Art 425.001 Book Art Studies
Summer 2, 2020
School of Art Stephen F. Austin State University
B133 ART
Monday-Thursday 1:00-4:50
July 7th -August 7th
Professor Neal Cox
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Course Description: Three semester hours. Studies in design, theory and production of books as art. Levels A-D. Prerequisite: ART 220 or consent of instructor.

Program Learning Outcomes (PLO's):

Program – STUDIO ART BFA PLOs

1. Undergraduate students will demonstrate proficiency in studio foundation skills as they relate to the elements and principles of design.

2. Undergraduate students will exhibit a high level of proficiency in the use of materials, techniques and media.

3. Undergraduate students will demonstrate understanding of contemporary art issues through exploration of synthesis of content, problem solving and creativity.

4. Undergraduate students will define and state knowledge of Art Historical precedents.

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**Student Learning Outcomes (SLO's):** Students enrolled in ART 425 should be able to demonstrate through the successful completion of projects and other coursework (including possible exams, quizzes, readings, and writing samples) the acquisition of the following:

- Proficiency in the technical skills related to book arts
- The ability to articulate key concepts and terminology related to book arts
- The ability to develop and execute a cohesive body of work

**Course Outline:** A typical class day will consist of lecture, demonstration, and studio time, in that order. Since this is a condensed summer term, we will focus on the technical aspect of book art studies, learning basic and advanced binding structures to produce blank books in a workshop setting. We will produce six projects throughout the course of the term (see calendar below). Students wishing to advance their studies in book arts should plan on enrolling in a subsequent semester of ART 425.

**Grading and Attendance:** Formal evaluation of coursework will proceed as follows: Grades will be assigned on a scale of 1-4, 1 being low and 4 being high. Merit will be based on quality of craftsmanship, and precision in fulfilling any given assignment. Each project will be compared to the grading rubric (see below). I reserve the right to assign occasional readings, including written responses, and administer quizzes and/or exams as I see fit and will include the grades of such along-side project grades. Since this class is based largely on studio experience, attendance is mandatory. I expect students to arrive to class on time, every time, just as I expect for myself. Students who miss class will fall behind. At the end of the semester, all project/exam/written assignment grades will be averaged to determine the final grade. Below is the grading scale:

- 3.5—4 A
- 2.5—3.4 B
- 1.5—2.4 C
- .5—1.4 D
- 0—.4 F
Grading Rubric:

An assignment receiving a grade of “A” represents the best possible example of that assignment. The work is excellent. There are no technical problems. The parameters of the assignment, such as they are, have been met with exactness. The work exhibits a sound understanding on the part of the student.

An assignment receiving a grade of “B” represents work that is good, but could be better. The work has some technical errors, but overall is satisfactory and above average. Possibly not all of the parameters of the assignment have been fulfilled, but most have.

An assignment receiving a grade of “C” represents work that is average. The work has several technical errors. The work betrays a general lack of understanding on the part of the student. Not all parameters have been met.

An assignment receiving a grade of “D” represents work that is below average and that is in need of reconsideration. There are many glaring technical errors. The work doesn’t satisfy the parameters of the assignment, but should be given some credit based on a low level of effort. The work displays that the student does not grasp the assigned content very well at all.

An assignment receiving a grade of “F” represents the type of work that can in no way be accepted for credit. The parameters of the assignment are not met. The technical errors are gratuitous. The portrayed attitude is one of “blowing off.” The work should be redone.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

I highly recommend using the bookarts listserv found at http://www.philobiblon.com/ for tutorials and networking with other seasoned professionals. There, you can download free issues of their electronic periodical entitled The Bonefolder which is full of helpful and inspiring articles.

Academic Policies:

Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. For more information visit http://www.sfasu.edu/policies/academic_integrity.asp

Students with disabilities: No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any ... postsecondary education program or activity ... [Federal Rehabilitation Act of 1973, Section 504, 84.43]

and

An institution shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discrimination on the basis of handicap, against a qualified handicapped applicant or student ...

for more information visit http://www.sfasu.edu/policies/academic_accom_stu_disab.asp
**Withheld Grades Semester Grades Policy (A-54):**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Course Evaluations:** Near the conclusion of each semester, students in the School of Art electronically evaluate courses taken within the COFA. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COFA faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the School of Art, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Tools and Materials:**

Your materials fee covers many of the tools and materials used in this class, including the following:

- PVA Glue
- Thread (linen)
- Linen Tape
- Book Board (students may order more book board for personal use if they want to do more projects)
- Bone Folder
- Glue Brush
- Bookbinder’s awl
- Teasing Needle
Olfa Utility Knife
Olfa Art Knife
Sewing Needles (curved and straight)
Tarlatan

Check out of a book press (including the cost of shipping, if any, to your address; students will either need to arrange to drop off or ship the press back to the university).

Students will need to acquire the following tools and materials:

- 2 sheets of antique endleaf paper
- Text weight paper; 15 sheets of 25x38” or 26x40”
- One sheet of cover weight paper such as Rives BFK
- 2 yards of book cloth (1 yard each of separate colors)
- Silk headbanding thread (2 spools of contrasting colors)
- 18 inch steel ruler
- High Quality Scissors
- Mechanical Pencil
- Straight Razor (optional)
- Roll of 1” blue masking tape
- Embroidery Floss
- Self Healing Mat (optional if you don’t want to cut into your table)

In Book Arts, there are many options when it comes to materials. Due to the condensed format of the summer term, students wishing to use materials other than those supplied will need to initiate acquisition of those materials on their own. Also, the budget has limitations. I have purchased what I can to give students the opportunities to succeed. However, it is possible that some students will make mistakes and ruin materials issued to them. It will be the students’
responsibility to acquire any extra materials needed for whatever reason they need them. Students should be aware that most materials aren’t available locally and would need to be acquired from online sources.

**Calendar (Subject to Change):**

**Week #1**


Wednesday, July 8: **Introduction to Project 1: Double Pamphlet Binding.**

Thursday, July 9: **Introduction to Project 2: Japanese Stab Binding**

**Week #2**

Monday, July 13: Projects 1 and 2 are due (turn in images via email to coxn@sfasu.edu) **Introduction to Project 3: Book with Content.** 2 options: 1) Single Sheet Accordion; 2) Double Pamphlet Chapbook. Showing examples of completed books. Text block Demos for both books.

Tuesday, July 14: cover demo for single sheet accordion followed by work

Wednesday, July 15: Cover demo for Double Pamphlet Chapbook.

Thursday, July 16: Work Day. I will be available via zoom for any individual coaching.

**Week #3**

Monday, July 20: **Introduction to Project 4: Linkstitch** Demonstration 1, Preparing Cover Boards.

Tuesday, July 21: Linkstitch Demonstration 2, Stitching spine.

Wednesday, July 22: Linkstitch Demonstration 3, Sewing Coptic Headbands.

Thursday, July 23: Work Day. I’ll be available for individual coaching via zoom.

**Week #4**

Monday, July 27: **Linkstitch Due** at the beginning of class (send pictures via email). **In Flat Spine** Demonstration 1, Marking, Sewing, and Shaping Spine.

Tuesday, July 28: Flat Spine Demonstration 2, Sewn Headbands.

Wednesday, July 29: Flat Spine Demonstration 3, Case construction and Casing in.

Thursday, July 30: Work Day. I’ll be available for individual coaching via zoom.
Week #5

Monday, August 3: **Flat Spine due** at the beginning of class. **Clamshell Box** Demonstration 1, Building the Inner Tray.

Tuesday, August 4: Clamshell Box Demonstration 2, Building the Outer Tray.

Wednesday, August 5: Clamshell Box Demonstration 3, Casing in the trays.

Thursday, August 6: **Clamshell box due** at the beginning of class.

Friday, August 7: Meet individually to discuss grades.