



Syllabus: ART 105 Art Appreciation

Course Information

Course Title: Art Appreciation

Course Prefix/Number: ART 105 – 2

Semester: Fall 2025

Class Days/Times: ONLINE

Credit Hours: 3

Instructor Information

Name: Georgina Badoni, Ph.D.

Phone/Voice Mail: N/A

E-mail: gbadoni@tocc.edu

Office location: N/A

Office hours: By zoom appointment

Course Description

Art Appreciation is an introduction to artistic styles, periods of art, techniques, and ways of making art and addresses questions why we make art. In this course students will discuss art from prehistoric time up to the contemporary period and will equip the student with a visual language and introduce them to the visual components of style to create works of art. Students are required to read all assigned material and to be prepared to lead and participate in on-line class discussions and art productions.

This course introduces students to the history of European and American art, studio art production, art criticism, and aesthetic theory. Course material will be presented through a combination of readings, online discussion, and hands-on art projects.

Student Learning Outcomes

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

- Build a vocabulary that enables the student to begin to describe and discuss the visual components of a piece of art.

- Gain a general knowledge of the history of artistic production.
- Understand how both art and the study of art relates to other disciplines, including philosophy, history, archeology, theater, music etc.
- To be able to recognize certain styles in art as well as mediums and discuss the characteristics.

Course Structure

Students are responsible to respond to/discuss the readings, videos, or art. We interact through online class discussions, interactive activities, short writing assignments and critical cumulative assessment. The amount of class time we must discuss the materials varies from week to week. In any case, please be prepared to interact about your reaction, then other points you might raise in the class discussion such as the content of the art, overall message, themes, connections to the readings, etc. It is essential to keep up with the weekly discussions online, readings, and assignments.

Course Learning Materials and Textbook Information

Required text: Getlein, Mark, *Living with Art*, McGraw-Hill Education; 12 ed.

Required Materials:

- Art box, for holding materials (shoe box).
- Watercolor paint set (Crayola or Roseart)
- Drawing pad or Sketch book sketching assignments (9x12)
- Heavy weight white paper/watercolor paper
- Pencils and eraser
- Ruler
- Sharpies (fine point/ultra-fine point)
- Additional art materials

Policies and Expectations

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

Evaluations and Grading & Assignments:

Assignments/Activities Points

Online punctuality	50
Discussion	150
Art Projects	130
Final Project	50
Total Points	380

Grading

Complete all coursework at the scheduled time following the excused absence policy. Late coursework without an excused absence is unacceptable. It is the responsibility of the student to contact the instructor for make-up work on a timely basis.

Late Work

As a rule, work will not be accepted late, except in case of documented emergency or illness. Quizzes and exams may not be taken late.

Attendance Policy

You are expected to participate online discussions and be prepared to contribute on-going dialogue. If you are not actively participating, submitting assignments, or regularly logging into the course, it will be considered an absence. In an online class setting, lack of participation, missed assignments, and failure to log in may result in being withdrawn from the course. A grade of W (Withdrawal) Y (Administrative Withdrawal) may be recorded on your transcript.

Students may be administratively withdrawn from a course due to excessive absences, including failing to use the Canvas online learning system, or for persistent failure to complete assignments. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

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 done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

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 Oct 1, 2025 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 Oct 29, 2025, 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

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).

If you're not doing as well as you'd like, I encourage you to meet with me so we can talk about ways to help you improve. If you're feeling concerned about your progress in several classes and think a schedule change might help, please connect with your academic advisor to explore your options. We're here to support you.

Incomplete Policy

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.

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.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

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.

OPENNESS (Encourages open discussions between students and faculty and provides transparency about expectations and learning methods)

Courses Outline and Important Dates

WEEK 1 August 18-22

Introduction, syllabus/assignment review.

WEEK 2 August 25-29

Read: Chapter 1 and 2. Find an artwork from home that you like that you feel an emotional connection to. It may be a painting, a poster, kids art, or photograph, etc., for discussion.

Due 9/2: Assignment #1: Art from home

WEEK 3 September 2-5

Chapter 3 Themes of Art

Due 9/7: Assignment #2- Themes of art project

WEEK 4 September 8-12

Chapter 4 and 5. Share and upload three-dimensional space sketch.

Due 9/14: Assignment #3-Create three-dimensional sketch

WEEK 5 September 15-19

Discuss Chapter 6 and 7.

Due 9/21: Assignment #4- Create self-portrait.

WEEK 6 September 22-26

Discuss Chapter 8

Due 9/28: Assignment #5 Printing

FALL BREAK Sept 29-Oct 4 NO CLASS

WEEK 7 October 6-10

Discuss Chapters 9 and 10.

Due 10/12: Assignment #6- photo critique

WEEK 8 October 13-17

Read Chapter 11 and 12

Due 10/19: Assignment #7- wire sculpture

WEEK 9 October 20-24

Read Chapter 13

Due 10/26: Assignment #8 cardboard architecture

WEEK 10 October 27-31

Read Chapters 14,15

Due 11/2: Assignment #9 soap carving

WEEK 11 November 3-7

Read Chapter 16 and 17

Due 11/9: Assignment #10 Renaissance interpretations

WEEK 12 November 10-14

Read Chapter 19, 20

Due 11/16: Assignment #11 Foil pendant

WEEK 13 November 17-21

Read Chapter 21

Due 11/23: Assignment #12 Surreal hands

WEEK 14 November 24-26

Read Chapter 22 and 23

Due 11/30 Assignment #13 Images, Issues, and Identity

WEEK 15 December 1-5 Research Week

WEEK 16 December 10 Final Due by 5:00 PM

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Please Note: Information contained here, other than the grade and absence policies, may be subject to change with reasonable advance notice. These changes may occur in classroom discussion.

**I do not accept incomplete work two weeks before the semester's end and after the course's final day.*

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.

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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