I. Locator Information:
Instructor: Soni Martin
Course # and Name: ART 371 Clay Modeling I
Semester Credit Hours: 3
Day and Time Class Meets: Office Location: Rosenthal 254
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: A course that instructs the student in the process of mold-making and the preparation for casting in metal, plaster, hydrocal or concrete. Perquisite: Art 121

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: (Not required)
Lanteri, Edouard. Modeling and Sculpting the Human Figure. N.Y.: Dover, 1985. (Text is optional)

V. Student Learning Outcomes:
Upon completion of this course, students will be able to:
1. Demonstrate knowledge through inquiry, critical analysis and synthesis
2. Students have a clear understanding of assessment rubrics
3. Develop and apply systems for modeling the figure from observation
4. Explore media to interpret the figure in a classical and expressive manner
5. Practice proportions from observations
6. Model the figure to show volume, mass, and value
7. Apply techniques for working in clay
8. Practice using clay modeling tools
9. Practice mounting techniques
10. Practice types of finishes and surfaces
11. Practice safety in the classroom

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.

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.

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

**NCDPI Arts Education Standards:**
Standard 1: Visual arts teachers know the content they teach.
Standard 14: Visual arts teachers continually reflect on their own practice.

**NCATE Standards:**
Standard 1: Candidate Knowledge, Skills and Professional Dispositions:
  1a. Content Knowledge for Teacher Candidates
  1d. Student Learning for Teacher Candidates
Standard 2: Assessment and Unit Evaluation
  2a. Assessment System

**INTASC (Interstate New Teacher Assessment and Support Consortium) Core Standards:**
1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
4. The teacher uses a variety of instructional strategies to encourage student’s development of critical thinking, problem solving and performance skills.
6. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

**SAFETY IN SCULPTURE (Ceramic):**

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

**VI. Course Requirements and Evaluation Criteria –**
a. **FSU Attendance Requirements** –
   Students are expected to attend all class meetings 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.

**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. Since this class is working with the instructor and using a model, missing 4 or more classes will automatically result in lowering the student's final grade average.

b. **Graded Assignments** – All assignments are the same percentage and will be averaged together.

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. Assignments 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 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 when not permitted during studio)
4. Bringing children into the classroom (without prior approval)
5. Overt inattentiveness (sleeping, reading newspapers)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis

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. Direct student to change working locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe 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.

e. Materials and Removal of Completed Work:
1. Students are required to have their own materials/tools during class and be prepared to work during each class period.
2. All course work is to be removed from the studio after the last critique. Due to lack of storage, work left in the studio will be disposed of between semesters.

EVALUATION METHODS AND CRITERIA
Each projects and exams will count the same percentage and be averaged together for the final grade. Students are expected to complete all assignments. Any project not completed at the time of the scheduled critique will result in the dropping to the next letter grade after each consecutive class meeting until the project is turned in. (Example: B becomes sequentially a C; an A becomes a B, etc.). Any project/exam not completed by the fifth class meeting from the scheduled project/exam will automatically result in the grade of "0."

Evaluation Rubric and Grading Scale:
VII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE: TBA

VIII. Teaching Strategies:
Student will work from the skull and a live model by applying observation and a system of techniques.

X. BIBLIOGRAPHY


Goldstein, Nathan. *Figure Drawing: the Structure, Anatomy and Expressive Design of the Human Figure*. N.J.: Prentice-Hall, 1976.


