ART 368 - Introduction to Woodworking

I. Locator Information:
Instructor: Soni Martin
Course # and Name: Art 368 Introduction to Woodworking  
Office Location: Rosenthal 254
Semester Credit Hours: 3
Day and Time Class Meets:
Office Hours: 
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:
An introduction to wood and wood fabrication as a sculpture medium, the course includes understanding general wood properties, medium specific wood working hand tools, safety and equipment in cutting, joinery and finishing techniques. Prerequisite: ART 231

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 this course, students will be able to:
- Create sculptures in the medium of wood
- Understand and apply basic fabrication techniques
- Understand and apply basic finishing techniques
- Understand and apply basic joinery techniques
- Be able to operate safely basic tools and equipment
- Undergo a series of group critiques
- Exhibit work on campus and/or local galleries
- Demonstrate using all safety procedures
- Practice basic design principles to constructions and apply style
- Use advanced levels of drawing skills in ideating
- Develop a mastery of the medium
- Understand a short history of wood as a medium in art history
- Practice the correct vocabulary for the medium
- Understand and practice safety procedures
- Exhibit completed works when possible locally and regionally.
- Applies content knowledge in production
- Applies synthesis of elements and principles
- Mastery of skills

NASAD Competencies in Sculpture
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.

Advanced abilities in drawing sufficient to support work in sculpture.

Understanding of the possibilities and limitations of various materials.

Knowledge and skills in the use of basic tools, techniques, and processes to work from concept to finished product.

Mastery in one or more sculptural media.

Functional knowledge of the history and theory of sculpture.

The preparation of sculpture using the broadest possible range of techniques and concepts.

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.

Regular opportunities to exhibit original work that might culminate in the development of a senior exhibition.

Accrediting Agency Competencies (NCSDPI) include:

**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.

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**SAFETY IN SCULPTURE (Wood):**

- Proper ventilation must be used in all sculpture studios.
- 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.

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**VI. 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 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. **Graded Assignments**—All assignments and/or exams are the same percentage and will be averaged together.

The grading scale is as follows:

- A: 92-100
- B: 83-91
- C: 83-82
- D: 74-63
- F: 63 and below

**PROJECT EVALUATION FORMAT:**

- **Category 1 (Material):** Well-crafted, neat and clean margins (the back of the paper), clean up of working area daily
- **Category 2 (Form):** Followed the guidelines of the problem, applying elements of art and design
- **Category 3 (Concept):** Ideas are explored, use of drawings, evidence of improvement and working with the instructor

Total of 15 points based 1-5 rating in three categories:

- 15-14 points = A
- 13-12 points = B
- 11-9 points = C
- 8-6 points = D
- 5 and below equal an F

c. **Policy on Missed or Late Assignments**—Being absent on critique days will result in the lowering of the assigned edition by one letter grade. Edits not completed will result in the lowering of the grade each class meeting the work has not been turned in.

**Please note:** If these evaluation criteria must be revised because of extraordinary circumstances, 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 of all members of the class.

**VII. Course Outline and Assignment Schedule:** TBA

**VIII. Teaching Strategies:** This course is designed as a demonstration and hands-on learning studio experience. Scheduled and nonscheduled demonstrations are particularly important since the techniques are complicated and technical.

**IX. Bibliography:**