

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>	UUPC Approval <u>4-27-20</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Visual Arts and Art History College Arts and Letters	

<b>Current Course Prefix and Number</b>	ART 4712C	<b>Current Course Title</b>	Advanced Sculpture
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*Syllabus must be attached for ANY changes to current course details. See [Checklist](#). Please consult and list departments that may be affected by the changes; attach documentation.*

<p><b>Change title to:</b> RI. Advanced Sculpture</p> <p><b>Change prefix</b> From: _____ To: _____</p> <p><b>Change course number</b> From: _____ To: _____</p> <p><b>Change credits*</b> From: _____ To: _____</p> <p><b>Change grading</b> From: _____ To: _____</p> <p><b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/></p> <p><b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/></p> <p><small>*Review <a href="#">Provost Memorandum</a></small>  <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <a href="#">WAC Guidelines</a>.</small>  <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See <a href="#">GE Guidelines</a>.</small></p>	<p><b>Change description to:</b> Course Catalogue Description Advanced problems in the various techniques of sculpture. Emphasis on individual creative expression.</p> <p><b>Change prerequisites/minimum grades to:</b></p> <p><b>Change corequisites to:</b></p> <p><b>Change registration controls to:</b></p> <p>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).</p>
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<b>Effective Term/Year for Changes:</b>	Fall 2020
<b>Faculty Contact/Email/Phone</b>	Julie Anne War/wardj@fau.edu/205-616-9950

<p><b>Approved by</b></p> <p>Department Chair _____</p> <p>College Curriculum Chair _____</p> <p>College Dean _____</p> <p>UUPC Chair <u>Jerry Flaky (via email confirmation)</u></p> <p>Undergraduate Studies Dean <u>Edward Pratt (via email confirmation)</u></p> <p>UFS President _____</p> <p>Provost _____</p>	<p><b>Date</b></p> <p><u>4/2/20</u></p> <p><u>3.15.20</u></p> <p><u>3-16-20</u></p> <p><u>4-27-20</u></p> <p><u>4-27-20</u></p> <p>_____</p> <p>_____</p>
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Email this form and syllabus to [mieunng@fau.edu](mailto:mieunng@fau.edu) seven business days before the UUPC meeting.

## RI Advanced Sculpture

**Professor:** Julie Anne Ward

**Associated Term:** Fall 2020

**Part of Term:** 1

**CRN:** 36464

**Campus:** Boca Raton

**Schedule Type:** Studio

**Section Number:** 001

**Subject:** ART

**Course Number:** 4712C

**Title:** RI Advanced Sculpture

**Credit Hours:** 4

**Classroom:** VA 107

**Meeting time:** T, R 4:00 – 6:50PM

**Phone Number:** 561.297.3870

**Email:** wardj@fau.edu

**Office Hours:** Tuesday and Thursday, 3-4PM and 7-8PM or by appointment.

**Office Address:** VA107A

**Prerequisite:** ART 3710C or permission of department

### Course Catalogue Description

Advanced problems in the various techniques of sculpture. Emphasis on individual creative expression.

### Studio Course Description

The purpose of RI Advanced Sculpture ART 4712C is to establish a structure within which sculpture majors may begin to develop their own individualized program of studio research that will ultimately lead them to the creation of a body of work that has breadth and depth. This structure will help students to define goals, find research methods that are tailored to individual needs, and deepen each student's understanding of their own work and the work of other artists. The course will also emphasize professional practices in order to prepare students for a personal studio practice after graduation, for the pursuit of graduate studies, or for the pursuit of professional opportunities for artists.

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

## **R. I. COURSE LEARNING OUTCOMES**

SLOs, as they pertain to RI Advanced Sculpture, are interpreted as such...

**KNOWLEDGE** Students will demonstrate an advanced capacity to integrate their core technical skill sets through project experiments in the pursuit of composing highly conceptualized sculpture/art.

**FORMATION OF QUESTIONS** Students will use the experiences provided through initial assignments, readings, and discussions to generate original research questions which will guide them in producing unique work centered on our specific studio topics. This line of questioning and investigation will be guided by faculty supervision, providing the student with ample feedback throughout the process.

**PLAN OF ACTION** Students will demonstrate the ability to take their individual research inquiries and break them down into actionable items moving from broad goals to specific daily targets. This mapping will take into account readings, written materials, resource management, and specific medium-based requirements. Faculty guidance and supervision will be provided throughout this process, helping to habituate the student to the research process.

**CRITICAL THINKING** Students will engage with and respond to their content from a critical standpoint. Evolving from surface level knowledge to a deep contextual understanding of how their research and execution must be married to create engaging work that is both contemporary and thought provoking. Critiques and guidance from faculty will be a keystone for the distillation and refinement of the student's work.

**ETHICAL CONDUCT** Students will use their research as a basis to better understand the ethics concerning their relationship with society as an artist. This encompasses topics such as exploitation, appropriation, and culpability. These issues must be understood and dealt with to create work that functions as intended and progresses the student's goals and aspirations without unintentionally harming others.

It is strongly recommended that students complete the Responsible conduct of research (RCR) certificate through the CITI training of academic research on-line at <http://www.fau.edu/graduate/events/citi-training.php>. Students are also encouraged to attend FAU OURI workshops on topics related responsible conduct of research. Information on OURI workshops can be found here [http://www.fau.edu/ouri/student\\_workshops.php](http://www.fau.edu/ouri/student_workshops.php)

**COMMUNICATION** Students will continue the studio practice of sharing finished works through open forum and peer critique. Students will compose and present several public slide talks throughout the semester. Preliminary versions of these talks will be presented within the class, while final versions will be presented during planned events open to the public, following critiques. Students will also be encouraged to publish their outcomes via on-campus exhibition, such as the Juried Student Exhibition and Theatre Lab Gallery. All final works will be contextualized in an artist talk and shared publicly with an audience in VA 107.

**Florida Atlantic University's Undergraduate Research Symposium:**

Students are encouraged to submit their research projects to the Undergraduate Research Symposium held at Florida Atlantic University (Boca Raton campus) each Spring Semester. Use the following link for information: [http://www.fau.edu/ouri/undergrad\\_symposium.php](http://www.fau.edu/ouri/undergrad_symposium.php)

## Expectations

Students must accomplish the following tasks in order to successfully complete RI Advanced Sculpture:

### 1. Statement of Intent and Artist Statement

Advanced Sculpture students must set forth in writing a direction for their research and studio practice for the Spring Semester by writing a statement articulating your artistic concerns and specifically delineating what you hope to accomplish this semester. Include in this statement some of the following:

- Threads you see connecting your past works
- Directions you would like to pursue in your work this semester and in the longer term
- “Specific” projects and “vague” ideas
- Art historical and contemporary art interests
- Connections between you, your work, your peers, and the society you live in
- Philosophical and social issues of concern to you personally and in your work
- Issues of knowledge and experience and how these factors might play a role in your work
- Issues of identity, biography and personal narrative
- Any other issues you wish to address
- The Questionnaire I am giving you may help you to identify some of the above.

On the second day of class, each student will present their previous work, including visuals, their concepts and concerns to the class and each presentation will be followed by a discussion. Presentation and discussion will help you to identify your concerns and write a more clear statement.

The statement of intent will lead to the writing of an artist statement that you will need to complete before the middle of the semester or earlier if you are graduating this semester. The Artist Statement will have numerous uses, such as applying to graduate school, proposing exhibitions, or for your Senior Capstone Project.

### 2. Research

Create your own reading list and set a reading goal. Whose work would you like to know more about? Whose writings do you find particularly provocative? What ideas stimulate your thinking about sculpture? Where do you get your ideas?

On the basis of your research and interests, you will be required to propose a topic and reading for discussion by the class and you will lead the class in a discussion relating to the topic. We begin the semester reading Reflex: A Vik Muniz Primer.

### 3. Methodology

Keep an extensive notebook of your ideas for Sculpture in particular and reflections in general. This is not just a sketchbook, but rather a place where you can store all of your research, i.e. an archive. For inspiration look at the notebooks of Frida Kahlo, Marcel Duchamp, Leonardo Da Vinci, Robert Smithson. Your notebooks should be a dynamic reflection of your thought process and the evolution of your ideas.

#### 4. Practice

Make a lot of Sculpture: I expect the completion of five (5) sculptures based on your own goals.

One sculpture will be due for critique every three weeks.

One reading/discussion/lecture/slide/video presentation/field trip will be due every week.

When we are not in critique or discussion, you must use the scheduled class time as active studio practice.

#### 5. Professional Practices

Periodically during the semester, I will present lectures on maintaining an art practice and moving toward professionalism after you leave the BFA program. Some of these issues will encompass the following: Financing; finding and organizing a studio; photographing your work; shipping and installing an exhibition; writing a resume; writing an exhibition proposal; art colonies for artists; grants and fellowships for artists; getting your work reviewed; MFA programs: when should you go to graduate school? Are there alternatives to graduate school? And other topics reflecting your concerns.

In relation to professional practices you must accomplish the following:

You must write a resume (due by end of August)

You must write an artist statement (due by end of September)

You must give a visual presentation on your work. (At the beginning of the semester.)

You must submit your work for consideration for an exhibition outside of FAU.

### **PROJECT EVALUATIONS**

Your work will be evaluated on the basis of the following criteria of requirements and expectations:

Completion of five sculptures/works of art.

Completion of required readings, writings, discussions.

Completion of a professional practices portfolio including artist statement, 10 digital images, and a resume. Slide presentation on your work.

Attendance at all assigned field trips and lectures.

Conceptual rigor and material inventiveness in your work

Technical competence or appropriate craftsmanship in your work

Physical investment: the sweat factor

Contribution to critique and to the class as a whole.

**FINAL SEMESTER EVALUATIONS** will be averaged as follows:

Project #1 15%

Project #2 15%

Project #3 15%

Project #4 15%

Project #5 15%

Reading responses and discussions 10%

Critique/participation 10%

Exercises, sketches, proposals 5%

## Class Calendar and Schedule:

August 20• Introduction to the course, look over the syllabus, talk about expectations.....  
August 22• Statements of Intent (200 words), Questionnaire due. Student presentations on personal work. Work Day if time remains.  
August 27• First Proposals due, include drawings, writings, material samples, etc/...Read  
September 3• Readings for Monday: Flamingo's Smile, Deacon, Miranda July, Rebecca Solnit  
September 5•Discuss readings  
September 12•First Critique  
September 24• Resume due  
September 26• Second Critique  
October 3• Proposals Due  
October 8• readings exchanged & copied, studio day for remainder.  
October 10• Discussion  
October 17• Review Web Sites, must have expanded beyond the first page at this point, at least three different pages; critique sites, brainstorm  
October 22• Statements due, discuss as group.  
October 31• Third Critique  
PUBLIC PRESENTATION| October 31, Students will exhibit their projects in an open forum event that will provide the public an opportunity to view and engage the student artists concerning their research projects. Students must, out of necessity, come together for a curatorial consensus for the work to be exhibited. However, all students must be represented. Also, a short lecture will be conducted by the students represented followed by a Q & A from the viewers.  
November 5• Proposals Due for project in Bronze  
November 14• Pour Bronze  
November 21• Fourth Critique  
November 26• Proposals Due  
December• Final Fifth Critique

## Grade Scale

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A	(93-100)	work of exceptional quality: student excels at verbalizing ideas, assignments are of exceptional quality
A-	(90-92)	work of very high quality: student excels at verbalizing ideas, assignments are of very high quality
B+	(87-89)	work of high quality, which reflects higher than average abilities: student has a high level of participation during discussion, assignments are of high quality
B	(83-86)	very good work that satisfies goals of the course: student has a very good level of participation during discussion, assignments are of very good quality
B-	(80-82)	slightly above average work that satisfies the goals of the course: student has a very good level of participation during discussion, assignments are of good quality
C+	(77-79)	average work, which reflects an understanding of course material:

		student has an average level of participation during discussion, assignments are of an average quality
C	(73-76)	adequate work; passable: student has a less than average level of participation during discussion, assignments are of an adequate quality
C-	(70-72)	passing work but below good academic standing: student has a less than average level of participation during discussion, assignments are of a less than adequate quality
D+	(67-69)	below average work: student has a below average level of participation during discussion, assignments are below average quality
D	(60-66)	well below average work: student has a well below average level of participation during discussion, assignments are well below average quality
F		Fail

### **Attendance Policy Statement**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed 3 without any reduction in the student's final course grade as a direct result of such absence.

- This is a studio class. Attendance and participation are critical element.
- You are allotted three absences for any reason during the course.
- Coming late to class or leaving early counts as ½ an absence. If you are not present when attendance is taken, you are LATE.
- On the 4th absence, your final grade will drop by one full letter grade, and continue to drop ½ a letter grade for each absence after the 4th.
- It is the student's responsibility to acquire all information that is missed.
- All critiques, demonstrations, lectures, and class announcements will be given at the beginning of class unless otherwise stated. These will not be repeated.
- Missing a critique is the equivalent of missing an exam and will result in 2 absences.
- Please note: Missing 6 classes (three weeks) throughout the semester will result in automatic failure of the course.

## **Studio Etiquette**

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- Phones need to be shut off or on vibrate for the duration of the class period.
- Smoking is prohibited in all areas by state law. This includes outdoor shop areas.
- Eating and drinking are not allowed in any area of the shop. This is a safety issue.
- Unauthorized guests are not permitted in the studio area.
- Dogs are not permitted in the shop with the exception of service animals.
- Students are required to wear closed-toe shoes AT ALL TIMES, leather or canvas when welding. No high heels or sandals will be permitted. If you come unprepared and have to be sent home this WILL count as an absence.
- Long hair should always be pulled back and/or up.
- Clothing should be worn which can become stained and dirty. Long sleeves should be rolled up, and no dangling bracelets or necklaces can be worn.
- Observe all safety and shop policies and procedures of the shop. Read all signage and notices in the shop.
- Students are not allowed to work with tools they have not been trained on. Students must obey all shop rules. If you are asked to leave because of unsafe behavior it will count as an absence and two or more times will result in suspension from the equipment.
- Be considerate of your neighbors, and respect other's property – this includes their work and tools.
- Disruptive behavior during class will not be tolerated. Misconduct, theft or destruction of property will cause the open shop access policy to be revoked. Limited, scheduled shop lab hours will then be instituted.
- Tables are community workspaces and must be kept clean and clear for all to use at all times.
- It is every student's responsibility to leave their work area cleaner than they found it. This means cleaning equipment, returning it to its place, and cleaning any areas that have been worked on. If these procedures are not followed, the class will perform studio cleanup at the start of each class.
- The shop and studio personnel are not responsible for broken, damaged, or stolen work.

## **Sketchbook**

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- You will need an 8 ½ by 11" unlined sketchbook.
- Bring your sketchbook to all class meetings. An artist's sketchbook can be her/his most important tool. The sketchbook is where ideas are recorded and have the opportunity to grow.
- Write down all ideas and sketch anything you find interesting, collect images from magazines, the Internet, etc. This activity will inform the works you create and help you build an indispensable resource as well as being an integral part of the creative process.
- Use any medium you feel most comfortable working with – pencil, marker, charcoal, etc.
- Syllabus, handouts, sketches, ideas, researched information, notes from demonstrations, slide talks, workshops, gallery visits/reports and lectures, as well as written assignments, are to be maintained in your sketchbook.

## **Class Participation and Preparation**

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Class participation is based on: attendance on critique days, preparation, and your attitude in the classroom. I expect you to be sensitive to other students, aware of your voice level, and respectful of the classroom atmosphere. Participation and attendance ask that your mind is



present as well as your physical self; doing work for other classes or producing little work during class will affect your grade negatively.

### **Material Collection**

We will be working with a wide variety of materials, so ALWAYS make sure you know what you need for class. Do your shopping before class. Leaving to go get supplies will count as leaving early or late arrival and therefore will be documented against your attendance. Students are responsible for most materials needed for class.

### **Disability Policy Statement**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### **Counseling and Psychological Services (CAPS) Center:**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

### **Statement of Academic Integrity:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty (including plagiarism and collusion) is considered a serious breach of these ethical standards, and interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/regulations/chapter4/4.001> [Code of Academic Integrity.pdf](#)

### **Other policies**

Student participation in class must be interactive. To this end, I encourage an open atmosphere where back-and-forth communication is the norm. Students are free to speak up when they need clarification or wish to make observations. Always let me know if you are having difficulties mastering a technique presented in class and I will endeavor to help you. Plus, you will be expected to work several hours outside of class time each week.

Syllabus and calendar are subject to change at the instructor's discretion.