COURSE DESCRIPTION – Prerequisite: ART 2300
This foundation course is designed to extend and broaden formal applications of materials and processes involving a variety of approaches. Students will be familiarized with basic wood shop techniques. Students will be expected to engage in topical discussions, group critiques and begin to establish a personal vocabulary. This is a pre-art major class.

GOALS AND OBJECTIVES
The objective of this course is for the students to develop both a conceptual understanding and a practical knowledge of some of the ways in which three-dimensional forms function on a visual level. Exploring design from a conceptual understanding means that students will explore formal approaches and concepts of three-dimensional design from an idea or theory orientation. Furthering this knowledge through practical application of these ideas involves students constructing three-dimensional objects. This course also works toward the student’s development of both a visual vocabulary of forms and a verbal vocabulary that is specific to the visual arts.

COURSE REQUIREMENTS
Students are responsible for satisfying the entire range of academic objectives, requirements and prerequisites as defined by the instructor. Each student is expected to participate fully in course activities and execute all assignments to the best of their abilities. Students are expected to develop a professional vocabulary when addressing ideas and forms in critiques and discussions as they relate to contemporary art practice and theory. Students are graded on participation in class discussions and critiques. This course involves experience-based learning. You are expected to be in class and participate the entire length of time. You are expected to work in and outside of class in order to have sufficient time to complete your projects. Late work will not be accepted – no artist is ever allowed to install work the day after the opening.

KEYS TO SUCCESS
• Be passionate
• Work hard and welcome information
• Be persistent and tenacious
• Network and make connections
• Recognize opportunity and go for it
ATTENDANCE
- Being on time is important.
- Leaving early is a bad idea.
- Each class is worth 6 points. One point for each half hour of class - one class is 3 hours long. If you are more than 10 min late or you leave 10 min early you are considered absent for that half hour.
- If class is cancelled or I am going to be late, I will let you know via email. It is a good idea to get in the habit of checking it. I will let you know as soon as possible and will always try to have a note posted on the classroom door.
- Attendance is mandatory.
- Absences and tardiness demonstrates a lack of commitment and discipline.

If you do not come prepared to work in class, it will count as an absence.
- If you are absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with the instructor’s approval, you will be permitted to make up both assignments and examinations.
- Unavoidable absences (whether excused or unexcused) require contact with the instructor before hand to insure that you receive all necessary information. It is your responsibility to email the instructor to get the information you missed.
- You are not automatically dropped from your classes if you do not attend. You must officially drop your classes by the published deadline in the academic calendar to avoid a “W” on your record. If you miss the first two class meetings or if you have not take the appropriate pre-requisites, you may be required to withdraw from the course.

NOTICE
The University of Utah Department of Art and Art History seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, http://disability.utah.edu/ 162 Olpin Bldg, 801-581-5020 (V/TDD) to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services (www.hr.utah.edu/oep/ada/guidefaculty).

WELLNESS STATEMENT
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness; www.wellness.utah.edu; 801-581-7776.

CONTENT STATEMENT
Some of the information presented in lectures, presentations and critiques may include material that conflicts with the core beliefs of some students. Since most of the art work we will see this semester will be new to both the audience and the instructor, there will be no practical way to predict which artworks or presentations (and the discussions that follow) might conflict with the individual values of each student. This is a workshop course involving the production of art and the feedback given to each student is
essentially the text for this course and the reason most, if not all, of the students take the course. We will not be able to avoid talking about things that may be uncomfortable. Consider carefully the nature of this course before committing to taking it. Bear in mind that your fellow students and the instructor have no way to make an informed decision about which art works or comments might be a problem for you.

**Final letter grades** will be assigned as follows. At the end of the course, I will round up to the nearest whole number.

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
E (59-0) failure; no credit
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<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
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| **Week 1**  
Jan. 11 & 13 | Review of syllabus and course, discussion and introduction to 1st written assignment | Presentation and introduction to Project 1 (wood)  
(Possibly - Wood shop demonstration and test) |
| **Week 2**  
Jan. 18 & 20 | NO CLASS - Martin Luther King Jr. Day holiday | Studio Workday |
| **Week 3**  
Jan. 25 & 27 | Studio Workday | Studio Workday |
| **Week 4**  
Feb. 1 & 3 | Studio Workday | Studio Workday |
| **Week 5**  
Feb. 8 & 10 | Studio Workday | Critique Project 1 (wood) |
| **Week 6**  
Feb. 15 & 17 | NO CLASS - Presidents’ Day holiday | Presentation and introduction to Project 2 (wood #2) |
| **Week 7**  
Feb 22 & 24 | Studio Workday | Studio Workday |
| **Week 8**  
Feb 29 & March 2 | Studio Workday | Studio Workday |
| **Week 9**  
March 7 & 9 | Critique Project 2 (wood #2) | Presentation and introduction to Project 3 (inflatable) |
| **Week 10**  
March 14 & 16 | NO CLASS - Spring Break | NO CLASS - Spring Break |
| **Week 11**  
March 21 & 23 | Drawings for inflatables due – Studio Workday | Studio Workday |
| **Week 12**  
March 28 & 30 | Studio Workday | Studio Workday |
| **Week 13**  
April 4 & 6 | Studio Workday | Studio Workday |
| **Week 14**  
April 11 & 13 | Critique Project 3 (soft sculpture/inflatable) | Presentation and introduction to Project 4 (Assemblage) |
| **Week 15**  
April 18 & 20 | Studio Workday | Studio Workday |
| **Week 16**  
April 25 & 27 | Studio Workday | Critique Project 4 (Assemblage)  
Turn in CD of images, Last day to turn in any re-worked projects |
| **Week 17**  
May 2 | Mandatory Clean up for Foundations 10-12 | |