



# North Central Michigan College Master Course Syllabus

## PART 1:

Course Name: Ceramics II

Course Number: ARTS 201

Credit Hrs. 3      Lecture Hrs. 3      Lab Hrs. 0      Clinical Hrs. 0      Variable Hrs. 0

Total Hours of Instruction: 3      Total Contact Hours: 52.8  
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

### Course Description:

Builds on the knowledge and skills acquired in Ceramics I, with an emphasis on developing throwing and hand building skills. An introduction to glaze composition and an opportunity to explore firing options is included.

Prerequisite (s): ARTS 200

Co-requisite (s): None

### Course Objectives:

- Use three different surface design techniques.
- Use the vocabulary appropriate for the field.
- Throw and hand-build functional pots.
- Demonstrate understanding of glaze formulation by making one glaze.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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## PART 2:

### **Lumina DQP outcomes and linked course objectives**

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.

- Demonstrate understanding of glaze formulation by making one glaze.

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- Use the vocabulary appropriate for the field.

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

- Use three different surface design techniques.
- Throw and hand-build functional pots.
- Demonstrate understanding of glaze formulation by making one glaze.

Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.

- Use three different surface design techniques.
- Throw and hand-build functional pots.
- Demonstrate understanding of glaze formulation by making one glaze.

Lumina DQP Outcome 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.

- Use three different surface design techniques.
- Demonstrate understanding of glaze formulation by making one glaze.

Lumina DQP Outcome 10: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

- Use three different surface design techniques.

Lumina DQP Outcome 11: Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

- Demonstrate understanding of glaze formulation by making one glaze.



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**Suggested Methods of Instruction:**

Lecture, demonstration, slides, videos and films

**Suggested Methods of Assessment and Evaluation:**

Quizzes and critiques

**Adopted Text at Time of Course Adoption/Revision:**

Ceramics, A Potter's Handbook, 5<sup>th</sup> Edition, Nelson

Optional supplementary Materials:

Handouts, when appropriate.

**Topics Covered During the Semester:**

*Sequence of topics and time allowance are at the discretion of the instructor*

- Week 1: Throwing demos and practice: basic functional forms
- Week 2: Throwing demos and practice: basic functional forms
- Week 3: Handbuilding demos and practice: functional and sculptural forms
- Week 4: Surface design demos and practice
- Week 5: Throwing and handbuilding practice: functional forms
- Week 6: Throwing and handbuilding practice: functional forms
- Week 7: Glaze formulation demo and practice
- Week 8: Glaze formulation demo and practice
- Week 9: Firing processes
- Week 10: Firing processes
- Week 11: Project work time
- Week 12: Project work time
- Week 13: Project work time
- Week 14: Project work time
- Week 15: Project work time
- Week 16: Final critique

Section 1 & Section 2 approved by CRDAP on: 03 25 14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



# North Central Michigan College

## Master Course Syllabus

### **PART 3:**

**Use this reference sheet in Part 2 of Master Course Syllabus**

#### **Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

#### **Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

#### **Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

#### **Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

#### **Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

#### **Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

#### **Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

#### **Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012