Fayetteville State University
College of Arts and Science
Department of Performing and Fine Arts
ART 366 - Introduction to Metals

I. Locator Information:
Instructor: Soni Martin
Course # and Name: ART 366 Introduction to Metals
Office Location: Rosenthal 254
Semester Credit Hours: 3
Office Hours:
Day and Time Class Meets:
Total Contact Hours for Class: 6
Email: smartin@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION
ART 366 (3-0-6) Introduction to Metals: An introduction to metal sculpture using basic fabrication and casting techniques. Beginning metal fabrication includes development of design concepts, techniques for cutting, forming, welding, and finishing. Casting in metal includes basic lost wax methods, the foundry process, and finishing techniques. Prerequisite: ART

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOK No Textbook

V. STUDENT LEARNING OUTCOMES
Upon completion of Introduction to Metals Art 366, the student will have the following understanding and practice of the following:

1. Practices Welding and Brazing Techniques
   1.1 Oxyacetylene Torch Unit
   1.2 Arc Welder
   1.3 Equipment set up and close-down

2. Utilizes Tools and Materials Needed for Welding Metals
   2.1 Types of Joints
   2.2 Basic Welding Positions
   2.3 Joint Preparation

3. Practices Shop Safety
   3.1 Tool and Studio Safety
   3.2 Power equipment safety
   3.2 Bodily Protection Safety

4. Cutting of Metal
   4.1 Cutting torch equipment use
   4.2 Torch cutting techniques
   4.3 Practice using a variety of cutting tools and equipment

5. Bending of Metal
   5.1 Practice annealing techniques
5.2 Practice using stakes to form metal
5.3 Use of bending equipment

6. Casting of Metal and use of foundry
   6.1 Practice basic wax working and spruing techniques
   6.2 Operation of foundry and equipment
   6.3 Casing in Bronze and Aluminum

7. Design Principles
   7.1 Practice design principles
   7.2 Use balance principles
   7.3 Discuss design principles used

9. Exhibit work when possible in local and regional exhibitions

10. Understand basic knowledge of metal sculpture in history
11. Applies basic content knowledge for production
12. Applies critical thinking through analysis and evaluation
13. Mastery of process(s)

<table>
<thead>
<tr>
<th>NASAD Competencies in Sculpture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of basic design principles with an emphasis on three-dimensional design, and the ability to apply these principles to a specific aesthetic intent. This includes functional knowledge of the traditions, conceptual modes, and evolutions of the discipline.</td>
</tr>
<tr>
<td>Understanding of the possibilities and limitations of various materials.</td>
</tr>
<tr>
<td>Knowledge and skills in the use of basic tools, techniques, and processes to work from concept to finished product.</td>
</tr>
<tr>
<td>Functional knowledge of the history and theory of sculpture.</td>
</tr>
<tr>
<td>The preparation of sculpture using the broadest possible range of techniques and concepts.</td>
</tr>
<tr>
<td>Easy and regular access to appropriate materials and equipment, such as hand and power tools, foundry and welding equipment, plastic and resin facilities, and other technologies.</td>
</tr>
<tr>
<td>Regular opportunities to exhibit original work that might culminate in the development of a senior exhibition.</td>
</tr>
</tbody>
</table>

*SAFETY IN SCULPTURE (Metal):

Proper ventilation must be used in all sculpture studios (wood, ceramic, metals).
Eye protection and hearing must be worn while working in appropriate studio.
Students are not allowed to use equipment without prior safety instructions and proper use of equipment by the instructor.
Use all hand tools and equipment with care, properly and follow instructions by instructor.
No spray paint inside the building.
Locate the Material Safety Data (MSDS) book in each studio to review hazards.
Be aware of the location of the eyewash and First Aid kit in each studio.
Eating and drinking in the studio are discouraged.

**COURSE COMPETENCIES: NCS DPI**

**Standard 1:** Visual arts teachers know the content they teach by conceptualizing, problem solving, understanding safe and effective use of materials and techniques, being able to express themselves stylistically and discuss their work in a formal setting.

**Standard 6:** Visual arts teachers create effective instructional environments conducive to student learning by participating in an emotional safe studio environment that promotes the open creativity of all members in the class.

**Standard 8:** Visual arts teachers conduct meaningful, appropriate assessments of student learning by using assessments for
problem solving, individual skills, knowledge, and understanding.

**Standard 11:** Visual arts teachers are sensitive and insightful observers of students' individual differences by being sensitive to differences in artistic and aesthetic responses of students in the class.

**Standard 13:** Visual arts teachers contribute to the growth of the profession as art educators by making presentations and/or exhibiting, and taking workshops when they are available to them.

**Standard 14:** Visual arts teachers continually reflect on their own practice by discussing their work during critiques and listening to constructive feedback.

VII. COURSE REQUIREMENTS AND EVALUATION CRITERIA

A. FSU Attendance Requirements:
Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.

Instructor Requirements for Attendance:
Excessive absences will reduce your overall grade by one or two grades (depending on the number of absences). It is important for students to be in class regularly to work with their peers and their instructor.

B. Total of 6 works due at the end of the semester (2 fabricated due mid term): 4 fabricated works completed; 2 casted works completed

Exam Grading Scale:

- A= 92-100
- B= 83-91
- C= 73-82
- D= 64-72
- F= 63 and under

PROJECT EVALUATION:

<table>
<thead>
<tr>
<th>Points</th>
<th>Material</th>
<th>Form</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>technique</td>
<td>follows guidelines of the problem</td>
<td>ideas are pushed,</td>
</tr>
<tr>
<td>4</td>
<td>craftsmanship</td>
<td>exploitation of techniques</td>
<td>evidence of improvement, cleaning of studio,</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A=15-14  B= 13-12  C= 11-10  D= 9-8  F= 7 and less

C. Policy on Missed or Late Assignments – Student are responsible for all material missed during their absence. Any missed exams must be made-up during the week the exam was given. Students will receive a failing grade if their exams are not made-up in a timely manner. Research papers turned in late will result in the lowering of the final grade.

[Please note: Any changes in the evaluation criteria, the instructor will distribute a written amendment to the syllabus.]

D. FSU Policy on Disruptive Behavior in the Classroom: The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar
behaviors
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices (headphones not permitted)
4. Bringing children into the classroom (without prior approval)
5. Overt inattentiveness (sleeping, reading newspapers, etc.)
6. Threats or statements that jeopardize the climate of safety in the classroom
7. Failure to follow reasonable requests by the instructor
8. Entering class late or leaving class early on regular basis which causes a distraction

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior
2. File a complaint with the Chair of the department and/or Dean of Students for disciplinary action

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE
[INSTRUCTOR HAS THE RIGHT TO CHANGE DATES AND ASSIGNMENTS DURING THE SEMESTER. STUDENTS MUST CHECK BLACKBOARD DAILY FOR ASSIGNMENTS AND CHANGES.]

VIII. TEACHING STRATEGIES
Teaching strategies include: demonstrations, research, group discussions, and assistance in the studio

IX. REFERENCES


