Course Syllabus: Sculpture One  
HCC Academic Discipline: ART  
Course Title: Sculpture I  
Course Rubric and number: ARTS 2326  
Semester with Course Reference Number (CRN): Spring 2014, 78998  
Campus and Room Location with Days and Times: Southeast Campus  

Course Semester Credit Hours (SCH): 3 credits  
Course contact hours per semester: 96  
Course length: Regular Term  
Type of Instruction: Lecture/Lab 2/4  

Instructor: David Tsai  
Contact Information:  
Phone: (cell) 713-503-1636  
email address: david.tsai@hccs.edu  
Learning web address: http://learning.hccs.edu/faculty/David.tsai  
Instructor Scheduled Office Hours and location: Tuesday, Thursday before class and after class, Felix Morales Building, room 106  

Please note: If you’d like to meet with me before class, please give me at least 24 hours notice.  

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have difficulties or have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.  

Course Description ARTS 2326, Sculpture I:  
1. Exploration of ideas using sculpture media and techniques as defined in the Academic Course Guide Manual (AGCM) produced by the Texas Higher Education Coordinating Board, 2009 (THECB)  
2. This studio course will introduce students to various materials, processes and elements of
design. Media may include plaster, wood, clay and found materials.

Course Prerequisites:
None

Course Goal ARTS 2326, Sculpture I:
This course introduces the student to the expression of ideas into 3-dimensional form. A variety of sculptural directions are explored with concepts realized through the use of numerous materials such as paper, wood, clay, plaster, and found objects. Instruction in the safe use of pertinent tools is included, as well as demonstrations and an emphasis on quality studio time. This course will examine the interdependence of medium and image.

Course Student Learning Outcomes:
1. Identify, define and understand the formal elements of art and the principles of design. (Level 2)
2. Demonstrate the ability to produce and present finished works of exhibition quality. (Level 3)
3. Produce and critique projects that coordinate descriptive and expressive possibilities of course media. (Level 5)
4. Select and verify course media and techniques in completed projects. (Level 6)

Student Learning Objectives ~ related to each Learning Outcome

Learning Outcome One: Identify, define and understand the formal elements of art and the principles of design. (Level 2)
The Supporting Learning Objectives:
1.1. Identify the formal elements and principles of design.
1.2. Compare formal elements.
1.3. Compare principles of design.
1.4. Contrast formal elements.
1.5. Contrast principles of design.
1.6. Comprehend all the sub-categories of all the formal elements and principles of design. (for example, analytic or expressive line or symmetrical, radial or asymmetrical balance, etc.)
1.7. Express sub-categories of all the formal elements.

Learning Outcome Two: Demonstrate the ability to produce and present finished works of exhibition quality. (Level 3)
The Supporting Learning Objectives:
2.1. Produce exhibition-ready artworks.
2.2. Prepare entry labels.
2.3. Present completed exhibit entries before the entry deadline expires.
2.4. Select an artwork (made during the course) to be included in the student art exhibition.
2.5. Participate in the student exhibition.
Learning Outcome Three: Produce and critique projects that coordinate descriptive and expressive possibilities of course media. (Level 5)

The Supporting Learning Objectives:
3.1. Safely participate in the necessary practical tasks (safety and proficiency of handling tools, supplies and equipment, etc.) involved with the course media.
3.2. Organize the formal elements and principles of design in course projects.
3.3. Establish artistic roles for course projects.
3.4. Summarize artistic themes for course projects.
3.5. Judge course projects.
3.6. Write 1000 words in a combination of writing assignments such as critiques, essays, research papers and/or journals.
3.7. Cultivate form and content in sculptures
3.8. Synthesize sculpture problems concerning:
   - Clay
   - Plaster
   - Wood
   - Found materials
   - The human figure (as subject matter)
   - The use of an armature

Learning Outcome Four: Select and verify course media and techniques in completed projects. (Level 6)

The Supporting Learning Objectives:
4.1. Summarize the formal elements.
4.2. Select principles of design
4.3. Critique the work of peers.
4.4. Self-critique artistic output.
4.5. Verify form and content

Core Curriculum Statement:
This course fulfills the following core intellectual competencies: reading, writing, speaking, listening, critical thinking and computer literacy. A variety of teaching and testing methods are used to assess these competencies.

This course fulfills the core competencies:

Reading: Reading at the college level means having the ability to understand, analyze and interpret a variety of printed materials: books, articles, and documents.

Writing: Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to a specific purpose, occasion, and audience. In addition to knowing how to use correct grammar, spelling, and punctuation, students should also become adept with the writing process, including how to determine a topic, how to
organize and develop it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.

**Speaking:** Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

**Listening:** Listening at the college level means having the ability to understand, analyze, and interpret various forms of spoken communication.

**Critical Thinking:** Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

**Computer Literacy:** Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

**HCC Calendar**

1/12  Last day for drop/add  
1/13  Classes begin  
1/20  Martin Luther King, Jr. Holiday  
1/29  70% refund  
2/4   25% refund  
2/17  President’s Day  
3/9-16 Spring Break  
4/18  Spring Holiday  
5/1   Semester ends  
5/6   Final Project Presentation

**Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>1/14</th>
<th>Day 1</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
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<td><strong>Form and Craft</strong></td>
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<td><strong>Project 1</strong></td>
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<td><strong>Project 2</strong></td>
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<tr>
<td><strong>Composition</strong></td>
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<td><strong>Project 1 DUE</strong></td>
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| Week 2  | 1/21  | work in class  
|---------|-------|----------------|
|         | 1/23  | work in class  

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<thead>
<tr>
<th>Week 3</th>
<th>1/28</th>
<th>Project 1 DUE</th>
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<tbody>
<tr>
<td><strong>Composition</strong></td>
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<tr>
<td><strong>Introduction Project 2:</strong> Composition 1</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
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<td>Week 4</td>
<td>1/30</td>
<td>Bring foam to class</td>
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<td>2/4</td>
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<tr>
<td>Project 3</td>
<td>2/6</td>
<td>Project 2 DUE</td>
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<td><strong>Project 2: Composition 1 Due</strong></td>
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<td><strong>Introduction Project 3: Composition 2</strong></td>
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<td>Week 5</td>
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<td></td>
<td>2/13</td>
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<tr>
<td>Week 6</td>
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<td>Function</td>
<td>2/20</td>
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<tr>
<td>Project 4</td>
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<td><strong>Introduction Project 4: Function</strong></td>
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<td>Woodshop</td>
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<td><strong>Introduction Project 4: Function</strong></td>
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<td>Week 7</td>
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<td>Week 8</td>
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<td>3/6</td>
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<td>3/11</td>
<td>SPRING BREAK</td>
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<td>3/13</td>
<td>SPRING BREAK</td>
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<td>Week 9</td>
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<td>Project 4: Function Due</td>
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<td>Meaning</td>
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<td>3/27</td>
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<tr>
<td>Week 11</td>
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<td>4/3</td>
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<td>Expression</td>
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<td><strong>Introduction to Final Project</strong></td>
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Week 13

4/15 work in class
4/17 work in class

Week 14

4/22 work in class
4/24 work in class

Week 15

4/29 work in class
5/1 work in class
Studio Clean Up

Week 16

5/6 Final Project Due/Presentation

Please Note:
It is possible that these dates might change slightly due to various circumstances. You will be notified of changes and requirements.

Critique Dates:
Critique dates are the due dates of all projects. It is imperative that your work be completed and ready for the class critique. Your participation in the critique is mandatory. The Fine Arts Department philosophy is that verbal discussion enhances the student's awareness of art concepts and his/her growth and direction.

Instructional Methods:
Methods of instruction may include: explanations, demonstrations, hands-on art studio work time, in class critiques, slide presentations, video/film presentations, lectures, and/or readings (from textbooks, peer-reviewed articles, books, original source seminal texts). Class time may include demonstrations, field trips, assignments, introductions, studio time for projects, and critiques.

Student Assignments:
Assignments/Activities may include: individual creative projects, written critical responses, group projects, critiques, exams or quizzes, hands-on studio workdays/times, occasional gallery visits, various assigned readings from textbooks, peer-reviewed articles, books, original source seminal texts; mandatory discussions based on various topics related to the major areas of study in Art and Design; writing papers including critiques, essays, analyses, reviews, research, comparing and contrasting artistic or design theories and perspectives; service learning projects; presentations; group and/or individual projects; portfolios. This course requires a minimum of 1000 words in a combination of writing assignments and/or projects.
Student Assessments:
Methods of Assessment/Evaluation may include: portfolios, creative projects, tests and quizzes which may include: definitions, matching, multiple choice, true/false, short answer, brief essay, essay, lists; writing assignments, in-class discussions and/or critiques; written papers including critiques, essays, analyses, reviews, research, comparing and contrasting artistic or design theories and perspectives; service learning projects; presentations; group and/or individual projects; other methods as may be determined by individual instructors.

Instructional Materials:
There is no book required for this course.

HCC POLICY STATEMENT: Americans With Disabilities Act (ADA)
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

If you have any questions, please contact the Disability Counselor at your college or the District Disability Office at 713-718-5165.

To visit the ADA Web site, log on to www.hccs.edu,
   Click Future Students
   Scroll down the page and click on the words Disability Information.
   http://www.hccs.edu/hccs/futurestudents/disability-services

HCC POLICY STATEMENT: Academic Honesty
You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

“Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:
- Copying from another student’s test paper;
- Using materials during a test that are not authorized by the person giving the test;
- Collaborating with another student during a test without authority;
• Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
• Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit.

**Violations:** Possible punishments for academic dishonesty may include a grade of “0” or “F” on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. A recommendation for suspension or expulsion will be referred to the College Dean of Student Development for disciplinary disposition.

Students who wish to appeal a grade penalty should notify the instructional supervisor within 30 working days of the incident. A standing committee appointed by the College Dean of Instruction (Academic or Workforce) will convene to sustain, reduce, or reverse the grade penalty. The committee will be composed of two students, two faculty members, and one instructional administrator. A majority vote will decide the grade appeal and is final.

**OFFICIAL HCC ATTENDANCE POLICY:**

Students are expected to attend classes regularly. Students are responsible for material covered during their absences, and it is the student’s responsibility to consult with instructors for makeup assignments. Class attendance is checked daily by instructors.

**Although it is the responsibility of the student to drop a course for non-attendance, the instructor has the authority to drop a student for excessive absences.**

A student may be dropped from a course for absenteeism after the student has accumulated absences in excess of 12.5 percent of the hours of instruction (including lecture and laboratory time).

For Example:

For a 3 credit lecture class, meeting 3 hours per week (48 hours of instruction), a student may be dropped when their absence exceeds 6 hours or 2 classes.

For a 3 credit lecture/lab class, meeting 6 hours per week (96 hours of instruction, a student may be dropped when their absence exceeds 12 hours or 4 classes).
Administrative drops are at the discretion of the instructor. If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of “F” in the course.

NOTE: LAST DAY FOR STUDENT/ADMINISTRATIVE DROP THIS SEMESTER is March 31

Course Withdrawals-First Time Freshmen Students-Fall 2007 and Later:
Effective 2007, section 51.907 of the Texas Education Code applies to first-time in college freshman students who enroll in a Texas public institution of higher education in the fall semester of 2007 or thereafter. High school students currently enrolled in HCC Dual Credit and Early College are waived from this requirement until they graduate from high school.

Based on this law, HCC or any other Texas Public institution of higher education may not permit students to drop after the official day of record more than six college level credit courses for unacceptable reasons during their entire undergraduate career.

Course Withdrawals:
Be sure you understand HCC policies about dropping a course. It is the student’s responsibility to withdraw officially from a course and prevent an “F” from appearing on the transcript. If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.

If you plan on withdrawing from your class, you MUST contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done PRIOR to the withdrawal deadline to receive a “W” on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

EGLS3 – Evaluation for Greater Learning Student Survey System
At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

**Early Alert Program:**
To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor may “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

**Repeat Course Fee:**
The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

**Individual Instructor’s Requirements Statement**
As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class studio activities, discussions, and critiques
- Provide a clear description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up work
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required
To be successful in this class, it is the student’s responsibility to:

- Attend class, be on time, and be prepared with the proper materials for each session.
- Use class studio time wisely by focusing on assigned projects.
- Keep copies of all paperwork, including the syllabus, articles, and handouts.
- Respect the space and materials of other class members.
- Clean up thoroughly after each studio session.
- Be prepared for critique sessions: have complete assignments ready for display and be prepared to participate in the verbal critique process.
- Assume personal initiative in maintaining the sketch and written journal.

HCC Art Discipline Requirements

By the end of the semester the student who passes with a final grade of “C” or above will have demonstrated the ability to:

- Complete and comprehend the objectives of all graded assignments.
- Attend class regularly, missing no more than 12.5% of instruction (12 hours).
- Arrive at class promptly and with the required supplies for that day’s session.
- Participate in the shared responsibilities for studio clean-up.
- Exhibit safe studio habits.
- Be prepared for and participate in class critiques.
- Demonstrate the ability to communicate orally in clear, coherent, and persuasive language.
- Demonstrate the ability to use computer-based technology in communicating, solving problems, and acquiring information.
- Complete a minimum of 1000 words in a combination of writing assignments and/or projects.
- Demonstrate the ability to present works of exhibition quality.
- Create a sculpture which uses clay.
- Create a sculpture which uses plaster.
- Create a sculpture which uses wood.
- Create a sculpture which uses found materials.
- Complete a sculpture incorporating the human figure.
- Create one project with an armature.
- Explore a variety of scale.

HCC Grading Information:

Grading percentile: the official HCC grading rubric is as follows:

- 90–100 percent A Exceptionally fine work; superior in presentation, visual observation, comprehension and participation.
80–89 percent  B  Above average work; superior in one or two areas
70–79 percent  C  Average work; good, unexceptional participation
60–69 percent  D  Below average work; noticeably weak with minimal participation
Below 60 percent  F  Clearly deficient in presentation, style and content with a lack of participation

The grade of "I" (Incomplete) is conditional. It will only be assigned if at least 80% of the course work is complete. Students receiving an "I," must make an arrangement with the instructor in writing to complete the course work within six months. After the deadline, the "I" becomes an "F." All "I" designations must be changed to grades prior to graduation. Changed grades will appear on student record as "I"/Grade (example: "I/A"). The grade of "W" (Withdrawal) appears on grade reports when students withdraw from a class by the drop deadline. Instructors have the option of dropping students up to the deadline. After the deadline, instructors do not have that option — not even when entering final grades.

**Instructor Grading Criteria:**

Homework, assignments and projects will be evaluated according to the following criteria:

- Adherence to all specific assignment guidelines/content requirements.
- Adherence to deadlines.
- Level of technical difficulty attempted and achieved. More sophisticated work may receive higher scores.
- Creativity and Originality: Solving the assignments in an imaginative and unique way may lead to a higher score.
- Honesty: Submit your own work.
- Amount of work
- Evidence of growth in topic understanding
- Evidence of work ethic
- Evidence of change and practice
- Craft quality, skill and pride in production of work
- Attendance
- Understanding criticism
- Participation in critiques and discussions

**Instructor’s Final Grading Legend:**

<table>
<thead>
<tr>
<th>Projects</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Project 1</td>
<td>10%</td>
</tr>
<tr>
<td>Project 2</td>
<td>12%</td>
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Within each project are sketchbook assignments, homework assignments and various exercises that address the topic of the project.

STUDIO ART SUPPLY LIST*

Texas Art Supply www.texasart.com
2237 S. Voss or 2001 Montrose Blvd.
(713) 780-0440 1 (800) 888-9278

1. Cardboard (old boxes)
2. Dust mask
3. Needle nose pliers
4. Insulation foam ½”
5. Spray adhesive
6. Wire
7. Wood
8. Found objects
9. Acrylic paint

*Additional materials may be needed depending on project and time.

BOOK LIST (recommended but NOT required)

1. A Primer of Visual Literacy, Donis A. Dondis
2. Elements of Design, Rowena Reed Kostellow and the Structure of Visual Relationships, Gail Greet Hannah