



Course Syllabus

COURSE NUMBER: COMM 5560 01	COURSE TITLE Sculpture	TERM: Fall I August 25-October 17
SITE: WEBG VAS 10	INSTRUCTOR CONTACT INFORMATION: John Watson: hwatson@webster.edu (314) 968-7010	CREDIT HOURS: 3

COURSE DESCRIPTION: COMM 5560: Sculpture is an introduction to the methods, materials, and concepts of contemporary sculpture. In this course, students will become familiar with a variety of tools and techniques including: wire work, modeling, mold making, carving, and cold casting. You should anticipate exploring personal expression while endeavoring towards the creation of conceptually and formally sound work. Additionally, the course intends to provide resources for use in the art classroom

LEARNING OUTCOMES: COMM 5560: Sculpture will:

- Expose students to a variety of sculptural methods and materials. Students will have an understanding of the potential of the method and material in regards to art making.
- To become familiar with various strategies for arriving at ideas for the creation of sculpture, and to be able to convey these creative strategies to students.
- To learn various strategies for the critique, evaluation, and assessment of works of sculpture.
- To become familiar with the elements and principles of 3-D design.
- To learn various theories related to the creation of sculpture.
- To come to understand, and be able to convey, the significance of sculpture historically and in contemporary art.
- Learn to utilize tools, equipment, and materials in a safe manner.

Schedule of class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

8/28/2008

- Introduction to course, review of syllabus
- Discussion: Why are we here? What are my goals? What are your goals?
- Lecture: Introduction to sculpture (a brief overview of the history of the art form).
- Demonstration: Introduction to wire manipulation (Additive)
- Lecture: Introduction to Project 1
- Discussion: Creative strategies for arriving at ideas

9/2/2008

- Discussion: Ideas for project 1
- Demonstration: More work with wire
- Class work time, guided instruction
- Introduction to project 2: Clay Modeling (Modeling and Manipulation)

9/9/2008

- **Critique: Project 1: Wire Manipulation**
- Discussion: Ideas for project 2
- Demonstration: Tools and techniques for manipulating modeling clay
- Class work time

9/16/2008

- Demonstration: Additional techniques
- In Class work time
- Introduction to Project 3: Plaster work and plaster mold making (Solidification and Displacement)
- Discussion: Creative strategies II

9/23/2008

- **Critique: Project 2: Clay Modeling**
- Demonstration: Plaster work and plaster mold making
- Discussion of Ideas for project 3

9/30/2008

- In class work time: Project 3
- Introduction to Project 4: Plaster Carving (Subtractive)

10/7/2008

- In class work time: Project 3 and project 4
- Discussion of Project 4 Ideas
- Demonstration: Additional reductive processes

10/14/2008

- **Critique: Project 3 and 4**
- Course wrap up

RESOURCES:

Required Text(s): There is no required text for this course. Handouts will accompany lectures and demonstrations. Students are required to keep a sketchbook*

Required Materials

Three ring binder (1-2 inch)
Sketchbook
Tape measure
Metal straight edge
Pencils
Permanent marker
Duct tape
Masking tape
Various grades of sandpaper

Provided Materials:

Leather gloves
Eye Protection
Ear Protection
Respiratory Protection

Useful Texts:

Living Materials: by Margaret Oliver Andrews
Sculpture Since 1945 by Andrew Causey
The Language of Sculpture by William Tucker
The Methods and Materials of Sculpture by Jack Rich

Your lab fees pay for basic shop supplies and materials. The cost of many sculptural materials, however, far exceeds your fees. You will need to purchase, find, or otherwise acquire additional materials for each project.

Methods:

Lectures/Lessons: Often accompanied by slides, source material, or handouts, lectures and lessons will be used to introduce techniques and concepts related to each project. They will also serve to introduce and clarify assignments.

Critiques: Individual and group critiques will be used to evaluate each students work periodically in an effort to help each student improve their pieces and think clearly about sculpture. Students are expected to participate in the critique of their work and contribute erudite and insightful comments during the critique of others.

Demonstrations: A variety of methods and techniques will be introduced during the semester. Demonstrations will accompany these introductions to help each student best utilize the potential of the materials and techniques.

Course Requirements:

Attendance is mandatory. This includes arriving on time, prepared, and staying for the entire class session. Sculpture is a studio class and a great deal of the course work will be executed during the scheduled class time. **1 unexcused absences will result in the imposition of a 1-letter grade penalty on your final grade; Three or more unexcused absences will result in failure of this course.**

yours to evaluate and use toward continued improvement. In addition to the in-progress and final critiques you receive, I will provide you with a written evaluation (see attached).

Average accomplishments will result in an average grade [C]. For higher grades you should strive towards above average or excellent effort. For lower grades you should aim toward mediocrity.

The prudent student will seek to improve their work through extraordinary effort. Researching artists that inspire you or relate to your work, visiting local museums and galleries, engaging in dialogs with peers and mentors, and utilizing your various resources exhibit extraordinary effort. If you work diligently to improve the conceptual, formal, and material quality of your work, your efforts will be rewarded. Set your bar high.

My goal in this course is to provide you with the proper tools with which to make sculpture and an exciting environment within which to make it. It is understood that this, for many of you, is your first major sculptural experience. It should be challenging; it should not be intimidating. Should you at anytime feel uncomfortable, have concerns, or wish to discuss your progress approach me immediately.

Watson

Sculpture Project Evaluation

Extra-ordinary	Good	Average	Below Average	Un-acceptable
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Formal Characteristics

Creativity/Originality: 0 0 0 0 0

Elements of Design: 0 0 0 0 0

Concept

Creativity/Originality: 0 0 0 0 0

Communication of Concept: 0 0 0 0 0

Material Consideration:

Use of Material: 0 0 0 0 0

Craftsmanship/ Technique: 0 0 0 0 0

Comments:

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

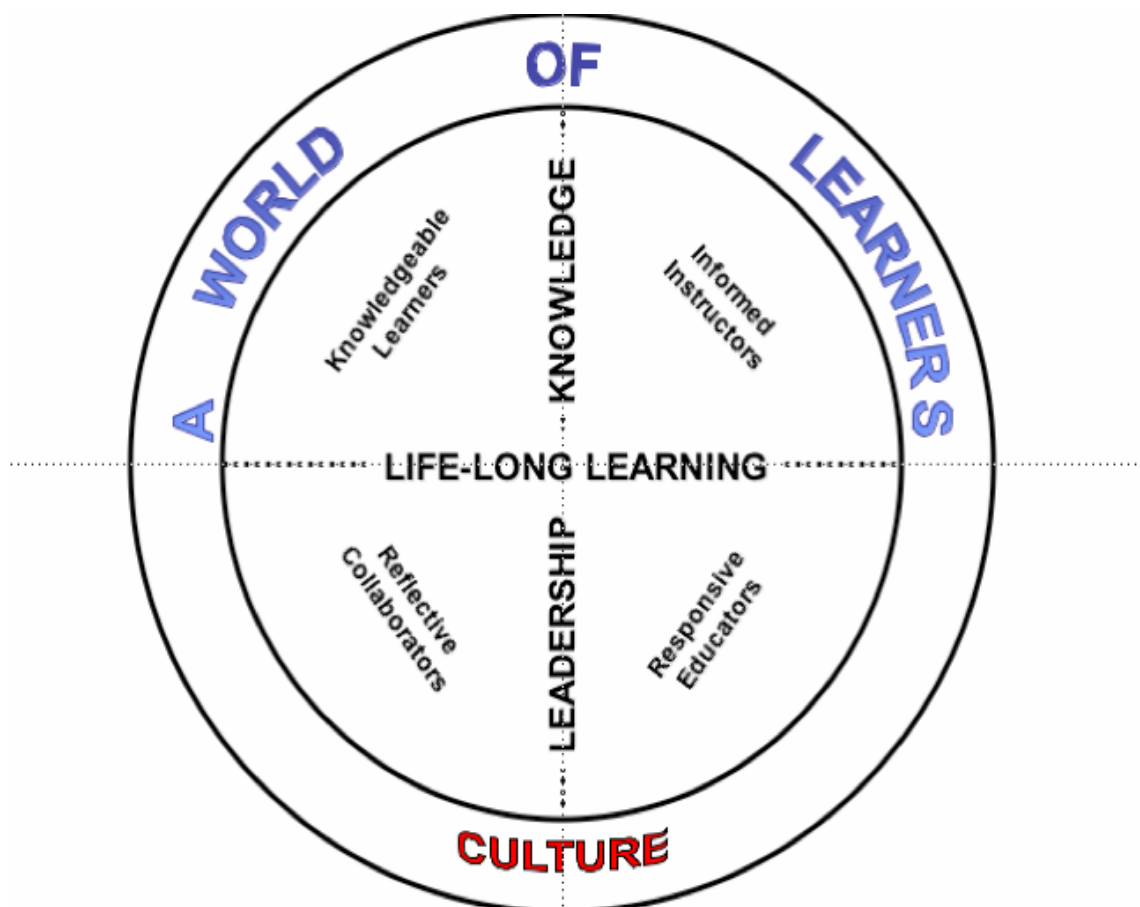
ACCESSIBILITY/ACCOMMODATIONS POLICY

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others

- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view
3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence