



## Graduate Seminar in Ceramics | ART6933 |

**Spring 2025 Instructor:** Anna Metcalfe (she/her)

**Email:** [annametcalfe@ufl.edu](mailto:annametcalfe@ufl.edu)

**Class Meeting Time:** Thursdays 3:00 - 6:00

**Office Hours:** by appointment

**Office Location:** online

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\*This is a synchronous hybrid course - We will meet remotely most Thursdays and in person once a month. (In-person schedule pending)

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### Course Description

This seminar course will provide an opportunity to develop 3 of the fundamental processes in any art practice: creation, conversation, and reflection. In this course you will turn your focus to the actual creation of your work by identifying a technical process and a conceptual framework that will drive an individual research project. Together, we will develop methodologies for critique aimed at bolstering the creative community that you have together as ceramic artists. And finally, but probably most importantly, we will spend a significant amount of time reflecting on our processes - together and as individuals. Our reflections will be designed to cycle us back into moments of creation and conversation and further reflection, highlighting the *practice* part of making art in today's world.

### Course Format

This course is hybrid - we will be meeting both online and in person. Our meeting time each week is 3:00 pm - 6:00 pm on Thursdays and we will be meeting virtually on zoom. Course materials (readings, resources, etc) will be available on Canvas. I will be traveling to UF once each month. Tentatively, the dates I've chosen for these in-person visits are:

- January 23
- February 20
- March 13
- April 17

I will be in Gainesville for at least one day adjacent to each of the in-person Thursdays. We will establish a more concrete plan for these visits during our first meeting.

## **Course Format contd...**

In addition to this very institutional version of formatting a course, the day to day practice of our course will reflect the cycles of creation, conversation and reflection established above. This means that as a community, we will create a regular pattern each month where you can expect our focus to shift from process and technical aspects of creating to critiquing and then on to reflecting. This cycle is iterative and is designed to reflect what will hopefully become a life-long pattern for you as a creative individual.

## **Course Objectives**

- Create a body of work that follows an articulated personal direction
- Research and experiment with a technical ceramic process or material
- Develop a format for creating an intentional and supportive studio community
- Engage in critical response of both in-progress and finished studio works
- Develop a writing practice to support your visual work

## **Course Materials**

I will provide links to readings and other course materials on Canvas. We will collaborate on the conceptual direction that the materials will take and your input will be an essential ingredient in the early weeks of our seminar as we map out our curiosities and interests.

## **Expectations and Course Requirements**

There are 3 basic categories of work you'll be doing in this course:

YOUR OWN STUDIO WORK At the beginning of the semester, you will develop a set of goals and outcomes for the semester that you will articulate in a written assignment. Those should include

- Two finished bodies of work that you will present in critique at the midterm and final moments of the semester.
- A technical or material-based research project that connects to your studio goals

CRITICAL FEEDBACK We will be discussing your studio work in class critiques: two informal critiques of in-progress work, and two critiques of finished work. However important it is to have work ready for a critique, of greater importance is how you show up to really see the work of your peers. Critique is a time for seeing deeply, and we will focus on a variety of formats to help us get at the heart of the matter when we are looking at each other's work.

READING AND WRITING There will be readings and other resources to accompany our conversations that will be available to you on Canvas and links that I send you. But most importantly, we will be engaging in a (nearly) daily practice of writing. More to follow in the first weeks...

DUE DATES FOR ASSIGNMENTS Any written assignments are due the day before our meeting times - Wednesdays by midnight.

\*A note on participation and other expectations: Because of the nature of this course and where you are in your studies, my assumption is that your eagerness and curiosity will more than meet my expectations for your participation. However, so that we are all on the same page, it is my expectation that you regularly attend our virtual and in-person meetings. There will be no formal grade penalties for missed class periods. I trust that if you are not in a position to be present at a class meeting, that it is because life threw you a really good reason to miss it. In this event, please take the responsibility to reach out to me and your peers for class materials that you missed. There is enough catch-up required when a class is missed that you do not need any extra penalty. It is my responsibility as the instructor to be clear with specific deadlines and expectations, and to keep our schedule timely. You can expect me to create relevant class meetings that are in line with your goals and community learning standards.

## **Evaluation**

My role as the instructor of this seminar is to bring a new perspective to your own critical evaluation. On the graduate level, I believe grades to be nearly irrelevant. However, I have found that creating a system of guided self-evaluation is extremely helpful in preparing you for the void of external evaluation post grad. Therefore, you will be actively involved in creating goals and outcomes for your assignments as well as the method by which we will both evaluate your progress. You will always, for any written or research assignment, have an opportunity to improve upon the work you turn in. At any point in the semester, you can request re-evaluation if you feel that continued work has improved your outcome. The evaluations you receive from me will always be written and will be expressed as a placeholder on a continuum of effort and improvement based on the goals and outcomes we have identified together. I frequently turn to rubrics to help with this evaluation process, particularly with written assignments. We will establish as a group a grading scale that is appropriate for our evaluation processes.

\*A note on timeliness: my role as instructor of this seminar is not to evaluate you on your timeliness, only on whether you have reached your stated goals. There are no penalties for “late” assignments. But please understand that I am able to give you my best feedback if it falls within the range of timeliness for each assignment.

## Grading

I assign grades based on a 4 point scale and they will correspond to the UF grade point scale (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>)

A	3.68 - 4.0
A-	3.34 - 3.67
B+	3.01 - 3.33
B	2.68 - 3.0
B-	2.34 - 2.67
C+	2.01 - 2.33
C	1.68 - 2.0
C-	1.34 - 1.67
D+	1.01 - 1.33
D	.68 - 1.0
D-	.01 - .67

I do not use a percent out of 100 to grade, nor do I average grades to arrive at a final grade. We will determine together the weight of each of the areas of evaluation that will eventually determine the final grade that I submit.

Date	Format	Activity/Due Date
January 16	zoom	introductions
January 23	Meet in person - location forthcoming	Artist Statements due (12 am) In-progress studio visits
January 30	zoom	Reading 1 Discussion (TBD) Goal-setting assignment due (12 am, Jan 30)
February 6	Zoom	Reflecting Assignment due (12 am)
February 13	zoom	Reading 2 Discussion (TBD)

February 20	In-person	Critique prep assignment due (12 am) Mid-term critiques
February 27	zoom	Reflection 2 Due (12 am)
March 6	zoom	Reading 3 Discussion (TBD)
March 13	In-person	Field trip!
March 27	NCECA - no meeting	No meeting
April 3	zoom	Reflection 3 Due (12 am) Reading 4 Discussion (TBD)
April 10	zoom	Artist Presentations
April 17	In-person	Critique Prep Assignment due (12 am) Final Critiques
April 24	Zoom	Final Reflection due (12 am) final check-in and farewells

### **Academic Honesty Policy**

The course will follow the University's honesty policy found on-line at:

<http://www.dso.ufl.edu/stg/>

### **Class Accessibility and Inclusion: Accommodations**

This course is intended for all UF students, including those with mental, physical or cognitive disabilities, illness, injuries, impairments, or any other condition that might impede one's equitable access to education. To receive accommodations Students must register with the Dean of Students Office. The Dean of Students will provide documentation to the student who will need to provide this to the instructor when requesting accommodation. The ADA office ([www.ada.ufl.edu](http://www.ada.ufl.edu)) is located in Room 232 Stadium 392-7056.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **Instructional Feedback**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.