

**Syllabus: ART 105 ART APPRECIATION****Course Information**

Course Title: Art Appreciation

Course Prefix/Number: 105-2

Semester: Summer 8 weeks

Class Days/Times: Online

Credit Hours: 3

**Instructor Information**

Name: Georgina Badoni

Phone/Voice Mail: NA

E-mail: gbadoni@tocc.edu

Office location: appointment by request

Office hours: appointment by request

**Course Description**

This course introduces students to the history of European and American art, studio art production, art criticism, and aesthetic theory. It covers art from ancient history to the present with a specialized unit on Native North American Art and Tribal Museums. Course material will be presented through a combination of readings, lectures, videos, field trips, and through direct creative experience.

**Student Learning Outcomes**

By the end of the session students will be able to:

- Build a vocabulary that allows them to describe and discuss the visual components of a piece of art.
- Comprehend the historical and cultural contexts in which artworks were created.
- Understand how both art and the study of art relate to other disciplines, including philosophy, history, archaeology, theater, and music.
- Recognize various styles and mediums in art, as well as discuss their characteristics.
- Enhance their ability to discuss and articulate their thoughts on art.
- Interpret and communicate visual information effectively.
- Create artwork informed by the knowledge acquired throughout the course.

**Course Structure**

This course design learning methodologies including reading, writing, electronic discussion and interaction, auto/visual aids, and computer technologies.

This course utilizes the Canvas electronic learning system for instruction, communications, and assignment. The syllabus, schedule, and guidelines are included in the web-based system. I use Canvas for announcements, modifications, schedule changes, and general information. It is especially important to realize that the course schedule is a guideline, which may be subject to modification. The student is responsible for regularly/daily visiting the course homepage for updated information.

**Course Learning Materials and Textbook Information**

Getlein, Mark, *Living with Art*, McGraw-Hill Education; 13th edition, 2024.

**Required Materials:** You can use materials you already have at home or share with your kids—no need to buy anything new.

- Pad of newsprint paper pad or sketch book sketching assignments (9x12)
- Art box, for holding materials (shoe box).
- Watercolor paint set (like Crayola or Roseart)
- Heavy weight construction paper/watercolor paper
- Drawing pencils and eraser
- Sharpies (fine point/ultra fine point)
- Bar of soap

**Policies and Expectations (organized around SCAC's ARROW framework – accountability, respect, resilience, openness, and wisdom)**

**Accountability:** (defines grade expectations and accountability for coursework; emphasizes students' responsibility for original work and proper citation; stresses punctuality, participation, and consequences of absences)

I value your presence and engagement in every class session. You are expected to login on time and be prepared to participate online.

To support a learning environment grounded in mutual respect and accountability, please be aware that four or more unexcused absences may lead to withdrawal from the course, with a grade of "W" or "Y" recorded on your transcript.

I recognize that life circumstances arise. Absences may be excused for religious observances, illness, school- or work-related travel, or personal and family emergencies. If you anticipate or experience a need to miss class, communicate with your instructor as early as possible so we can work together to support your learning and well-being.

In online settings, participation may include joining live sessions, contributing to discussion forums, submitting assignments, or completing activities on time. If you are unable to meet these expectations due to unforeseen circumstances, please reach out.

Together, we can foster a resilient and inclusive learning community built on transparency, respect, and shared responsibility.

### **Evaluations and Grading & Assignments:**

#### **1. Engagement, Collaboration, & Punctuality (100 points)**

**Engagement-** Online learning asks more of us in terms of self-motivation and personal responsibility. You are expected to actively participate in the course by logging in regularly, engaging with the material, and connecting with your classmates and with me. While the virtual format creates physical distance, we can still build a strong and respectful learning community. Doing so will require authenticity and openness—from each of us. As we move through the course readings and activities, I encourage you to reflect honestly on your thoughts and experiences. Share them respectfully on our discussion boards and in all class interactions. Your voice matters, and the effort you put into engaging meaningfully helps bridge the space between us. Let's hold ourselves and each other accountable for showing up fully and supporting a positive, inclusive learning environment.

**Collaboration-** In this course, we are all dependent on one another's participation. Your discussion posts and contributions are not just individual tasks—they are essential to the shared learning experience we are building together. Each of us plays a role in creating a thoughtful, engaging, and supportive environment.

This means actively participating in discussions and course activities, but it also includes communicating with me. If you're experiencing challenges, noticing gaps in the material, or if something feels missing or unclear in the readings or content, I encourage you to share that feedback. Your insights help shape a better learning experience for everyone.

We are in this together, and your engagement makes a real difference—not just for your own learning, but for the growth and success of the entire class.

**Punctuality** Staying engaged in this course means submitting discussion posts, reflection posts, and assignments on time. These elements are foundational to your learning and to the overall rhythm of the class. I understand that unexpected circumstances can arise. If you find yourself unable to complete a specific assignment on time, please reach out to me by email as soon as possible. Open and timely communication allows us to work through challenges together with respect and flexibility. We are building a learning environment that values responsibility, mutual support, and honesty—and your efforts to stay connected and accountable are a vital part of that.

#### **2. On-line Assignment Discussions (8 weeks x 10 points = 80 points)**

Students will prepare a short discussion post for the selected prompt of that discussion day and upload it into the corresponding discussion section on Canvas by 9:00pm the day of the assignment. The discussion post will be the equivalent of half-page paper in length for discussion prompt. The discussion post will reflect your depth of knowledge and understanding, as well as cover the assigned issue for that section and the readings or materials assigned. Students will also comment on each other's discussions throughout the week as a means of practicing reflexivity. These responses *must* further discussion. Student responses are calculated as participation.

### **3. Weekly Art Assignments (8 weeks x 10 points = 80 points)**

These will consist of making art based on the chapter readings. Throughout the course art projects will be assigned to students. Each project is to demonstrate hands-on how the visual elements and principles of design are used in the arts and to introduce the students to the two- and three-dimensional art mediums.

### **4. Final Project (50 points)**

The final project will require you to analyze a work of art AND attempt to RECREATE the artwork. Skills to do this will be taught throughout the semester. Keep in mind the following: HOW and WHY is this a significant work of art?

Include in your recreation:

**General Information:** subject matter (who is represented), Artist, date of artwork, materials (what is the work made from), location (where is the artwork), technique (how was it made).

**Brief Description:** What does the artwork look like? It is a representation of something or abstract? What is shown? Tell what the subject is and what is the focal point. Be sure and think about whether the work of art selected a two-dimensional or three-dimensional work.

### **Assignments/Activities Points**

- Online engagement, collaboration, and punctuality 100
- Assignment Discussions 80
- Weekly Art Assignments 80
- Final Art Project 50

**TOTAL POINTS: 310**

### **Your grade will be determined by the following:**

A = 280 - 310

B = 250- 279

C = 220 - 249

D = 190 - 219

E = 0 – 189

### **Discussion Rubric 10 points**

	<b>Developing 1 point</b>	<b>Accomplished 2 points</b>	<b>Exceptional 3 points</b>	<b>No Response 0 points</b>
Topic or subject (first posting)	Fair description & explanation	Sufficient or good description & explanation	Effective description & explanation e	
Reinforces, clarifies, or disagrees with another student's posting (second post)	Nearly provides an association of information	The information sufficiently demonstrates an associative response	The information clearly and effectively demonstrates an associative response	
Succinct & adequate responses	Nearly adequate subject matter and fairly succinct	Sufficient brevity and satisfactory description & explanation	Concisely and efficiently covers the subject matter	

### ***Attendance Policy***

You are expected to log in on time and be prepared to participate fully in each class session. Your presence and engagement are essential—not just for your own success, but for the strength of our shared learning community.

Please be aware that **four unexcused absences** may result in withdrawal from the course, with a grade of “W” or “Y” recorded. We understand that life can be unpredictable. You may request to be excused for **religious observances, illness, school- or work-related travel, or personal or family emergencies**. If something prevents you from attending class, I ask that you **notify me as soon as possible** so we can work together to make appropriate accommodations.

Let's continue to show up for ourselves and for each other—with honesty, respect, and a commitment to learning through both challenges and consistency.

### ***Academic Integrity:***

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work submitted for this class must be your own or the original work of your group. While collaboration and discussion with classmates are encouraged as part of the learning process, the final written projects must reflect your own thinking, voice, and effort.

You are welcome to draw from books, articles, and other sources to support your ideas—just be sure to **properly cite** all materials you reference. Honoring academic integrity means respecting both your own learning and the work of others.

If you're ever uncertain about what's appropriate to use or how to cite something, please reach out. I'm here to support your growth and help you navigate challenges honestly and responsibly.

**Instructor Withdrawals**

Students who have missed four consecutive classes (or the equivalent), or have not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website], are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

**Student Withdrawals**

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class; otherwise, you may receive an "F" grade.

**RESPECT (Establishes a respectful learning environment free from discrimination; promotes a safe and inclusive campus).**

***Equal Access Statement/Disability Accommodations***

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

***Title IX***

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

***Conduct: Bias, Bullying, Discrimination and Harassment***

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**DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

**RESILIENCE (Supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations).**

### ***Incomplete Policy***

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

We understand that life can present unexpected challenges—illness, family emergencies, or other serious hardships—that may impact your ability to complete coursework on time. In these situations, an **Incomplete (I) grade** may be considered as a way to support your continued progress. Our goal is to support you through challenges while also maintaining the integrity of our academic standards. If you find yourself in difficult circumstances, please reach out early so we can discuss your options together.

We are here to support you—but also to uphold the standards that ensure fairness and academic integrity for all students.

### ***Special Withdrawals (Y) Grade***

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale, with documentation, for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

## **Courses Outline and Important Dates**

### **May 27-30**

Introductions & Chapter 1 & 2

### **This week read: Chapter 1 and 2**

**Assignment:** Find an artwork from home that you like that you feel an emotional connection to. It may be a painting, poster, photograph, sculpture, textile (rug), etc., for class discussion. Upload image for discussion #1.

**Due 6/1:** Assignment #1-Artwork from home

**June 2- 6**

Read Chapter 3/4/5

**Assignment:** Create three-dimensional sketch of room (bedroom, kitchen, etc.) I will post my example on Canvas.

**Due 6/8:** Assignment #2- Share and upload three-dimensional space sketch.

**June 9-13**

Read Chapter 6 & 7

**Assignment:** Create self-portrait using drawing materials and watercolor paints.

**Due 6/15:** Assignment #3- Share and upload self-portrait.

**June 16-20**

Read Chapters 9/10/11

**Assignment:** Using a camera from home (digital camera, polaroid, or cell phone camera) take pictures (inside or outside) considering what you have read in chapters.

**Due 6/22:** Assignment #4- Upload 3 photos for photo critique.

**June 23-27**

Read Chapters 12/13

**Assignment:** Create cardboard architecture from reused/repurposed cardboard

**Due 6/29:** Assignment #5- share cardboard architecture

**June 30-July 4**

Read Chapters 15/16/17

**Assignment:** Sculpt figure or animal from bar of soap.

**Due 7/6:** Assignment #6- soap carving

**July 7-11**

Read Chapters 19/20/21

Assignment: Draw surreal hands

**Due 7/13:** Assignment #7- Surreal hands

**July 14-18**

Read Chapters 22 & 23

Assignment: Create powerful message or thought-provoking statement using digital media.

**Due 7/20 :** Assignment #8- Digital messaging

**July 21-22 FINAL DUE JULY 22, 5pm.**

***Faculty/Student Communication***

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login



their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

This course is built on a foundation of open dialogue and mutual respect. I encourage you to engage in honest conversations—with me and with your peers—about your learning experiences, questions, and concerns. Your voice matters, and your feedback helps shape a more inclusive and effective learning environment.

I am committed to being transparent about my expectations, grading practices, and teaching methods. If something is unclear, or if you're unsure how best to approach an assignment or discussion, please ask. We're in this learning journey together, and communication is key to making it meaningful and supportive for everyone.

Let's create a space where curiosity, reflection, and growth are encouraged—and where we each feel empowered to speak and be heard.

***Course Feedback:***

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

**WISDOM (Encourages evaluation, reasoning and diverse perspectives; emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth)**

**SCAC General Education Learning Outcomes*****Apache Wisdom***

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

***Critical Thinking***

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

***Communication***

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

***Environmental Literacy***

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

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