Instructor’s Information:
Instructor: 
Office Phone #: 
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Email: 
Office Hours:

Chair’s Information:
1. Name of Chair: Richard Lubben
2. Office Location: Building B Rm. 121, Pecan Campus
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Course Information
Course Name: Ceramics I
Course #: ARTS 2346

Course Description
Exploration of ideas using basic ceramic processes.

Prerequisites: None.

Program Learning Outcomes
FINE ARTS
PLO1: Students will demonstrate their abilities in applying creative thinking and problem solving skill using the elements and principles of art & technical skills in three-dimensional design. This will be accomplished through production of original artworks, written appraisals, group discussions, and oral justification of their work.

PLO5; Students will demonstrate their ability to manipulate a particular medium creating a personal and original artwork. This will be accomplished through production of original artworks, written appraisals, group discussions, and oral justification of their work.

Course Learning Outcomes
At the conclusion of the course students will:

1. Demonstrate their ability to work effectively with others in teams toward a shared purpose or goal. (TW)

2. Demonstrate an understanding of the purposes and functions of art as it relates to social responsibility, cultural diversity and civic responsibility through written, oral, and hands-on art projects. (SR)
3. Demonstrate the ability to develop, express, and communicate ideas in written, oral and hands-on art projects. (COM) (PLO#5)

4. Respond critically through various means to works in the arts and humanities. (CT) (PLO#1)

**Required Core Objectives** for Core Component Area

**CRITICAL THINKING SKILLS:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

**COMMUNICATION SKILLS:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.

**TEAMWORK:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**SOCIAL RESPONSIBILITY:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Department Required Common Assignment to Meet and Assess Core Objectives**

This assignment will be given in all sections and will use the Institutional Core Objective Grading Rubric for assessment of the core objectives.

Students will work in teams to submit a hands-on slab built ceramic artwork that communicates a collaborative message with a social responsibility metaphor. Students will provide pre-design and post construction drawings of the artwork as well as a written analysis of the artwork, the teamwork process and the conceptual meaning and background of the social responsibility metaphor. Additionally all students and the instructor will orally critique all of the completed artworks.

Each of these four (4) components listed below will be evaluated via provided rubrics as 25% of the total grade for the assignment:

1. (COM) Students will effectively express ideas in a written, visual artwork, and oral form.

2. (TW) Students will work in teams to complete the assignment, and will evaluate one another’s participation and communication in the process. Additionally, students will evaluate other team’s completed artwork.

3. (SR) Possible topics for social responsibility messages include, but are not limited to: social awareness, identity, gender, political and social beliefs, censorship, environmental issues, human rights and ethics.

4. (CT) The assignment will demonstrate the development, interpretation, and expression of the chosen topic, thus showing the student’s ability to synthesize information and think critically.

The required assignment will comprise 20% of the semester grade for students. Specific instructor examples of this assignment will be available as an addendum.

**Evaluation**

Grading Criteria: A combination of oral assignments, written assignments, in-class or online quizzes/examinations, oral presentations, and classroom/online activities can be used to evaluate student performance. Each instructor will have at his/her discretion, the ability to combine the admixture to evaluate student performance. Students may display their level of understanding of the learning outcomes in several manners. The required department common assignment will be evaluated using the institutional core objective grading rubric. This course is designed to introduce a breadth of knowledge and reinforce cognitive, creative and problem solving skills. In addition to the evaluation of the artistic and creative aspects of work, no less than one-half of the student’s overall semester grade will be based on assignments and activities that focus on the appreciation and analysis of art including theory, criticism, aesthetics, design foundations, the interpretation of art and history.
Required Textbook & Resources
No recommended textbook at this time. You will receive an additional tool/supply list.

Classroom Expectation:

1. Demonstrate an understanding of the impact of the ceramic arts on culture, other visual arts disciplines and society.

2. Demonstrate the fundamentals of clay construction through hand building and wheel throwing, as-well-as craftsmanship, creative design concepts, artistic exploration and creative innovation.

3. Work with a variety of tools, techniques, materials and ceramic firing processes.

4. Work with various additive and subtractive hand-building processes, extruded forms, vessels, wheel thrown and sculptural forms.

5. Present artwork for grading in a professional manner, as directed by the instructor.

6. Participate meaningfully in artwork critiques.

7. Maintain a professional and respectful attitude.

8. Maintain classroom facilities and shared supplies.

9. Demonstrate knowledge of the safe and proper usage of equipment, tools, materials, supplies and chemicals utilized during this course.

10. Identify, demonstrate and apply knowledge of the elements of three-dimensional design, principles of three-dimensional design and color theory.

Safety Statement
Students entering studio/lab classes should be aware that they may be exposed to potentially hazardous chemicals and equipment. The students should assume responsibility for conducting themselves in a manner to minimize such hazards. (It is in the best interest of the students who are pregnant to defer laboratory/studio classes until after delivery.) Complete the safety instructions on the STC VAM website provided by the instructor.

Students must read the VAM Health and Safety Manual at the following link:
http://lass.southtexascollege.edu/vam/safety/intro.html

Download and print the CONSENT FORM from the appendices page. Sign the consent form and turn it in to your instructor. You must do so in order to attend class.

STC Departmental Textbook and Supply Policy:
All students must have the required materials including but not limited to textbooks, online access codes, equipment, and supplies no later than the second day of class. Students without required materials will not be able to participate in class activities and will therefore be counted as absent.

Departmental Attendance Policy: (*applies to Traditional & Hybrid Classroom Courses)
Attendance and participation are mandatory for all VAM courses. Students must attend a minimum of 39 of the scheduled 45 contact hours for lecture courses and a minimum 78 of the scheduled 90 contact hours for studio courses, regardless of personal or unforeseen circumstances that are beyond the student’s control. No absence will be regarded as either excused or unexcused. Students must be present for the entire duration of each class meeting. Students arriving 10 minutes late or leaving 10 minutes are encouraged to stay, but will be counted as absent, regardless of circumstances, for that day.
FERPA:
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Developmental Studies Policy Statement: The College’s Developmental Education Plan requires TSI Liable students who have not met the college readiness or exemption standards in reading, writing, and/or mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from ALL college courses.

Title IX Statement: Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. More information on Title IX policy and procedures can be found at http://www.southtexascollege.edu/about/notices/title-ix.html. Questions regarding Title IX or concerns about accommodations, including complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to our Conflict Resolution Center at 956-872-2180 or crc@southtexascollege.edu.

Pregnant and Parenting Students: South Texas College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking accommodations should contact the Conflict Resolution Center immediately at 956-872-2180 or crc@southtexascollege.edu.

Statement of Equal Opportunity: No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, sex, age, gender, disability, genetic information, or veteran status.

Alternative Format Statement: This document is available in an alternative format upon request by calling the office of Fine and Performing Arts at 956-872-2503.

ADA Statement: Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at (956) 872-2173.

Institutional Core Objective Grading Rubric

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<tr>
<th>Required Core Objectives</th>
<th>Applied to</th>
<th>Assessment</th>
<th>Passing Standard</th>
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<tr>
<td>Students will work in teams to submit a hands-on slab built ceramic artwork that communicates a collaborative message with a social responsibility metaphor. Students will provide pre-design and post construction drawings of the artwork as well as a written analysis of the artwork, the teamwork process and the conceptual meaning and background of the social responsibility metaphor. Additionally all students and the instructor will orally critique all of the completed artworks.</td>
<td>The rubric for this portion of the project and/or essay is designed to measure effective written and/or visual communication skills including the use of appropriate sources, documentation, and visual design elements.</td>
<td>Approved passing standard on Institutional Rubric</td>
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Target: Expected % of Students Meeting Core Objective
70% of all art projects and/or essays submitted will score 70% or higher.
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<tr>
<th><strong>Critical Thinking Skills</strong></th>
<th>Study of and critical response to, through various means, to works in the arts and humanities. Student groups will create a visual art project that communicates a collaborative message with a social responsibility metaphor.</th>
<th>The assignment will demonstrate the development, interpretation, and expression of the chosen topic, thus showing the student’s ability to synthesize information and think critically.</th>
<th>Approved passing standard on Institutional Rubric 70%</th>
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<td><strong>Communication Skills</strong></td>
<td>Students groups will demonstrate their informed comprehension of the formal aspects of a work of art including the elements and principles of design.</td>
<td>Students will effectively express ideas in a written, visual artwork, and oral form.</td>
<td>Approved passing standard on Institutional Rubric 70%</td>
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<td><strong>Teamwork</strong></td>
<td>Student groups will complete a visual art project, presentation, and essay based on a given topic that deals with an aspect of the relationship of art and social responsibility. Each team member is responsible for researching and gathering material, analyzing material, and creatively contributing to the creation of the visual project. This activity encourages the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Students will work in teams to complete the assignment, and will evaluate one another’s participation and communication in the process. Additionally, students will evaluate other team’s completed artwork.</td>
<td>Approved passing standard on Institutional Rubric 70%</td>
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<tr>
<td><strong>Social Responsibility</strong></td>
<td>Student groups will complete a visual art project and presentation based on a given topic that deals with an aspect of the relationship of art and social responsibility.</td>
<td>Possible topics for social responsibility messages include, but are not limited to: social awareness, identity, gender, political and social beliefs, censorship, environmental issues, human rights and ethics.</td>
<td>Approved passing standard on Institutional Rubric 70%</td>
</tr>
</tbody>
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