

# Reedley College

## Proposed Course Modification

Course # / Title      Art 20 / Intermediate Ceramics

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### 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.  
  x   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	<u>  x  </u>
Transfer Baccalaureate List	Yes	_____	No	<u>  x  </u>

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

5. Changes sought in number of repeats for credit:

\_\_\_\_\_ Yes  
  x   No

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

### PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.

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**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        x   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. 20  
 Course Title Intermediate 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<br><input type="checkbox"/> 2. Course Title<br><input type="checkbox"/> 3. Units<br><input type="checkbox"/> 4. Lecture/Lab Hours<br><input type="checkbox"/> 5. Grading Basis<br><input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories<br><input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills)<br><input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category<br><input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU)<br><input type="checkbox"/> 11. Repeatability<br><input type="checkbox"/> 12. Catalog Description |
|---|--|

**Other pages**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> II. Course Outcomes<br><input type="checkbox"/> III. Course Objectives<br><input type="checkbox"/> IV. Course Content Outline<br><input type="checkbox"/> V. Approved Readings | <input type="checkbox"/> VI. Methods of Grading<br><input type="checkbox"/> VII. Levels of Educational Materials<br><b>Additional Pages (optional depending on course)</b><br><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 20

Course Title: Intermediate 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 20

(2)  
Course Title: Intermediate 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> </table> <p>Lec will generate _____ hour(s) outside work          Lab will generate _____ hour(s) outside work.</p>	Total Course Hours	Total Lec hours:	36		Total Lab hours:	72	<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:	
Total Course Hours	Total Lec hours:	36											
	Total Lab hours:	72											
Degree applicable:	x												
Non-degree applicable:													
Pre-collegiate basic skills:													
<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%;"></td> <td style="width: 30%; text-align: center;">C</td> </tr> </table> <p>General education category:</p> <p style="text-align: center;">Major: _____ Art, Fine Arts</p>		C				
Grading scale only													
Pass/No Pass option	x												
Pass/No Pass only													
	C												
<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> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; text-align: center;">2</td> </tr> </table>		x		2								
	x												
	2												
<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%;">New</td> <td style="width: 15%;"></td> <td style="width: 15%;">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 Corequisites:</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Program Status:</td> <td style="width: 30%;">Course LHE:</td> </tr> </table>	Program Status:	Course LHE:										
Program Status:	Course LHE:												
<p>Subject Advisories:</p>	<p>Replaced by: Date:</p>												
<p>(12) Catalog Description:</p> <p>This class will focus on strengthening and extending the basic skills of pottery making with wheel throwing and hand building techniques. Through lecture, demonstration, and guided practice, students will be introduced to creating larger and more complex forms in clay as well as refinement of pottery forms, decorative treatments and glaze techniques. Aesthetics and individual creativity will be encouraged in the assignments and explored through historical and cultural settings.</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 through their work an historic and multicultural awareness as it relates to ceramics.
2. Demonstrate considerable skill on the potters wheel or hand construction of ceramics.
3. Show an understanding of three-dimensional design as it relates to ceramics.
4. Demonstrate in writing or through projects an understanding of glaze calculation by working with empirical formulas, triaxles or line blends.
5. Analyze various clay bodies.
6. Show a basic understanding of ceramic kilns and how to fire them.

**IV. COURSE CONTENT OUTLINE:**

Students will provide a contract that has prioritized their personal direction in clay while taking into consideration all of the above course objectives. Formal lectures, demonstrations and discussions may include the following:

- A. Cultural and historical events in ceramic art
  - 1. Korea/China/Japan
    - a. Porcelain
    - b. Raku
    - c. Bizen
    - d. Anagama
    - e. Living Treasure concept
  - 2. Mesopotamia
    - a. Potter's wheel
  - 3. Middle East
    - a. Majolica
    - b. Abstract design
  - 4. Germany
    - a. Salt glaze
  - 5. Northern Europe
    - a. Craft migration to the American colonies
  - 6. Americas
    - a. Pre-Columbian
    - b. Aztec
    - c. Inca
    - d. Maya
    - e. Anasazi
- B. Glaze calculation
  - 1. Types
    - a. Empirical formulas
    - b. Triaxials
    - c. Line blends
  - 2. Low and high fire glazes
  - 3. Flux
  - 4. Refractory
  - 5. Opacifiers
  - 6. Colorants
  - 7. Glaze fit
- C. Clay bodies
  - 1. Temperature ranges
    - a. low fire
    - b. high fire
      - 1) Porcelain
        - a) translucent
      - 2) Stoneware
        - a) iron bearing
        - b) white
        - c) grog/sand
  - 2. Plasticity versus shortness
- D. Elements and principles of design
  - 1. Form
  - 2. Surface

- E. Modern trends in the ceramic movement
  - 1. Japan
    - a. Hamada/Leach/Yanagi
    - b. Institution of Japanese Living Treasures
  - 2. England
    - a. Hamada/Leach
    - b. Publication of Leach's book Studio Potter
  - 3. Western America
    - a. Denver Fire Clay Kiln Company
    - b. California clay movement
      - 1) Peter Voukos
        - a) Otis Art Institute
        - b) U.C. Berkley
      - 2) Paul Soldner
        - a) Scripps Claremont
      - 3) Ruth Rippon
        - a) Sacramento State University
      - 4) Robert Arneson
        - a) U.C. Davis
      - 5) Dr. Herbert Sanders and Jim Lovera
        - a) San Jose State University
    - c. East coast clay movement
      - 1) Tashiko Takaezu
- F. Advanced throwing techniques
  - 1. Large vessels
  - 2. Dry throwing
    - a. torch
    - b. heat gun
  - 3. Throwing with a mirror
  - 4. Sections
    - a. Coconuts
    - b. Donuts
- G. Complex hand construction
  - 1. Internal molds
  - 2. Armatures
  - 3. Reinforced media
    - a. fiberglass
    - b. paper clay
- H. Kiln firing
  - 1. Low fire
    - a. electric
      - 1) oxidation
      - 2) neutral
    - b. gas
      - 1) neutral
      - 2) reduction
      - 3) post fire reduction
  - 2. High fire
    - a. electric
      - 1) oxidation
      - 2) neutral
      - 3) Crystalline
    - b. gas
      - 1) neutral
      - 2) reduction
      - 3) salt
      - 4) post fire fuming

One on one lectures, demonstrations and discussions will be geared to the student's personal needs.

**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.

Art from many geographical locations and world cultures are studied in this course. 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.

<b>A. Writing</b>			
<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)

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

<b>B. Problem Solving</b>			
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) assigned projects

*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

<b>C. Skill</b> 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

<b>D. Objective</b> examinations, including:			
x	a. multiple choice	x	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 20

Course Title: Intermediate 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 Intermediate Ceramics.	

<b>Computation Level</b> (Eligible for MATH 101 level or higher where applicable)	x	
<b>Content</b>		
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	
<b>List of Reading/Educational Materials</b>		
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		
<b>Comments:</b>		
	This course requires special or additional library materials (list attached).	
x	This course requires special facilities: Art Studio equipped with tables, pottery wheels, glaze materials, kilns, & sink	

TARGET COURSE Art 20 Intermediate Ceramics  
Number

Title

**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 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"> <li>1. Ability to calculate proportions</li> <li>2. Ability to measure using fractions and percent conversions.</li> <li>3. Ability to calculate weights and measurements.</li> </ol>
<p><u>Reading Skills</u> (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"> <li>1. Ability to comprehend the material in college level tutorial text.</li> <li>2. Ability to understand terms and their use.</li> <li>3. Ability to interpret written directions into visual applications.</li> </ol>
<p><u>Writing Skills</u> (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"> <li>1. Ability to write college level research reports.</li> <li>2. Ability to express in writing information learned from lectures and tutorials.</li> <li>3. Ability to document visual ideas and concepts.</li> </ol>

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.*

Content review completed by \_\_\_\_\_

Date \_\_\_\_\_

TARGET COURSE

Number

Title

**CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES**

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

COLUMN 1: Concepts, Skills, Kinds of Knowledge	COLUMN 2: Specifically how this is necessary in the target course
<p>(List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)</p> <p><b>Name of prerequisite or advisory course:</b></p> <p><u>Art 20 Beginning Ceramics</u></p> <p>Concepts, skills, etc. (List these.)</p> <ol style="list-style-type: none"> <li>1. Elements and principles of design</li> <li>2. Hand building ceramics</li> <li>3. Wheel throwing ceramics</li> <li>4. Glazing ceramics</li> <li>5. Firing ceramics</li> </ol>	<ol style="list-style-type: none"> <li>1. Students must know the elements and principles of design in order to incorporate them in the making of their ceramics.</li> <li>2. Students will be expected to have a basic knowledge of hand build ceramics in order to broaden their techniques with the use of armatures, internal molds and reinforced clay.</li> <li>3. Students must already have an understanding of the basics of wheel throwing so they can learn the more advanced techniques such as dry throwing, adding sections and throwing large vessels. They can then show a greater degree of self expression in their work.</li> <li>4. Students need to have a basic understanding of glazing so they can go on to learn the more complex processes of glaze calculation.</li> <li>5. Students must understand the fundamentals of firing kilns so they can learn finer points of reduction, oxidation, and neutral firings.</li> </ol>

*If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.*

Advisory course(s): \_\_\_\_\_

Content review completed by \_\_\_\_\_  
Signature(s) Date

Vice President of Instruction's Signature \_\_\_\_\_  
Date

*Please forward this completed form to the Curriculum Committee.*



# Reedley College

## REQUEST FOR COURSE REPEATABILITY (For reasons other than alleviating substandard work)

Course ID: Art 20	Course Title: Intermediate Ceramics	Date: 2/18/10
Number of times course may be repeated, excluding initial enrollment (1, 2, or 3):		2
<b>or</b>		
Maximum units to which course may be repeated, including initial enrollment:		9
<b>The following information is required under Title V, Part VI, Section 58161</b>		
<p>1. Explain how the course content differs each time it is offered:          Specific assignments are changed and/or modified for students taking Art 20 for a second or third semester. These changes or modifications increase in complexity and require greater quantity and quality in the assignments than those for the first semester students. These changes or modifications are seen in the syllabus each semester.</p>		
<p>2. Using reasons "A" or "B" listed below, explain how the student, by repeating this course will gain an expanded educational experience (A or B):</p>		
	<p>A. Skills or proficiencies are enhanced by supervised repetition and practice within class periods.          Explanation:</p>	
<p>The skills required to be creative and expressive in ceramic art take many years of training. Multiple semesters are required for the student to develop the control required to continue to a 4 year college program or to continue independently in using clay as an art medium.</p>		
	<p>B. Active Participatory experience in individual study or group assignments is the basic means by which learning objectives are attained. Explanation:</p>	