics)

[facebook.com/artaxis.org](https://www.facebook.com/artaxis.org)

### **Course Description and Content:**

This course contains several units that contain specific information about technique, process, surface treatment, and firing. Information will be covered in slide lectures, discussions, individual instruction, critiques, and guest artist presentations. This course will cover a range of historical and contemporary ceramic issues.

This course covers hand-building techniques including pinching, coil building, slab building, and a combination of processes. This course also introduces students to throwing on the potter's wheel, including basic forms such as cylinders and bowls. Surface treatments will include mid and high temperature glazes, colored slips, stains, and a range of firing techniques.

Students will learn and participate in the loading and firing of electric kilns. Students will also learn how to mix clay and will be responsible for mixing all clay needed for the semester.

## Course Objectives:

- Use clay as a means of personal visual expression.
- Improve skills within a variety of skills and techniques
- Develop an intuitive understanding of timing, moisture content, and phases of raw clay
- Perform constructive, critical examination of your work and the work of others.
- Make weekly posts to a blog about your art.
- Articulate the progression of ideas from initial concept to final product.
- Create a digital portfolio of your work.

Course Objectives	How I will assess those objectives
Use clay as a means of personal visual expression.	All assignments
Create unique, personal, finished objects in clay.	All assignments
Use clay materials, tools, and methods of construction, and various surfacing techniques and firing methods to create ceramic objects.	All assignments
Perform constructive, critical examination of their individual work and the work of others.	Participation in critiques
Articulate the progression of ideas from initial concept to final product.	Sketchbook, participation in critiques
Employ ceramic vocabulary to analyze ceramic artwork.	Quizzes, critiques, and artist presentations

## General Objectives for All Ceramics Courses:

All ceramics area courses are intended to broaden our understanding of clay as a medium for personal visual expression. Students expand their skills within two and three-dimensional design considerations through focused study of the ceramic discipline. Students are also required to extend their exploration within the field of visual arts more broadly, including but not limited to the disciplines of sculpture, drawing, painting, printmaking, photography, installation, concept, and architecture, literature, music, theater, dance. This holistic approach to art is intended to stimulate the growth of a personal art practice as well as the considerations of other artists' work.

## Academic Expectations:

Students are expected to attend all classes, demonstrate care toward work being created in class, complete all assignments, help classmates succeed, work in the ceramics studio outside of class, and keep the studio clean.

***\*\*\* Students are expected to spend at least 6 hours in the studio outside of class each week. Class time will not be enough to finish your work.***

**Covid Link:** <https://www.ius.edu/campus-updates/>

**IU Mask Policy:** <https://www.iu.edu/covid/prevention/masks-and-ppe.html>

## Attendance Policy:

Good attendance is an expectation of this course. Although students are expected to work outside of class, outside work does NOT exempt students from regular class attendance or punctuality. Students will be permitted two absences before their grades are affected.

Each absence beyond 2 will result in a grade reduction in the attendance portion of the final grade. Accommodations will be made for anyone with Covid symptoms, or who has to miss class due to Covid protocols. If you need to quarantine, it is expected that you continue to work on course material outside of class to the extent you are well enough to be able to.

- 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)*

## Being Late and Leaving Early

Class will begin with announcements, important course material, images, and other information for our course. If you are not in the room when I begin those announcements you will be counted late. When class is nearing the end, you may begin to clean 5-10 minutes before the end of class. Cleaning should include sponging down the table, mopping the areas where you worked, and tidying up the studio. If you leave before the end of class, you will be marked down as leaving early.

## Cell Phones:

Cell phones must **ALWAYS** be on silent/vibrate in the ceramic studio. Please respect the shared creative environment. If there's an emergency and you must take a call, please do so outside the classroom and away from other ongoing classes.

**The only acceptable use of cell phones is documentation – in this case, remember to use the #iusceramics hashtag!**

## Clean-Up Policy:

Each student is responsible for cleaning the areas in which they worked each and every time they use the space including evenings, Fridays, and weekends.

## Canvas:

This course will use Canvas for important course materials and communications. You must have consistent access to Canvas and check it often for messages and updates about the course. If you need help accessing Canvas, resetting a password, using email, or other technology issues, contact the [Technology Help Desk Site](#), call (812) 941-2447 (extension 2447 on campus), or email [helpdesk@ius.edu](mailto:helpdesk@ius.edu).

## Important Note About How Grades are Displayed on Canvas:

Please keep in mind that the final grade you see on Canvas does **not** factor in the IUS Fine Art Program attendance policy. That policy is listed above.

## Written Comments on Your grades:

In this course, students will be given oral reviews in the form of critiques. It is your responsibility to either take notes or have someone else take notes for you if you would like to have a record of feedback.

Written comments by the instructor will only be included on your Canvas grade if the comments were not already given during critique.

### **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.**

### **Canvas and E-mail:**

It is your responsibility to check your Canvas messages and your IUS e-mail address often as this is the way I will be communicating with you outside of class. I will not email you at a non-IU email, so please get in the habit of checking your IU email AND Canvas messages.

### **Communication:**

Feel free to email me at [harperba@iu.edu](mailto:harperba@iu.edu). I will do my best to return your emails in a reasonable amount of time. I may take longer to respond on weekends and off-hours.

## Tools Needed for Ceramics:

This semester, we will be supplying shared tools for all of the items listed below with an asterisk (\*). If you would like to purchase your own tools, you can do so for \$40 from Kentucky Mudworks at [this LINK](#). This is a discount price.

### Provided in shared tools:

- \* Flat paddle tool
- \* Cut off wire
- \* Small round sponge
- \* Needle tool
- \* Wooden Knife (aka the “snow-plow)
- \* Metal rib
- \* Wooden rib
- \* Various loop tools
- \* Fettling knife
- \* Serrated rib
- \* Hake & sumi natural hair brushes
- \* Rubber tipped modeling tool
- \* Shammy

### Also recommended:

Spray bottle  
Exacto knife  
Metal fork  
Found objects for texturing  
Apron  
Soft rubber rib  
Various wooden modeling tools  
Surform tool

### Need to purchase or find:

Small plastic bucket to hold water  
Large clean-up sponge  
Towel for cleaning your hands  
Dust mask (2 straps and rated **at least** N95)  
Plastic bags (dry cleaning bags or garbage bags, grocery bags will not work!

## ***ALL SUPPLIES SHOULD BE IN YOUR CERAMICS LOCKER BY THE SECOND CLASS PERIOD.***

Additional tools and materials can be found at:

Kentucky Mudworks  
12308 Aiken Rd  
Louisville, KY 40223  
<https://kymudworks.com/>

## Sketchbook

**Students must bring their sketchbooks to all class meetings.**

A sketchbook is an indispensable resource for recording and reflecting on ideas. Syllabus, handouts, sketches, ideas, researched information, notes from demonstrations, slide talks, 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:** [claybucket.com/sketchbook/](https://claybucket.com/sketchbook/)

## **Textbook:**

There is no required textbook for this course. Consider applying that money toward additional art supplies for this course. There are also several books and magazines available in the IUS Ceramics studio for you to expand your exposure to ceramic art. Some recommendations are: *Hands in Clay* by Charlotte Speight, *The Ceramic Spectrum* by Robin Hopper, *The Potter's Workbook* by Clary Illian, and *The Craft and Art of Clay* by Susan Peterson.

## **Preferred Name and Pronouns:**

Class rosters that are provided to the instructor by the registrar may not correspond with the student's preferred identifiers. I will gladly honor your request to address you by an alternate name or pronoun. I will note your preferences during introductions. Please advise me if your needs change during the semester so that I may update my records.

## **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 after first speaking with your professor and then the FA Coordinator, you may contact the Dean of the School of Arts & Letters.

## **Indiana University Policy on Discrimination, Harassment, and Sexual Misconduct:**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the Personal Counseling Services Office (phone: 812-941-2244).

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <https://stopsexualviolence.iu.edu/> to learn more.

Indiana University also prohibits discrimination on the basis of age, color, disability, ethnicity, sex, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sexual orientation, or veteran status. If you feel like you have experienced discrimination or harassment, please contact James Wilkerson (phone: 812-941-2599/email: [jjwilker@iu.edu](mailto:jjwilker@iu.edu))

## **Bias Incident Reporting:**

Indiana University is committed to creating welcoming, inclusive, and respectful campus communities where everyone can thrive and do their best work—a place where all are treated with civility and respect. If you experience or witness an incident of bias, you should report it. For more information, see [Student Incident Reporting](#).

**Accessibility & Accommodations:**

Indiana University is dedicated to ensuring that students with disabilities have the support services and reasonable accommodations needed to provide equal access to academic programs. To request an accommodation, you must establish your eligibility by working with Matt Springer (phone: 812-941-2243/email: [mtspring@ius.edu](mailto:mtspring@ius.edu)) Additional information can be found at [accessibility.iu.edu](http://accessibility.iu.edu). Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed.

**Cheating and Plagiarism:**

The university has [strict policies](#) on cheating and plagiarism. My expectation is that you are familiar with these policies and will contact me if you have any questions. My policy is to assign a grade of zero (0) for any submission that is plagiarized or is a result of cheating.

**Other University Policies:**

Additional University policies that pertain to this course can be found on the [Succeed at IUS](#) webpage. These include but are not limited to: How to avoid plagiarism and cheating, Disability Services, Student Engagement Roster (SER), Tutoring centers, Canvas Guides, Financial Aid, Sexual Misconduct, Counseling, and accessing the Writing Center.

## **Semester Grading Sheet:**

Warm-up Objects (3 x 10pts each) = \_\_\_\_ (out of 30)  
#1 – **Face Jug Project** = \_\_\_\_ (out of 100)  
#2 – **Specialized Food Object** = \_\_\_\_ (out of 100)  
#3 – **Apologia Project** = \_\_\_\_ (out of 100)  
#4 – **Throwing project** = \_\_\_\_ (out of 100)

TOTAL = \_\_\_\_ (430 pts)

### **Sketchbook**

Sketches done BEFORE each project (5 pts x 3) TOTAL = \_\_\_\_ (out of 15)

### **Quizzes**

Clay Quiz \_\_\_\_ (50 pts)  
Firing Quiz \_\_\_\_ (50 pts)  
Glaze Quiz \_\_\_\_ (50 pts)

QUIZ TOTAL = \_\_\_\_ (150 pts)

### **Outside of Class Work Time**

(4 points per week x 11 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 WORK TOTAL = \_\_\_\_ (out of 44)

### **Daily Productivity**

Daily score (4 pts 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

2 pts = you worked for some of the class, but spent more than 20% (approx. 35 minutes) 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 = \_\_\_\_ (out of 100)

**SEMESTER TOTAL = \_\_\_\_ (out of 739)**

Letter grade subtotal = \_\_\_\_

Absences and lates/leave earlies = \_\_\_\_

Adjustment after absences/lates/leave earlies = \_\_\_\_

Letter grade = \_\_\_\_



## Evaluation Criteria for handbuilding projects:

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.

\*\* The schedule is posted online [HERE](#). This is a Google Doc that I will be updating frequently (as needed). I will review any changes at the beginning of each class period.

## **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.

## **IUS Fine Arts Student Disposition Code:**

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.

### **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.