Raku ----ART2772
Syllabus
Florida Keys Community College

I. Course Information

Course Prefix/Number/Course: ART2772 – Raku
Credit Hours/Contact Hours: 3 credit hours, 60 contact hours, 2 hours of lecture, and 2 hours of lab a week per 15-week term
Prerequisites for the course: None

II. Course Method

Methods of instruction include lectures and studio demonstrations.
This course is designed to meet face to face in the Ceramics Room # 1420

III. Instructor Information

Instructor: Jay Gogin
Email: jay.gogin@fkcc.edu
Office Hours: Monday 10 AM – 2 PM, Tuesday 2 PM – 3 PM, Thursday 9 AM – 2 PM
Phone: 305-809-3223

IV. Description

This course provides an in-depth exploration of Raku forms, glazing and firing techniques. The general course objective is to use this prior knowledge to continue to build the student's skills by in-depth exposure to the Raku firing process.

V. College-level Competencies

Florida Keys Community College graduates who complete the core curriculum possess the knowledge, skills and values associated with college-educated individuals. Our graduates demonstrate mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.

1. **Communication:** Comprehend and articulate effectively – written and oral communication
2. **Critical thinking:** Demonstrate mastery of problem-solving skills in the discipline
3. **Diversity:** Interpret and evaluate societal and ethical issues, problems and values
4. **Technology:** Utilize technology effectively

VI. Course Calendar

1. The Course Calendar lists the learning activities and assessment measures that comprise this course on a weekly basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives. There are a total of 100 points that can be achieved during this 15-week course. Students are able to gauge their performance according to this grading scale throughout the duration of the course. The "Student Assessment" column lists all of the assignments required by this course and their due dates. I strongly recommend you print this out and refer to it often.

2. Students are responsible for following the course calendar. If you ever have a question that begins with "When is ___", the answer is probably already published in this Course Calendar. Looking here first will probably get you a quick answer to your question.
3. Please note: The order of class assignments and projects may change due to circumstance; there are many variables in ceramics that will affect the order of the process.

ALL FIRED CERAMIC WORK IS SUBJECT TO CRITIQUE AND APPROVAL OF THE INSTRUCTOR. Attendance is essential to the learning experience.

V. Course Objectives

Upon completion of this course, student will be able to:
1. Demonstrate the steps involved in the Raku process
2. Explain the form, function, and firing differences of Raku in comparison to the broad spectrum of ceramic techniques
3. Develop communication skills; verbally communicate aesthetic properties of the artwork

Competency	Module/Week	Learning Outcomes	Learning Activities	Student Assessments	Points
2	Module 1	Demonstrate the steps involved in the Raku process Develop communication skills; verbally communicate aesthetic properties of the artwork	Demonstrate proper clay mixtures using appropriate mixing tools Identify the importance of the clay composition Identify the type of shape and form they want to demonstrate	Class participation Clay preparation	Rubric
1	Module 2	Explain the form, function, and firing differences of Raku in comparison to the broad spectrum of ceramic techniques Demonstrate the steps involved in the Raku process techniques	Shape technically advanced forms Lecture and discussion and video presentation regarding the basics of Raku in relation to the Japanese tea ceremony Discussion of Raku's connection to Kyoto	Class participation Assemble body of work Respond to the video presentation regarding the historical origins of Raku: oral question & answer and open discussion	Rubric

2	Module 3	Explain the form, function, and firing differences of Raku in comparison to the broad spectrum of Ceramic Demonstrate the steps involved in the Raku process techniques	Lecture and demonstration on how to create a tea bowl Create an object compatible with Raku aesthetic design: Creating tea bowl	Class participation Create a tea bowl	Rubric
2 & 4	Module 4	Explain the form, function, and firing differences of Raku in comparison to the broad spectrum of ceramic techniques	Identify the differences between Raku glaze and high fire glaze: 5/1000 gram batches of glaze Learn about Raku firing and kiln operation Safety lecture Kiln firing and demonstration of post-reduction firing phase – gather materials Create objects compatible with Raku aesthetic design: Creating vase and bowl	Class participation Make appropriate glazes Construct kiln Demonstrate appropriate safety processes Create bowl and vase Firing: • Load kiln • Fire kiln	Rubric
1	Module 5	Develop communication skills; verbally communicate aesthetic properties of the artwork	Oral presentation – evaluate and critique their work to the class	Class participation Tea ceremony Oral presentation	Rubric

VII. Materials

There is no specific required text, however students are encouraged to familiarize themselves with the instructor's personal books of low-fired and "primitive" ceramics as well as with relevant material in FKCC's library. The instructor may provide handouts and accompany class on field trips to "master artist" studios and workshops.

Materials are individual student's personal tools and community studio tools: 75lbs of clay, glazes, firing and associated Raku-firing tools are provided by the department.

VIII. Grading Scale

The following grade scale will apply to this class:

A:	90 % or above	40 – 50 class points
B:	80 - 90 %	30 – 39 class points
C:	70 - 80 %	20 – 29 class points
D:	60 - 70 %	10 – 19 class points
F:	below 60 %	9 class points and below

IX. Class Policies

Communications: All class communications should be conducted during class times, labs and instructor office hours.

NO CELL PHONES OR BLUE TOOTH DEVICES ARE PERMITTED IN CLASS

Late Work

1. Any assignment not submitted by the date and time specified in the Schedule of Assignments is considered late, unless you have contacted me and I have approved an extension in advance.
2. Assignments (other than class participation) will be accepted up to 7 days late unless you have contacted me and we have mutually agreed on an alternate submission date before day that the assignment is due.

Class Participation

Participation is a vitally important aspect of this class. This is a hands-on, demonstration-based course and students will be expected to create the assigned projects. Come to class prepared to get your hands dirty!

Withdrawal Policy

1. Students may withdraw without academic penalty from any course by the established deadline published in the College's calendar. This will result in a grade of 'W' for the course and will not count against the student's GPA.
2. Students will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student WILL NOT be permitted to withdraw in accordance with State of Florida regulations and will receive an earned grade for that course.
3. It is the responsibility of the student wishing to withdraw from the course to do so by the date published in the College Academic Calendar.
4. Students who abandon the course or do not withdraw themselves by the published deadline are subject to receiving a grade of F or NF.

Exams and Quizzes

1. All exams and quizzes are given orally and are as scheduled in the course calendar.

Extra Credit Work

1. In general, I do not permit students to complete extra credit assignments to improve their grade. To earn the grade you desire, work hard all semester.

Academic Honesty & Plagiarism

1. Students are expected to respect and uphold the standards of honesty in submitting written work to instructors. Though occurring in many forms, plagiarism in essence involves the presentation of another person's work as if it were the work of the presenter. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense. It is the student's responsibility to review the College's policy on Academic Honesty.
2. Collaboration and discussion is encouraged in all course aspects other than actually completing the assigned work (quizzes, exams, papers, projects, etc). Indeed, collaboration often leads to increased understanding of the material being covered. If you have questions about an assignment, I encourage you to speak up and ask questions about it.
3. It should, but will not, go without saying that plagiarism is a form of fraud and will not be tolerated. You are expected to do your own work. Copying text or images from any source and claiming it as your own is considered plagiarism. Submitting copied text as most or all of your answer on a homework or project is also a form of dishonesty, even if you cite the source. I want to read YOUR words, not someone else's words. Using quoted text to support your answer will not usually be necessary in this class.
4. If I catch you in any form of academic dishonesty, you will receive a grade of zero for that assignment. If I catch you a second time, you will earn a failing grade for this class and be reported to the College.

Attendance Policy

Attendance is essential to the growth and development of this course. Grading is based on a weekly point system. Therefore if you miss a series of classes, then your grade will be negatively impacted.

Special Needs

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at 305-809-3504 via email at: joanne.dinkel@fkcc.edu or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Community Decorum

A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course.

Sexual Predators

Federal and State law requires a person designated as a "sexual predator or offender" to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-888-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at www.fdle.state.fl.us/sexual_predators. If there are questions or concerns regarding personal safety, please contact the Campus Security Officer on your campus.

FINAL PROJECT ASSESSMENT Rubric						
	Exemplary **5**	**Proficient** **4**	**Developing** **3**	**Emerging** **2**	**Under-achieving** **1**	**Points**
Craftsmanship	Planned carefully. Made several prototypes. Showed awareness of the elements and principles of design. Chose color scheme carefully.	Artwork shows an understanding of the elements and principles of design, while using one or more of the elements effectively.	Did not complete the assignment adequately. Shows lack of planning and little evidence that an overall composition was planned.	Assignment was completed and handed in, but it shows little evidence of any understanding of the elements and principles of design. No evidence of planning.	Artwork was not completed.	
Attractiveness	Artwork is beautiful and patiently done.	With a little more effort, the work could have been outstanding. Needs finishing touches.	Showed average craftsmanship. Potential to be better.	Showed below average craftsmanship. Lack of ownership in finished work.	Showed poor And careless craftsmanship.	
Analysis & Appreciation	Accurately describes several dominant elements or principles and accurately relates how they are used to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes a couple of dominant elements and principles and accurately relates how these are used to reinforce the theme, meaning, mood, or feeling of the artwork.	Describes some dominant elements and principles used, but has difficulty describing how these relate to the meaning or feeling of the artwork.	Has trouble picking out the dominant elements.	Did not demonstrate elements of art appreciation	
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.	No requirements met	
Presentation	Presentation holds audience attention.	Presentation holds audience attention most of the time.	Presentation is able to maintain interest of the audience most of the time.	Presentation often loses audience attention.	Did not present	

Class Participation and Performance Rubric	Exemplary 5	Proficient 4	Developing 3	Emerging 2	Under-achieving 1	Points
Class Participation	Participated enthusiastically. Followed through on directions. Sensitive to feelings and knowledge level of others. Willingly participated in class and cleanup	Participated enthusiastically. Followed through on directions. Performed more than adequately. Assisted in preparation and cleanup.	Mostly allowed others to make decisions. Did his/her work adequately. Assisted in preparation and/or cleanup when asked.	Student allowed others to do most of the work. Participated minimally.	Did minimal preparation and cleanup, if any.	
Clay Preparation	Follows directions, Demonstrates proper clay mixtures with appropriate tools. Wedging clay with no air bubbles	Follows direction, demonstrates basic understanding of proper clay mixtures using most of the appropriate tools. Wedges clay with minimal air bubbles.	Follows some direction. Sporadic demonstration of proper clay mixing and does not identify appropriate tools to use. Wedged clay has many air bubbles	Inability to demonstrate proper clay mixing or identify tools for use. Inability to demonstrate wedging techniques	Did not participate in clay mixing or wedging	
Wheel Throwing or hand-building	Completed wheel thrown pot and footed it. On center and around 3/8" thin or thinner. Object is uniform throughout. Proper construction when attaching multiple pieces of clay together	Completed wheel thrown pot and footed it. May be slightly off center OR slightly too thick. Completed hand-built form. Construction of multiple pieces proficiently uniform	Completed wheel throwing experience. Slightly off center and around 1/2" thick. Completed hand-built form. Construction of multiple pieces is not uniform	Completed a wheel throwing experience. Off center and over 1/2 inch thick. Completed hand-built form. Construction is not uniform and may have cracks	Did not participate in wheel-throwing Student did not participate in hand-building	
Glazing	Objects are evenly glazed inside and out by hand with Japanese brushes. Bottom of pot is neatly painted. No thin spots.	Objects are glazed inside and out very evenly. Bottom edge not perfectly even.	Objects are glazed inside and out.	Glaze is very spotty and uneven. Inside may not even be glazed.	Did not participate in glazing	
Firing	Follows direction and demonstrates ability to construct and load kiln,– student can read the surface texture of glaze Student followed all safety procedures	Follows direction and demonstrates ability to construct and load kiln, student has some assistance to read the surface texture of glaze Students followed most safety procedures	Follows direction with interjected guidance and demonstrates ability to construct and load kiln,– student needed considerable instructor assistance to read the surface texture of glaze Students followed some safety procedures	Inability to follow direction for proper construction and loading of kiln . - student could not read the surface texture of glaze without instructor Student had to be reminded to follow all safety procedures	Did not participate in firing activities	
Post reduction Process	Piece properly removed from kiln. Preparation planned, sawdust, bricks applied and covered	Piece removed from kiln. Most preparation processes followed with minimal instructor assistance	Piece removed from kiln. Preparation processes followed with some instructor assistance	Piece removed from kiln with instructor assistance. Preparation process followed with total guidance from instructor	Did not participate in post reduction process	