Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ART 131 **Year: 2025-2026**

Course Title: Ceramics II **Credit Hours: 3**

I. Course Description:

This course follows *Ceramics I* to provide a continued exploration of clay as a material that serves both expressive and functional purposes. Topics include advanced experimentation of various hand-building techniques, innovative decorating materials, and a variety of firing processes. Beginning instruction using the potter's wheel to create basic thrown forms is included. ART 131 fulfills the SUNY General Education The Arts Knowledge and Skills Area, but is not a Liberal Arts course. Prerequisite: ART 130. 3 Cr. (2 Lec. 2 Lab) Fall and spring semesters.

II. Additional Course Information:

1. This course is an Art elective and may transfer to four-year colleges. It is recommended as part of an Art foundations study as it provides advanced experiences with two-dimensional image-making and three-dimensional fabricating.
2. Students are required to work on assignments outside of class.
3. This course consists of at least 100 minutes of lecture and 100 minutes of lab work each week for the fifteen-week semester.
4. The course is taught through lectures and demonstrations, critique, and guided coursework. Students are required to be actively engaged in course activities and group critique.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Create clay forms using various advanced techniques that show a sensitivity to aesthetics, technique, and craftsmanship.
2. Develop a personal artistic voice and aesthetic.
3. Analyze ceramic works using the principles and elements of design, historical and cultural context, techniques, artists and processes, and media introduced in the course.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs – N/A

Complete this section for "service" courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-

program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐Use technology appropriate to their discipline.

☐Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes– N/A

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program:

SUNY General Education Competencies– N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐CRITICAL THINKING & REASONING- Students will:

a. clearly articulate an issue or problem;
b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐INFORMATION LITERACY - Students will:

a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **The Arts**

SUNY SLO: Students will demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

Course SLO 1: Create clay forms using various advanced techniques that show a sensitivity to aesthetics, technique, and craftsmanship.

☐This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Various hand-building techniques
2. Potter's wheel
3. Glazing and firing
4. History of ceramics and contemporary artists and applications
5. Aesthetics
6. Decorative techniques
7. Measurements
8. Documenting forms for digital presentation
9. 2D and 3D forms
10. Principles and elements of design

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Course assignments	40-60%
2. Critique and assess artistic works effectively using terminology	10-30%
3. Reflections & documentation of utilizing the creative process	10-20%

VII. Texts – ☒Required ☐ Recommended ☐ Used for more than one course (list courses)

	OER
1. Instructor-provided readings	☐

VIII. Bibliography of Supplemental Materials

1. Rhodes, Daniel. *Clay and Glazes for the Potter*. Martino Publishing, 2015.
2. *The Great Pottery Throw Down*. Love Productions, 2015. https://www.channel4.com/programmes/the-great-pottery-throw-down.
3. Levy, Matt, et al. *Wild Clay: Creating Ceramics and Glazes from Natural and Found Resources*. Bloomsbury USA, 2022.
4. Carter, Ben. *Mastering the Potter's Wheel: Techniques, Tips, and Tricks for Potters*. Voyageur Press, 2016.
5. Taylor, Louisa. *The Ceramics Bible Revised Edition*. Chronicle Books, 2022.
6. Ford, Kara Leigh. *Pottery for Beginners: Projects for Beautiful Ceramic Bowls, Mugs, Vases and More*. Page Street Publishing, 2021.
7. *Complete Pottery Techniques: Design, Form, Throw, Decorate and More, with Workshops from Professional Makers*. DK, 2019.
8. Toki, John, and Charlotte F. Speight. *Hands in Clay*. McGraw-Hill, 2004.

Editions listed are current as of date of syllabus. More recent editions may be used.

Revised 09-23/C. Shanks

IX. Other Learning Resources

Audiovisual: Online professional training tutorials
Electronic: Online professional training tutorials
Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.