

Reedley College

Proposed Course Modification

Course # / Title Art 10 / Beginning Ceramics

CHECK OFF SHEET

PRELIMINARY STEPS. Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
2. List term for implementation of modifications:
 Fall 2010 Spring _____ Summer _____
3. Check one:
Do not complete Fresno City College course alignment page if:
_____ No similar course or program at FCC.
 Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:

- _____ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
- _____ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

4. Changes sought in the following:

CSU General Education Code	Yes	_____	No	<input checked="" type="checkbox"/>
Transfer Baccalaureate List	Yes	_____	No	<input checked="" type="checkbox"/>

If yes to either, schedule an appointment with the Articulation Officer

5. Changes sought in number of repeats for credit:

_____ Yes
 No

If yes, secure a **Course Repetition** form from the Curriculum Office.

PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.

FINAL steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.

_____ Yes No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

**Reedley College
PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

OUTLINE. Please fill in current existing course number, title, and units for course to be modified.

Department Art Course No. 10
 Course Title Beginning Ceramics Units 3.0
 Effective Date Fall 2010

**A. PROPOSED CHANGES.
(Indicate below all proposed changes to be made in the course outline.)**

I. Cover Page

- | | |
|---|--|
| <input type="checkbox"/> 1. Course ID
<input type="checkbox"/> 2. Course Title
<input type="checkbox"/> 3. Units
<input type="checkbox"/> 4. Lecture/Lab Hours
<input type="checkbox"/> 5. Grading Basis
<input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories
<input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills)
<input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category
<input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU)
<input type="checkbox"/> 11. Repeatability
<input type="checkbox"/> 12. Catalog Description |
|---|--|

Other pages

- | | |
|--|---|
| <input checked="" type="checkbox"/> II. Course Outcomes
<input type="checkbox"/> III. Course Objectives
<input type="checkbox"/> IV. Course Content Outline
<input type="checkbox"/> V. Approved Readings | <input type="checkbox"/> VI. Methods of Grading
<input type="checkbox"/> VII. Levels of Educational Materials
Additional Pages (optional depending on course)
<input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |
|--|---|

B. DESCRIPTION OF CHANGES AND MODIFICATIONS.

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
II.	(see outline, changes are highlighted)	(see outline)	Consolidation of Student Learning Outcomes.

(Additional sheets may be attached if necessary.)

C. EXPLANATIONS. If course modification results in changes in the program which will require use of the program description form, please give rationale.

Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.

Reedley College

SIGNATURE FORM

Submission/Recommendation/Action

Course Department and Number: Art 10

Course Title: Beginning Ceramics

Effective Date: Fall 2010

1. Submitted By: Garrett Masterson Date: 02/18/10

2. Reviewed by Department: _____ Date: _____
Department Chair's Signature
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: _____ Date: _____
Dean's Signature

4. Approved by Curriculum Committee on: _____
Date

Curriculum Committee Chair Date

Vice President of Instruction Date

5. Reviewed by Articulation Officer: _____ Date: _____

CSU GE Code submitted for articulation: _____



CREDIT COURSE OUTLINE

I. COVER PAGE

(1)
Course ID: ART 10

(2)
Course Title: Beginning Ceramics

(3)
Units: 3.0

<p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: right;">Total Course Hours</td> <td style="width: 30%; text-align: right;">Total Lec hours:</td> <td style="width: 40%; text-align: center; border: 1px solid black;">36</td> </tr> <tr> <td></td> <td style="text-align: right;">Total Lab hours:</td> <td style="text-align: center; border: 1px solid black;">72</td> </tr> <tr> <td colspan="3">Lec will generate _____ hour(s) outside work</td> </tr> <tr> <td colspan="3">Lab will generate _____ hour(s) outside work.</td> </tr> </table>	Total Course Hours	Total Lec hours:	36		Total Lab hours:	72	Lec will generate _____ hour(s) outside work			Lab will generate _____ hour(s) outside work.			<p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Degree applicable:</td> <td style="width: 30%; text-align: center;">x</td> </tr> <tr> <td>Non-degree applicable:</td> <td></td> </tr> <tr> <td>Pre-collegiate basic skills:</td> <td></td> </tr> </table>	Degree applicable:	x	Non-degree applicable:		Pre-collegiate basic skills:	
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<p>(5) Grading Basis:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; text-align: right;">Grading scale only</td> <td style="width: 30%;"></td> </tr> <tr> <td style="text-align: right;">Pass/No Pass option</td> <td style="text-align: center;">x</td> </tr> <tr> <td style="text-align: right;">Pass/No Pass only</td> <td></td> </tr> </table>	Grading scale only		Pass/No Pass option	x	Pass/No Pass only		<p>(9) RC Fulfills AS/AA degree requirement: (area)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; text-align: right;">General education category:</td> <td style="width: 30%; text-align: center;">C</td> </tr> <tr> <td colspan="2" style="text-align: right;">Major: _____ Art, Fine Arts</td> </tr> </table>	General education category:	C	Major: _____ Art, Fine Arts									
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<p>(6) Basic Skills Prerequisites:</p>	<p>(10) CSU: Baccalaureate:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; text-align: center;">x</td> </tr> </table> <p>(11) Repeatable: (A course may be repeated three times)</p>		x																
	x																		
<p>Basic Skills Advisories: Eligibility for ENGL 125, ENGL 126, and MATH 101</p>	<p style="text-align: center;">For Office Use Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">New</td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">Mod</td> <td style="width: 15%;"></td> <td style="width: 40%;">Effective Date:</td> </tr> </table>	New		Mod		Effective Date:													
New		Mod		Effective Date:															
<p>(7) Subject Prerequisites (requires C grade or better):</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">SAM Priority:</td> <td style="width: 30%;">DATATEL ID:</td> </tr> <tr> <td>Unit Code:</td> <td>TOPS Code:</td> </tr> <tr> <td>Reporting ID:</td> <td>Date Reporting ID Assigned</td> </tr> </table>	SAM Priority:	DATATEL ID:	Unit Code:	TOPS Code:	Reporting ID:	Date Reporting ID Assigned												
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<p>Subject Advisories:</p>	<p>Replaced by: Date:</p>																		
<p>(12) Catalog Description:</p> <p>This class will be an introduction to the ceramic art of pottery. Through lecture, demonstrations and practical application, students will explore the forms, techniques and cultural influences of ceramic art throughout history. Students will learn to create pottery from the potter's wheel and from a variety of hand building techniques. Students will also be introduced to glazing and firing techniques.</p>																			

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. Create a portfolio of artwork demonstrating a beginning level proficiency in ceramics addressing issues of form and content.
- B. Demonstrate a comprehension of the visual vocabulary through the creation of ceramic artwork.
- C. Critique works of art.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

1. Demonstrate the ability to use different methods of forming clay.
2. Translate the elements and principles of design into three-dimensional ceramic objects.
3. Demonstrate through their work an historic and multi-cultural awareness as it relates to ceramics.
4. Acquire basic skills in glazing (over & under) and slip decorating.
5. Gain a working knowledge of ceramic kilns (primitive, modern, low and high fire, gas and electric) and how to utilize the appropriate firing techniques.
6. Acquire knowledge of timing and a sensitivity to the material.

IV. COURSE CONTENT OUTLINE:

Students receive group and personal instruction in, but not limited to, the history and practice in the following areas:

- A. Hand building
 - 1. Pinch Pot
 - a. combining forms
 - b. historical shapes
 - c. primitive firing
 - 2. Bowl
 - a. humping and slumping
 - b. dry footing
 - c. glaze decoration
 - 3. Tile
 - a. high and low relief
 - b. subtractive (carving into a form)
 - c. additive (modeling into a form)
 - d. multi color glazing techniques
 - 4. Cylinder
 - a. use of armatures
 - b. handles and lids
 - c. Sgraffito and Mishima
 - 5. Coil Pot
 - a. functional
 - b. nonfunctional
 - 6. Slab Pot
 - a. geometric form
 - b. precision and control
- B. Wheel Throwing
 - 1. Wedging
 - 2. Centering
 - 3. Opening
 - 4. Shaping
 - a. functional
 - b. nonfunctional
 - 5. Trimming
- C. Glazing
 - 1. glaze calculation
 - 2. low fire
 - 3. high fire
 - 4. underglaze
 - 5. overglaze
- D. Firing
 - 1. Low fire
 - a. campfire
 - b. pit fire
 - c. Saggar
 - d. Raku
 - e. electric
 - f. gas
 - 2. High fire
 - a. electric
 - b. gas
 - 1) oxidation
 - 2) reduction
- E. Combination
 - 1. Combining as many of the above as possible in one project

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

1. Sample Text Title:

Speight, Charlotte and Toki, John. Hands in Clay. Mayfield Publishing, 2004, ISBN# 0-07-251951-7
Peterson, Susan. Craft and the Art of Clay. Prentice Hall, 2004, ISBN# 013-184426-1

x	Global or international materials or concepts are appropriately included in this course
x	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Ceramics from around the world (Asian, European, and the Americas) are studied in this course with strong emphasis on their historical contributions to current ceramics.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

A. Writing			
<i>Check either 1 or 2 below</i>			
	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
x	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a. essay exam(s)		d. written homework
	b. term or other papers(s)		e. reading reports
	c. laboratory reports		f. other (specify) written critiques

Required assignments may include but are not limited to the following:

B. Problem Solving			
1. Computational or non-computational problem-solving demonstrations, including:			
x	a. exam(s)		d. laboratory reports
x	b. quizzes		e. field work
x	c. homework problems	x	f. other (specify) Outside class drawing assignments: sketchbooks, finished drawings

Required assignments may include, but are not limited to the following:

1. Quizzes and exams covering course content and vocabulary
2. Assigned reading
3. Fine Art Gallery or Museum visit
4. Report
5. Assigned projects
 - a. hand building
 - b. wheel throwing
 - c. glazing
 - d. firing
 - e. combination

C. Skill demonstrations, including:			
x	a. class performance(s)		c. performance exam(s)
	b. field work		d. other (specify) outside drawings

Required assignments may include, but are not limited to the following:

Students will be required to participate in daily classroom activities, discussions and critiques.

They will demonstrate a measured growth in hand/eye coordination and their knowledge of the elements and principles of design and ceramics as an artistic media for self-expression, through the following assignments:

1. pinch, coil, slab, and wheel construction
2. glazing
3. kiln firing

D. Objective examinations, including:			
x	a. multiple choice		d. completion
x	b. true/false	x	e. other (specify) oral critiques are conducted
x	c. matching items		

Description/Explanation: Based on the categories checked, it is the recommendation of the department that the instructor’s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor’s syllabus must reflect the criteria by which the student’s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Ceramic Projects and Classroom Participation	80-90%
Exam and paper	10-20%

FOR DEGREE APPLICABLE COURSES

Course ID: Art 10

Course Title: Beginning Ceramics

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	Yes	No
Textbook	x	
Reference materials	x	
Instructor-prepared materials	x	
Audio-visual materials	x	

Indicate method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	x
Used grading provided by publisher	
Other: (please explain; relate to Skills Levels) Course content analogous to book content, appropriate for Beginning Drawing	

Computation Level (Eligible for MATH 101 level or higher where applicable)	x	
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	x	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	x	
Requires independent thought and study	x	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	x	
List of Reading/Educational Materials		
A. Sample Text Title:		
Speight, Charlotte and Toki, John. <u>Hands in Clay</u> . Mayfield Publishing.		
Peterson, Susan. <u>Craft and the Art of Clay</u> . Prentice Hall		
Casson, Michael. <u>The Craft of the Potter</u> . Barron's		
Nelson, Glenn and Burkett, Richard. <u>Ceramics a Potter's Handbook</u> . Wadsworth		
Comments:		
	This course requires special or additional library materials (list attached).	
x	This course requires special facilities: Art Studio equipped with tables and/or easels, sink	

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p>Math Skills (eligibility for Math 101) (as outcomes for Math 250)</p> <p><input checked="" type="checkbox"/> Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.</p> <p><input checked="" type="checkbox"/> Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.</p> <p><input type="checkbox"/> Applying the concepts listed above to proportions, percents, simple interest, markup and discount.</p> <p><input checked="" type="checkbox"/> Applying the operations of integers in solving simple equations.</p> <p><input checked="" type="checkbox"/> Converting between the metric and English measurement systems</p>	<ol style="list-style-type: none"> 1. Ability to calculate proportions 2. Ability to measure using fractions and percent conversions. 3. Ability to calculate weights and measurements.
<p>Reading Skills (eligibility for English 126) (as outcomes for English 262)</p> <p><input type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><input type="checkbox"/> Applying word analysis skills to reading in context.</p> <p><input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.</p> <p><input checked="" type="checkbox"/> Using textbook study skills and outlining skills.</p> <p><input checked="" type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> 1. Ability to comprehend the material in college level tutorial text. 2. Ability to understand terms and their use. 3. Ability to interpret written directions into visual applications.
<p>Writing Skills (eligibility for English 125) (as outcomes for English 252)</p> <p><input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time.</p> <p><input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><input type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><input type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.</p> <p><input type="checkbox"/> Combining sentences using coordination, subordination, and phrases.</p> <p><input checked="" type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> 1. Ability to write college level research reports. 2. Ability to express in writing information learned from lectures and tutorials. 3. Ability to coherent essays/short papers.

Check the appropriate spaces.

- Eligibility for Math 101 is **advisory** for the target course.
- Eligibility for English 126 is **advisory** for the target course.
- Eligibility for English 125 is **advisory** for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.