

# Pottery Fundamentals Syllabus

---

## 1. Pottery Fundamentals Course Description

A course for beginners designed to teach essential pottery skills, including wheel-throwing, handbuilding, glazing, and firing. Delivered fully online in an asynchronous format, the course allows learners to engage with materials at their own pace while still having access to tutoring hours for individual support. Learners will master the foundational techniques of pottery and develop the confidence to create both functional and decorative pieces.

The course emphasizes learning by doing through interactive lessons, short video tutorials, hands-on projects, and peer collaboration. Content is delivered in small, bite-sized segments, making it easier to practice, reflect, and build skills progressively without feeling overwhelmed. Through this approach, learners will develop proficiency in pottery-making, troubleshoot common challenges, and present finished pottery pieces that reflect both technical mastery and creative expression.

Format: Online, Self-Paced Asynchronous

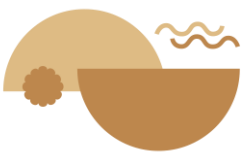
## 2. Course Learning Outcomes (CLOs)

By the end of this course, learners will be able to:

- **CLO1:** Demonstrate proficiency in pottery-making techniques by creating functional and decorative pottery pieces.
- **CLO2:** Understand and describe the key processes involved in pottery-making, including shaping, glazing, and firing.
- **CLO3:** Develop ability to assess and critique pottery work using technical and aesthetic criteria.
- **CLO4:** Reflect on the pottery-making process and engage in constructive peer feedback to support collaborative learning.

## 3. Course Structure and Schedule (Modules & Learning Objectives)

The course is organized into four main modules, supported by a supplementary microlearning video repository. Each module integrates interactive lessons, practical



projects, discussions, and reflection opportunities. Cross-cutting objectives (troubleshooting, peer feedback, reflection, and presentation) are embedded throughout.

The course concludes with a final project.

Commitment per week: 4–7 hours of work

Total weeks: 10

### **Week 1-2.**

#### **Module 1: Introduction to Pottery (Basic Concepts)**

**Topics:** Clay bodies, tools, studio setup, safety practices, and pottery terminology.

##### **Learning Objectives:**

- Identify common clay types and their properties.
- Recognize and describe essential studio tools and areas.
- Apply safety and cleaning practices in the pottery studio.

### **Week 3-4.**

#### **Module 2: Handbuilding Techniques**

**Topics:** Pinch, coil, and slab building.

##### **Learning Objectives:**

- Apply pinch, coil, and slab techniques to create functional and decorative pottery.

### **Week 5-6.**

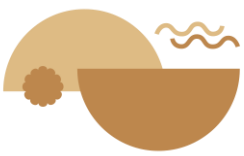
#### **Module 3: Wheel Throwing (Introductory Level)**

**Topics:** Centering, throwing, trimming, and shaping basic forms.

##### **Learning Objectives:**

- Demonstrate centering clay on the wheel.
- Create a symmetrical bowl using wheel-throwing techniques.

### **Week 7-8.**



## **Module 4: Glazing & Firing Basics**

**Topics:** Decorative glazing methods, firing stages (bisque, glaze firing).

### **Learning Objectives:**

- Apply at least two decorative glazing techniques.
- Describe the key steps in the firing process.

## **Week 9-10.**

### **Final Project. Pottery Showcase**

**Topics:** Presentation and reflection on a completed pottery piece.

### **Learning Objectives:**

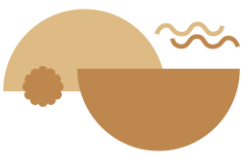
- Present one completed pottery project, explaining the techniques, challenges, and creative process.
- Reflect on personal growth and learning journey throughout the course.
- Apply peer feedback and self-assessment to refine presentation and articulation skills.

In this final week, learners will bring together all the skills and knowledge developed across the course. Each learner will select one pottery piece they have created, prepare clear images or a short video presentation, and submit it along with a reflection on their creative process. The showcase emphasizes both technical mastery and personal expression. Learners will also engage with peers by providing constructive feedback on their showcased projects. This culminating activity serves as both a celebration of learning and an authentic assessment of pottery proficiency.

### **Other details:**

#### **Cross-Cutting Objectives (integrated across Modules 1-4):**

- Analyze common challenges (e.g., cracks, warping, glaze defects) and apply troubleshooting strategies.
- Evaluate peers' work and provide constructive feedback.
- Reflect on personal progress through journals or video reflections.
- Present completed pottery projects, explaining techniques, challenges, and creative decisions.



### **Supplementary Resource: Microlearning Video Repository**

- Searchable video tutorials by skill level (e.g., trimming, underglaze, Sgraffito).
- Flexible support tool learners can return to at any stage.

## **4. Instructor Contact**

Instructor: Davinia Rodriguez Santos

Phone: +1 (202) 867-8098

Email: [darosandesigns@gmail.com](mailto:darosandesigns@gmail.com)

Website: [www.daviniarosan.com](http://www.daviniarosan.com)

Availability: email answers within 48 hours, tutoring office hours upon request

## **5. Course Prerequisites**

- No prior pottery experience is required.
- Access to basic pottery tools and materials.
- Ability to engage in physical work independently or collaborate with a local studio.
- Intermediate to advanced English proficiency for understanding instructions and participating in discussions.
- Basic computer literacy skills for navigating the online platform and uploading assignments.

## **6. Technology Requirements**

- A device with a stable internet connection for accessing the course platform and streaming content.
- A camera or smartphone to record or photograph pottery pieces.
- The ability to upload images, videos, and documents of your work to the course platform.
- An active email account for course communications.



## 7. Grading Policy and Rubrics

### Modules work (80% total)

Each module (Modules 1–4) contributes 20% to the final course grade. Within each module, performance will be evaluated using the following breakdown:

| Component                   | Weight |
|-----------------------------|--------|
| Reflections & Peer Feedback | 30%    |
| Featured Assignments        | 40%    |
| Summative Assessment        | 30%    |

All modules include a mix of interactive lessons, reflection activities, peer engagement, assignments, and knowledge checks. The grading structure ensures that learners are assessed consistently across modules while building cumulative skills toward the final pottery showcase.

Detailed rubrics for all these activities are provided within the online course platform alongside each activity. Please review these before starting your work to ensure alignment with expectations.

### Final Pottery Showcase (20% total):

In this culminating activity, you'll present one completed pottery piece along with a short reflection on your creative process. Your work will be evaluated on creativity and design, technical skill, articulation of process, and presentation. Think of this as your opportunity to celebrate your progress and showcase both your craftsmanship and your learning journey.

To give you a sense of expectations for this culminating activity, the rubric for the Final Pottery Showcase is included below:

| Criteria                       | Excellent (3 pts)                                                                                                   | Satisfactory (2 pts)                                                                          | Needs Improvement (1 pt)                                                                |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Creativity &amp; Design</b> | Demonstrates strong originality and thoughtful design choices that enhance both functionality and aesthetic appeal. | Shows some creative choices, though design may be limited or conventional.                    | Minimal or no creativity; design is basic or lacks intention.                           |
| <b>Technical Skill</b>         | Piece reflects solid mastery of pottery techniques (wheel/handbuilding, glazing, firing) with few to no flaws.      | Basic application of techniques is evident; some imperfections present but piece is complete. | Technical execution is incomplete or shows significant flaws that compromise the piece. |



|                                |                                                                                                                               |                                                                                         |                                                                                   |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Articulation of Process</b> | Provides a clear, well-organized explanation of process, challenges, and solutions; demonstrates deep reflection on learning. | Explains process and challenges in general terms with some reflection.                  | Limited or unclear explanation; little reflection on learning or problem-solving. |
| <b>Presentation</b>            | Piece is displayed in a polished, professional way (well-lit photos or video, clear angles, neat background).                 | Presentation is adequate; piece is visible but lacks polish or clarity in images/video. | Presentation is unclear, incomplete, or distracts from evaluating the work.       |

#### Grade Scale:

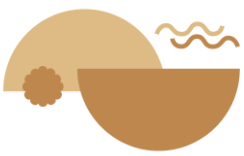
- A = 90–100%
- B = 80–89%
- C = 70–79%
- D = 60–69%
- F = Below 60%

### 8. Late Policies

- Assignments are due bi-weekly on Thursdays by 11:59 p.m. EST.
- Late submissions are not accepted unless prior approval has been granted.
- Extension requests should be submitted with supporting documentation at least 24 hours before the deadline, whenever possible.
- Please note that several activities involve peer review. Timely submissions are essential to ensure your peers receive feedback promptly.

### 9. Academic Honesty / Integrity Policy

- All submitted work must be your own and completed independently, unless collaboration is explicitly permitted.
- Proper citation and referencing of sources is required in all written or multimedia work.
- Plagiarism, misattribution, or presenting others' work as your own will result in loss of credit.
- Peer feedback must always be constructive and respectful.



- Students are expected to report suspected academic integrity violations to the instructor.
- Use of AI tools is permitted as a source of support and inspiration; however, learners are expected to apply their own critical thinking and ensure originality in their final submissions.

## **10. Accommodations for Students with Disabilities**

This course is designed with accessibility in mind. Transcripts, captions, alternative text formats, and screen reader-compatible materials are provided to support diverse learning needs.

If you require additional accommodations or have accessibility concerns, please contact the instructor as soon as possible so that appropriate arrangements can be made.

## **11. PDF Version Available**

A downloadable PDF version of this syllabus is available from the course site.