Faculty: Betta LoSardo  
Resident Faculty  
School for New Learning  
Office: (312) 362 6497 Loop Campus  
E-mail: blosardo@depa.edu

Course Location: Loop Campus

Class Meeting Dates and Time:  
This course consists of two all day Saturday on campus sessions 29 October and 5 November 2016 from 9 am - 4 pm, and one independent field trip.  
All sessions are required.

Competences Offered:  
NB: Learners may take this course for one of the following competences.  
A2X: Can design and create an original work of art or craft and can describe the elements of an artistic medium.  
1. Can define art and craft, and originality.  
2. Can produce a work of art and/or craft.  
3. Can explain the steps required in production of works of paper art.  
A1X: Can define art and craft and understands how artists influence artistic outcomes.  
1. Can define art and craft.  
2. Can manipulate artistic media to achieve an intended outcome.  
3. Can explain how creativity in papermaking is influenced by productivity.  
A5: Can define and analyze a creative process.  
1. Can define the concept of creativity  
2. Can identify, analyze, and describe the components of a creative process in one or more fields of human endeavor.  
3. Can explain how engaging in a creative process affects one’s perception of the world.
If you registered for CCA, the competence that you will gain in this class is A5.

Course Description:
Paper is everywhere. We use it to read about the latest news, to wrap birthday presents, and to leave ourselves little sticky reminders. You can find paper almost anywhere and chances are, you have a lot of it lying around your house, lurking in drawers and clogging up your recycling bin. It is one of those commodities that we take for granted. Can paper be art? Can it be creative? Can it be beautiful? Learners in this experience will learn about paper and its history, and will participate in the ancient art of papermaking. While examining the definitions of art and creativity, students will experiment with papermaking techniques, and will create their own works of paper art. The Art of Papermaking focuses on creative definitions and processes and artmaking.

This will be, necessarily, an experiential process. Most of the class time will be taken up with experimenting with art materials and with employing the roles of color and design in works of art. Students should prepare by wearing old clothes to class and should expect to get their hands dirty. For specific session dates, see course calendar below.

Expected Outcomes:
Upon the successful completion of the course, learners will have:
- a familiarity with the nature of paper and its artistic potential;
- a greater appreciation for the nature of artistic endeavors;
- an ability to create a work of art and craft, to manipulate artistic materials, and to recognize and to comment on the creative process.

Learning Strategies:
In this course, students will review various topics concerning the nature of papermaking, creativity, and art. Readings, lecture, field trips, discussions, and art making experiences will all contribute to students’ understanding of the course competences.

Learning Tools:
Papermaking Materials (made available in class)
Arnold Grummer’s Dip Handmolds for Papermaking. There are several sizes and options in Grummer’s kit. The least expensive can be had for approximately $15 - 18. Any papermaking molds will do, but these are well made and will last a while. However, molds will be available in the class room as well.

Texts
All required readings will be available on the D2L site, and will include excerpts from materials listed in the bibliography below.

Evaluation Techniques and Criteria:
In addition to assigned readings, class discussions, and field trips, students will participate in a variety of experiential and research activities. The competences and facets are listed above. Please see the instructor for more details. To successfully complete this course, students must:
- Participate in all class discussions and activities;
- Write a four page **Reflection Essay** on competence themes;
- Participate in workshop sessions for the **production of paper art**;
- Complete 1 **Individual** field trip and report.

Written requirements by competence:

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<thead>
<tr>
<th>Competence</th>
<th>Journal and Art Assignments</th>
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| **A2X:** Can design and create an original work of art or craft and can describe the elements which define the medium. | a. minimum 12 sheets ranging in style and expertise  
 b. 4 page journal (Two 3-page installments) in which you discuss how you made various works of art and craft throughout the course and what you learned about paper making. Specifically, answer the following questions for the A2X competence:  
 - what is art? How is it different from craft?  
 - what are the elements that define papermaking as an art form?  
 - what is originality?  
 - what materials influenced your artistic choices?  
 - How did you develop your skills?  
 - What difficulties did you experience and how did you overcome them?  
 - what is the difference between making and creating? |
| **A1X:** Can define art and craft and understands how artists influence artistic outcomes. | a. minimum 12 sheets ranging in style and expertise  
 b. 4 page **Reflection Essay** (Two 3-page installments) in which you discuss how you made various works of art and craft throughout the course and what you learned about the process of making art and craft. Specifically, answer the following questions for the A1X competence:  
 - what is the difference between art and craft?  
 - What materials influenced your artistic and creative skill development?  
 - How did you develop your skills? What worked well, what didn’t work well?  
 - What difficulties did you experience and how did you overcome them?  
 - Is your work art or craft and how do you know?  
 - did your work turn out the way you expected? Why or why not? |
| **A-5:** Can define and analyze a creative process. | a. minimum 12 sheets ranging in style and expertise  
 b. 4 page **Reflection Essay** (Two 3-page installments) in which you discuss how you made various works of art and craft throughout the course and how the work you did might influence your understanding of the definition of creativity and the creative process. Specifically, answer the following questions for the A5 competence:  
 - how did using various types of art materials influence your artistic and creative skills and processes?  
 - What materials worked well, what didn’t work, and how did you overcome difficulties? |
Descriptions of course activities:

Class discussions and activities
The Art of Papermaking provides a great deal of information to discuss and debate. Our all day session will be devoted to deliberations related to the nature of art, creativity, and paper art. Consistent participation in these activities is required.

Paper Production
Each of our competences includes a minimum of 12 pages of homemade paper to be produced in the workshop sessions. Final products will not be assessed on artistic skill, but rather on understanding of the process, ability to attempt a range of techniques and styles, development of skill, and ability to express artistic motivation.

(With Strings Attached, Nicole Guiffra)*

Reflection Essays
Content questions related to the Reflection Essays are described above by competence. Reflection Essays are intended to capture your thoughts as they evolve over the sessions of our course. Journals need not include citations or bibliographies, but should focus on what you, as an individual, have learned throughout the experience. Your first entry will give you an opportunity to describe your introduction to papermaking. In your second entry, you will answer the same questions, but will have more experience with artmaking so will have some different results. In addition to the required questions above, you might write about what surprised you about the material, what you find particularly interesting, what you tried in your artwork and papermaking, what you didn’t try, why, why not, etc. Use this document as a forum for discussion of your particular competence themes as they are described above. All Reflection Essays must be typed, double-spaced, written in standard English, and submitted to the D2L Dropbox according to the calendar in the Topic Outline section below.

Independent Field Trip
Students will complete one independent field trip to the Columbia College Center for Book, Paper and Print 1104 S Wabash Ave, Chicago, IL 60605. You can access info on the site here: http://events.colum.edu/center_for_book_paper_arts#.VyysfnrCfzg

Write a one page analysis of your visit, answering the following questions:

1. What did you expect?
2. How did what you saw meet (or not) your expectations?
3. What was your favorite piece? Why?
4. What didn’t you like? Why?

Post your analysis to the Dropbox.

Tentative Course Calendar

Class topics might vary from the schedule listed below. All reading assignments, including class handouts, must be completed in a timely fashion. All reading assignments are available on the D2L site.

Sessions One and Two
Saturday, 29 October 9am – 4pm
AM: Introduction to paper
   The Alphabet
   Scribes as Artists
   Class Exercises: Experimenting with art media - fun with potatoes
PM: Aesthetics and creativity
   Class Exercises: Defining the beautiful, Making paper

Reflection Essay #1 DUE MONDAY, 31 October

Session Three: Independent Field Trip

Sessions Four and Five, 5 November 9 am – 4 pm
AM: Technique Review

PM: Papermaking Workshop

Reflection Essay #2 DUE MONDAY, 7 November
FIELD TRIP REPORT DUE MONDAY, 7 November

Grading

<table>
<thead>
<tr>
<th>Day One</th>
<th>Day Two</th>
<th>Reflection Essay 1</th>
<th>Reflection Essay 2</th>
<th>Field Trip Report</th>
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</thead>
<tbody>
<tr>
<td>30 Points</td>
<td>30 Points</td>
<td>15 Points</td>
<td>15 Points</td>
<td>10 Points</td>
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<tr>
<td>All day 29 October</td>
<td>All day 5 November</td>
<td>Due 31 October</td>
<td>Due 7 November</td>
<td>Due 7 November</td>
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In this course, grades will be calculated as follows:
<table>
<thead>
<tr>
<th>Grades</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D*</th>
<th>F*</th>
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<tbody>
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<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
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*no competence

Nb: Students wishing to declare a Pass/Fail option must do so before the end of the first morning session.

In order to attain a PASS, SNL students must achieve a grade of C- or better. D grades do not confer competence at SNL.

All late materials will be assessed on a P/F basis only. The highest possible grade for late submissions is a C.

Late arrival to class will result in lower grades.

Incomplete grades are allowed at the discretion of the faculty member. In order to request an IN grade, students must have completed 75% of the coursework. Students missing any portion of class sessions in this course will not qualify for an IN grade.

Please make sure your cell phone is turned off and stowed away during our class time. Do not bring any food to class.

*But is it Art? Marlene Franklin*

**Bibliography**
Selected readings from the sources listed below, and others, can be located on the course D2L website: Books such as the papermaking guides listed below can be purchased at any large bookstore or on line from Amazon.com, from bn.com (Barnes and Noble), or from other on line services

Books:


Handbook in Life in Ancient Rome. Lesley Adkins and Roy A. Adkins. Oxford University

Lateral Thinking and other works by Edward deBono

Papercrafts and Origami. Lucy Painter, ed.
Papermaking: The History and Technique of an Ancient Craft. Dard Hunter.

Papermaking at Home. Albert Heine. Friends of the Corpus Christi Museum, Corpus Christi, Texas


The Story of Art. Ernst Gombrich.

*All photos from the SNL Alumni Art Collection

Other sources:
The Columbia College Center for Book and Paper Arts: www.colum.edu/centers/bpa/classes.html

The Friends of Dard Hunter, Inc.: www.friendsofdardhunter.org

The Georgia Tech Institute of Science and Technology, Robert C. Williams American Museum of Papermaking: www.ipst.gatech.edu/amp/

Addenda to Syllabus: Art in Everyday Things: Papermaking

DePaul University Academic Integrity Policy
DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit http://studentaffairs.depaul.edu/homehandbook.html for further details.

DePaul University Incomplete Policy
Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the
student is enrolled in a course. 75% of the course work must be successfully completed at the time of the request.

Protection of Human Research Participants

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons’ identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (http://research.depaul.edu) for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:
   Center for Students with Disabilities (CSD)
   #370, Student Center, LPC, 773.325.1677

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at http://snl.depaul.edu/writing/index.html. For on-campus and online tutoring, see the DePaul University Writing Centers at http://condor.depaul.edu/~writing/.

[In addition, consider adding the Writing Centers’ syllabus supplement available here http://condor.depaul.edu/~writing/html/fac/supplements.html]

Grading Policy

Written work will be evaluated as follows:
A designates work of high quality; reflects thorough and comprehensive understanding of the competences; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.
**B** designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

**C** designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

**D** designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly. A grade of D indicates no competence achieved.

**Classroom Behavior**

All students are expected to conduct themselves with respect and tolerance. Our course is about expanding ideas through reading, listening, and experience. Listen to others’ ideas with attention and open mindedness. In this course, we will be using our time to listen not only to the teacher but to one another. While someone has the floor, please refrain from speaking. Be kind to your colleagues, and listen attentively. Class time is for class activities. Keep your cell phone turned off. If you feel you must answer your phone, do so by leaving the classroom and making every attempt not to disturb your colleagues. Keep in mind that any missed time will be reflected in your grade for that day’s activities. Please arrive on time. Coming in to class after we have begun our sessions is disconcerting to everyone. Do not bring food to class. Unprofessional behavior such as texting, ringing cell phones, accessing the internet on your phone, talking while others have the floor could result in your being asked to leave the room. Your teachers work closely with the DePaul University Dean of Students’ office to ensure that students are respected and can work in an environment conducive to learning.