

# NMAT-F201 Core Foundations: Tier 2

**Instructors:** Erik Deerly (edeerly@iu.edu), Anita Garza (anigarza@iu.edu)

**Schedule:** Tuesday/Thursday 11:30 -1:30 PM

**Room:** FA-125 (Fine Arts Building) is our primary room.  
If needed, meetings in KO-208 (Mac Lab, in Main Building) will be announced ahead of time and posted in Canvas.

## Textbook:

Various handouts and online resources will be shared over the semester. Each required reading pertains to skills, processes and materials needed to complete the corresponding projects.

## Necessary Supplies (Please bring these to each and every class.):

- JOFAMY Bookbinding Kits, 17 pcs Bookbinding Supplies, A Necessity Book Binding Starter Kit Real Bone Folder, Paper, Awl, Large-Eye Needles, Glue Brushes, Scissors, Steel Ruler Wax Thread (\$14.99 at Amazon <https://amzn.to/307VFi5>)
- 18" cork-backed metal ruler
- Plastic eraser
- X-Acto and blades

## Recommended: 12x18 cutting mats can be purchased below at a VERY good price!

Dahle 12" x 18" Vantage Blue Self-Healing Cutting Mat – Item# 10691 \$6.94/ea.

<https://www.mybinding.com/dahle-12-x-18-vantage-blue-self-healing-cutting-mat-10691.html>

## Course Description:

NMAT-F201 is the second level of Core Foundations, with the prerequisite of NMAT-F103. NMAT-F201 is the fourth of six modules within New Media Art & Technology's Core Foundations. The instructors of the two F201 sections have chosen to combine the sections into one class, with two instructors. By doing this, we will cover more ground in more depth. The overarching topics in NMAT-F201 include: *composition*, *print*, and *time & movement*. These topics will be investigated through a series of projects leading ultimately to the creation of a cohesive hand-made artist book, using a combination of traditional and modern methods.

An artist's book is a harmonious composite of design, form, content, and context with no one area dominating or responsible for the bulk of intended message(s). The overlapping of form (materials) and content (message) is quite often the major vehicle for creative expression. —Darryl Baird

## Learning Outcomes:

Upon successful completion of the course, *you should be able to:*

1. demonstrate proficiency in the use of basic bookbinding techniques, tools and equipment.
2. demonstrate binding methods involving paper folding, cutting, sewing, gluing and other means of assembling individual sheets, signatures and text blocks.
3. incorporate self-expression and creativity in artist book projects.
4. discuss and explore the construction of non-traditional book forms in order to create artist books.

The above outcomes will be assessed through:

- In-studio learning demos, between-class assignments (homework), final project, critique sessions

## Attendance and Participation:

You are responsible for managing your time, signing the attendance sheet, and making it to class. The following is the attendance policy for this course:

- 1) In that the material in this class must be learned during the studio time set aside, there is very little distinction between excused and unexcused absences; class sessions will include lectures, tutorials, critiques, and demonstrations that cannot be repeated.
- 2) Students are expected to be in class on time and ready to work.

- 3) Upon your fourth and each subsequent absence, your final grade will be dropped by 5%, at the instructor's discretion. Students with extenuating circumstances must clearly communicate those issues, along with plans to make up any missed material or late work in advance.

### **Communication:**

You are strongly encouraged to ask relevant questions during class time. Ask about anything relevant, including current events and trends. Students are treated with respect; every effort is made to answer questions in class, time permitting, or in an individual appointment outside of class. We reply to emails very quickly. If you have an issue that comes up or you need help, please let us know right away.

### **Recording Policy:**

Please note that classroom proceedings for this course might be recorded for purposes including, but not limited to, disability accommodations, student illness, or course review and development.

### **Studio and Lab Courtesy:**

Phones must be silenced during class. Food and drinks should not be on the desks, tables or other workspaces; please handle them safely and be sure to clean after each class.

### **Integrity:**

Academic integrity is expected of all students. Work you submit that is identified as your own must be researched, developed, and written by you. Work borrowed from elsewhere, including images, must be identified as such on a page of credits for your project. A student who is guilty of plagiarism\* (representing the work of others as your own) will receive an F-grade for the project, and the incident will be reported to the Dean of Students.

### **Assessment:**

- Structure Projects 1-5 30%
- Structure Projects 1-5 critiques 20%
- Artist Book Project 40%
- Diligence: use of studio time, research, reading, communication, and overall work ethic 10%

### **Grading Scale:**

A 94% A- 90% B+ 87% B 84% B- 80% C+ 77% C 74% C- 70% D+ 67% D 64% D- 61% F <61%

Major assignments will be graded using criteria distributed with the assignment. Each will be graded on the standard letter-grade scale (A, B, C, D, F, with pluses and minuses). Major assignments are graded as follows:

- A assignment meets or exceeds the criteria, demonstrating excellent planning, near-flawless execution, and timely completion
- B assignment meets or exceeds the criteria, demonstrating good execution and timely completion
- C assignment meets the criteria
- D assignment does not fulfill the criteria in one or more ways
- F assignment is incomplete or inadequate for credit in a college-level course

### **IU Kokomo Policies:**

#### **Accommodations for Students with Disabilities**

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical hearing, vision neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. Find your office at: <http://ada.iu.edu/students/index.shtml>

#### **Sexual Misconduct Statement**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

Counseling & Psychological Services (CAPS) 765-455-9364 (counseling services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more.

### Civility Statement

Indiana University Kokomo encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse. Our community encompasses the life of the classroom including but not limited to an engagement in student life, service learning, travel abroad, and social media reflections. This community will thrive when we approach each interaction and conversation with an open mind and when each member respects the inherent dignity and worth of all people. Respect and civility should therefore be afforded to all individuals regardless of age, disability, educational background, family status, gender, gender identity and expression, nationality, race/ ethnicity, religion, position, sex, sexual orientation, socioeconomic level, or veteran status at Indiana University Kokomo.

### Code of Student Rights, Responsibilities, & Conduct

<http://studentcode.iu.edu>

### Schedule:

Week	Topic
Aug 27	Introduction Project 1: <u>Single-Sheet &amp; Star Book</u> structures demo + studio time
Aug 29	<b>Project 1 due + critique</b>
Sep 3	Project 2: <u>Pamphlet &amp; Concertina Book</u> structures demo + studio time
Sep 5	<b>Pamphlet Book due: critique</b> + studio time to finish up Concertina Book + reading assigned
Sep 10	<b>Finished Concertina Book due + critique</b> Book Binding Tool Check: <u>Bring All Your Tools to Class!</u>
Sep 12	Project 3: <u>Double Pamphlet</u> structure demo + studio time + reading on adhesives
Sep 17	<b>Project 3 Double Pamphlet due + brief student comments about work</b> Project 4: <u>Case-bound Accordion</u> structure demo + studio time + talk about adhesives
Sep 19	<b>Project 4 Case-bound Accordion due + critique</b>
Sep 24	Project 5: <u>Single Section Case-Bound</u> structure part 1 demo + studio time + talk on end papers, text block, book cloth, and fine art papers <b>Artist Book proposal worksheets handed out—due Oct. 29</b>
Sep 26	Project 5: <u>Single Section Case-Bound</u> structure continues + demos + studio time
Oct 1	Project 5: <u>Single Section Case-Bound</u> structure continues + demos + studio time
Oct 3	<b>Project 5 Single Section Case-Bound due + critique</b>
Oct 8	Project 6: <u>Tunnel Book</u> structure demo + studio time
Oct 10	Project 6: <u>Tunnel Book</u> structure continues + demos + studio time
Oct 15	<b>Project 6 Tunnel Book due + critique</b>

Oct 17	Artist Book Project assigned: discussion and examples + studio time
Oct 22	NO CLASS
Oct 24	Studio time to create and test maquettes for Artist Book
Oct 29	<b>Artist Book Project proposals are due! One-on-one meetings all week to discuss proposals + studio time</b>
Oct 31	<b>One-on-one meetings all week to discuss proposals + studio time</b>
Nov 5	Studio time + progress critiques and assistance
Nov 7	Studio time + progress critiques and assistance
Nov 12	<b>Individual progress meetings + Studio time</b>
Nov 14	<b>Individual progress meetings + Studio time</b>
Nov 19	Studio time + progress critiques and assistance
Nov 21	Studio time + progress critiques and assistance
Nov 26	Studio time + progress critiques and assistance
Nov 28	NO CLASS
Dec 3	Studio time + progress critiques and assistance
Dec 5	Studio time + progress critiques and assistance
Dec 10	<b>Artist Books Due!</b> Presentations and discussion all week
Dec 12	Presentations and discussion all week

The instructors reserve the right to modify this syllabus as necessary.

Updated 2019-09-04

# Project: 1--Single sheet and Star Book structures

What will they learn?

**Folding, Cutting, measuring**

How will we measure their success? (crit, test, talk)

**Short, quick critiques & discussion**

What will they create?

**2 single sheet folding book structures (other simple fold structures-time permitting)**

How many days are needed to complete this entire project?

**1-In class, 1 second day of class (discussion and critique)**

Approximately when in the semester should students do this?

**Week 1**

What do we need to have in the studio?

**Mohawk sheets, cutting mats**

What do they need to have on their own?

**Tools and bookbinding kits**

How will they turn this in?

**In class/person**

Will we grade it on the spot or do we need to keep it?

**Both—leave in studio, we grade and return the following week**

Additional:

**This is an in-class project that will require the students to bring two structures (completed outside of class) to the following class, introduction to fine art papers (fibers, grain, types, laid, pulled)**

# Project: 2--Concertina and Accordion

(pre-cursor to tunnel book)

What will they learn?

**Cutting, folding, gluing and covering book board, short lecture on adhesives**

How will we measure their success? (crit, test, talk)

**Discussion--what challenges did students encounter when creating their own independent structures? How did they resolve? critique, craft**

What will they create?

**2 sewn and folded book structures**

How many days are needed to complete this entire project?

**2 class days**

Approximately when in the semester should students do this?

**Week 2**

What do we need to have in the studio?

**Long card stock, fine art paper, book boards, PVA, cutting mats**

What do they need to have on their own?

**Tools and bookbinding kits**

How will they turn this in?

**In class/person**

Will we grade it on the spot or do we need to keep it?

**Leave in studio, returned following week**

Additional:

**recap fine art papers**

# Project: 3--Tunnel Book

(approx. 30-60 minutes to create)

What will they learn?

**Measuring, folding, cutting, gluing, images, movement of 3-D elements**

How will we measure their success? (crit, test, talk)

**Discussion, critique**

What will they create?

**Tunnel Book with four inserts**

How many days are needed to complete this entire project?

**2**

Approximately when in the semester should students do this?

**Week 3**

What do we need to have in the studio?

**3-D elements (Erik), PVA, card stock, fine art papers**

What do they need to have on their own?

**Tools and bookbinding kits**

How will they turn this in?

**In class/person**

Will we grade it on the spot or do we need to keep it?

**Leave in studio, returned following week**

Additional:

**Erik, bring your pop-up books as examples of 3-D elements**

# Project: 4--Pamphlet Stitch

(Double Pamphlet—time permitting)

What will they learn?

**measuring, folding, cutting, sewing**

How will we measure their success? (crit, test, talk)

**Discussion, critique**

What will they create?

**Single/double pamphlet book structure**

How many days are needed to complete this entire project?

**2**

Approximately when in the semester should students do this?

**Week 4**

What do we need to have in the studio?

**Mohawk, St. Armand, cutting mats**

What do they need to have on their own?

**Tools, bookbinding kits, and elements not included in materials provided (String, ribbon, beads, buttons for enclosures)**

How will they turn this in?

**In class/person**

Will we grade it on the spot or do we need to keep it?

**Leave in studio, returned following week**

Additional:



# Project: 5-Single Section Case Bound Book

What will they learn?

**Measuring, sewing, folding, cutting, gluing, (working with) fine art paper**

How will we measure their success? (crit, test, talk)

**Discussion, critique**

What will they create?

**1 blank Single Section Case Bound Book Structure**

How many days are needed to complete this entire project?

**2**

Approximately when in the semester should students do this?

**Week 5**

What do we need to have in the studio?

**Book board, fine art papers, PVA, cutting mats**

What do they need to have on their own?

**Tools and Bookbinding kits**

How will they turn this in?

**In class/person**

Will we grade it on the spot or do we need to keep it?

**Leave in studio, returned following week**

Additional:

# Project: 6 Final—Artists' Book

What will they learn?

**Incorporate self-expression and creativity into an artist book**

How will we measure their success? (crit, test, talk)

**Critique, rework, final presentations**

What will they create?

**An aesthetically cohesive artist book structure using various elements and techniques acquired from previous five structures**

How many days are needed to complete this entire project?

**8 weeks**

Approximately when in the semester should students do this?

**Week 7-Week 15**

What do we need to have in the studio?

**Book boards, fine art papers, Mohawk, PVA, cutting mats**

What do they need to have on their own?

**Tools & bookbinding kits and any additional materials not included in materials provided**

How will they turn this in?

**In class/person**

Will we grade it on the spot or do we need to keep it?

**Leave in studio, returned following week**

Additional:

**For this project, you will be asked to utilize elements from each structure you have created in the past five projects—folds, cuts, gluing, measuring and sewing. This is a considerably sizeable project, but artists' books have unlimited avenues for creating unique, one-of-a-kind "books." Do not limit yourself. Be bold, adventurous and have fun!**