



TQF 3 Course Specifications

Section 1 General Information

1. Course code and course title

ICCD 119 หลักการออกแบบ 2 มิติ

ICCD 119 2D Design Principles

2. Number of credits 4 (2-4-6)

3. Program and type of subject

3.1 Program Communication Design

3.2 Type of Subject Required Course

4. Course Coordinator and Course Lecturer

4.1 Course Coordinator

4.2 Course Lecturer Ploy Nikadanont

5. Trimester/ Year of Study

5.1 Trimester 1/2/3

5.2 Course Capacity Approximately 20 students

6. Pre-requisite None

7. Co-requisites None

8. Venue of Study Aditayathorn Building MUIC



Section 2 Goals and Objectives

1. Course Goals

To provide a course that introduces students to the principles of design and to the application of fundamental elements of design.

2. Objectives of Course Development/Revision

2.1 Course Objectives

To concentrate on the elements and principles of design, their properties, inherent possibilities, and how they communicate content. To engage students in the problem solving process while focusing on the development of technical and critical thinking skills.

2.2 Course-level Learning Outcomes: CLOs

By the end of the course, students will be able to (CLOs)

1. CLO1 Brainstorm and generate initial ideas responding to the design problem
2. CLO2 Apply design theories and principles in developing the concept, and create various executions and solutions
3. CLO3 Produce the final work, as well as present, critique, and revise the design
4. CLO4 Critical thinking skills

Section 3 Course Management

1. Course Description

Foundations and principles of pictorial design; a focus on the concepts of the picture plane, figure/ground relationships, scale and proportional transformation, composition, and value; the development of a range of design vocabulary and repertoire of practical techniques; an introduction to formal design strategies



พื้นฐานและหลักการ ของการออกแบบภาพ 2 มิติ ที่เน้นแนวคิดของ ความสัมพันธ์ของรูปทรงใน องค์ประกอบศิลป์ รวมถึงขนาด สัดส่วนและ ปริมาตร ทักษะ เทคนิค คำศัพท์ และกลยุทธ์ทางการออกแบบ ที่เกี่ยวข้อง

2. Credit hours per trimester

Lecture (Hour(s))	Studio (Hour(s))	Self-study (Hour(s))
2	4	6

3. Number of hours that the lecturer provides individual counseling and guidance.

4 hours per week.

Section 4 Development of Students' Learning Outcome

1. Short summary on the knowledge or skills that the course intends to develop in students (CLOs)

By the end of the course, students will be able to

1. CLO1 Brainstorm and generate initial ideas responding to the design problem
2. CLO2 Apply design theories and principles in developing the concept, and create various executions and solutions
3. CLO3 Produce the final work, as well as present, critique, and revise the design
4. CLO4 Demonstrate critical thinking skills

2. Teaching methods for developing the knowledge or skills specified in item 1 and evaluation methods of the course learning outcomes



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CLOs	Teaching methods	Evaluation Methods
CLO1	Course materials, In-class exercises	Performance-based
CLO2	Lecture, Discussion, Course materials	Performance-based
CLO3	Lecture, Discussion, Course materials	Performance-based
CLO4	Discussion, Course materials	Performance-based

Section 5 Teaching and Evaluation Plans

1. Teaching plan

Week	Topic	Number of Hours		Teaching Activities/ Media	Lecturer
		Lecture Hours	Studio Hours		
1	Introduction to the course / Project 1: Line, Balance, Unity with Variety	2	4	Presentation / Demonstration / In-class work session	P. Nikadanont
2	Project 1: Line, Balance, Unity with Variety	2	4	In-class work session / Mid-pro- cess critique	P. Nikadanont
3	Project 1: Line, Balance, Unity with Variety	2	4	In-class work session / Final cri- tique	P. Nikadanont
4	Project 2: Shape, Figure and Ground	2	4	Presentation / Demonstration / In-class work session	P. Nikadanont
5	Project 2: Shape, Figure and Ground	2	4	In-class work session / Mid-pro- cess critique	P. Nikadanont
6	Project 2: Shape, Figure and Ground	2	4	In-class work session / Final cri- tique	P. Nikadanont
7	Project 3: Value, Scale	2	4	Presentation / Demonstration / In-class work session	P. Nikadanont



8	Project 3: Value, Scale	2	4	In-class work session / Mid-process critique	P. Nikadanont
9	Project 3: Value, Scale	2	4	In-class work session / Final critique	P. Nikadanont
10	Project 4: Grid, Proportion	2	4	Presentation / Demonstration / In-class work session	P. Nikadanont
11	Project 4: Grid, Proportion	2	4	In-class work session / Mid-process critique	P. Nikadanont
12	Project 4: Grid, Proportion	2	4	In-class work session / Final critique	P. Nikadanont
	Total	24	48		

2. Plan for Assessing Course Learning Outcomes

2.1 Assessing and Evaluating Learning Achievement

a. Formative Assessment

Background knowledge probe including questionnaire at the beginning of the class.

In-class writing exercises. Written feedback from students after class sessions.

In-class exercises.

b. Summative Assessment

(1) Tools and Percentage Weight in Assessment and Evaluation

Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)
CLO1 Brainstorm and generate initial ideas responding to the design problem	Projects	25



CLO2 Apply design theories and principles in developing the concept, and create various executions and solutions	Projects	25
CLO3 Produce the final work, as well as present, critique, and revise the design	Projects	25
CLO4 Demonstrate critical thinking skills	Group critiques	25
Total		100

(2) Grading System

MUIC grading scale / Rubrics for the course

Process Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
Effort	Excellent effort extended on assigned task	Good effort extended on assigned task	Fair effort extended on assigned task	Poor effort extended on assigned task	Lack of effort extended on assigned task
Research	Excellent effort in investigation of references and sources, organization of information, analyzation and implementation	Good effort in investigation of references and sources, organization of information, analyzation, and implementation	Fair effort in investigation of references and sources, organization of information, analyzation, and implementation	Poor effort in investigation of references and sources, organization of information, analyzation, and implementation	Lack of effort in investigation of references and sources, organization of information, analyzation, and implementation



Creativity	Excellent effort in the creation of design solutions and executions	Good effort in the creation of design solutions and executions	Fair effort in the creation of design solutions and executions	Poor effort in the creation of design solutions and executions	Lack of effort in the creation of design solutions and executions
Concept Development	Excellent effort in concept development	Good effort in concept development	Fair effort in concept development	Poor effort in concept development	Lack of effort in concept development

Design Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
Communication	Excellent communication of hierarchic information from the design work	Good communication of hierarchic information from the design work	Fair communication of hierarchic information from the design work	Poor communication of hierarchic information from the design work	Lack of communication of hierarchic information from the design work
Composition	Demonstrate excellent skill in arranging the appropriate design composition	Demonstrate good skill in arranging the appropriate design composition	Demonstrate fair skill in arranging the appropriate design composition	Demonstrate poor skill in arranging the appropriate design composition	Complete lack of skill in arranging the appropriate design composition
Design Solution / Execution	Demonstrate excellent ability to investigate, analyze, refine, and designate the appropriate design	Demonstrate good ability to investigate, analyze, refine, and designate the appropriate design	Demonstrate fair ability to investigate, analyze, refine, and designate the appropriate design	Demonstrate poor ability to investigate, analyze, refine, and designate the appropriate design	Complete lack of ability to investigate, analyze, refine, and designate the



	solution/execution	solution/execution	solution/execution	solution/execution	appropriate design solution/execution
Craftsmanship	Demonstrate excellent craftsmanship in designing final work	Demonstrate good craftsmanship in designing final work	Demonstrate fair craftsmanship in designing final work	Demonstrate poor craftsmanship in designing final work	Very poor craftsmanship in designing final work

Critique Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
Participation	Highly engaged throughout the critique session	Engaged throughout the critique session	Moderately engaged throughout the critique session	Disengaged throughout the critique session	Lack of engagement throughout the critique session
Communication	Excellent communication skills and articulation of information/concept /message	Good communication skills and articulation of information/concept /message	Average communication skills and articulation of information/concept /message	Poor communication skills and articulation of information/concept /message	Lacking communication skills and articulation of information/concept /message



Insight	Generation of various innovative ideas, thoughtful suggestions for possible solutions	Generation of some innovative ideas, thoughtful suggestions for possible solutions	Generation of few innovative ideas, thoughtful suggestions for possible solutions	Limited generation of innovative ideas, thoughtful suggestions for possible solutions	No innovative ideas or thoughtful suggestions for possible solutions
Comprehension	Synthesis of information for creative solutions/executions	Partial ability to synthesize information for creative solutions/executions	Moderate ability to synthesize information for creative solutions/executions	Minimal ability to synthesize information for creative solutions/executions	Lack of ability to synthesize information for creative solutions/executions
Professionalism	Keen ability to partake in critique session in a competent and objective manner	Good ability to partake in critique session in a competent and objective manner	Fair ability to partake in critique session in a competent and objective manner	Minimal ability to partake in critique session in a competent and objective manner	Inability to partake in critique session in a competent and objective manner

Presentation Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
Communication / Overall Delivery	Exceptionally clear explanation of work	Clear explanation of work	Explanation of work could be clearer	Very unclear explanation of work	Failure to explain the work



Articulation of ideas / Content	Intelligible commentary on the work	Good commentary on the work	Fair commentary on the work	Poor commentary on the work	Lack of commentary on the work
Persuasiveness	Very impactful approach in promoting and defending the work	Effective approach in promoting and defending the work	Moderately effective approach in promoting and defending the work	Not very effective in promoting and defending the work	Not effective at all in promoting and defending the work
Visuals	Outstanding use of images / text / graphics to support the presentation	Good use of images / text / graphics to support the presentation	Average use of images / text / graphics to support the presentation	Poor use of images / text / graphics to support the presentation	Very little to no use of images / text / graphics to support the presentation
Class Participation Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
	Often answered questions, made insightful observations, and involved in class discussions	Sometimes answered questions and involved in class discussions when called	Occasionally involved in class discussions	Rarely involved in class discussions, and sometimes disengaged in class	Never involved in class discussions and disengaged in many class sessions

Attendance Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
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	Attended all classes	Attended 90% of classes (missed 2)	Attended 85% of classes (missed 4)	Attended 80% of classes (missed 5)	Attended less than 80% of classes (more than 5)
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(3) Re-examination (If course lecturer allows to have re-examination)
N/A - (Not applicable with MUIC)

3. Student Appeals

Informal appeals directly to instructor. Formal written appeals.

Section 6 Teaching Materials and Resources

1. Textbooks and/or other documents/materials

- 1) Davis, J. (2016). *Foundations of Design*. Tempe, Arizona: Tempe Digital.
- 2) Powerpoint presentations
- 3) Handouts

2. Recommended textbooks and/or other documents/materials

- 1) Poulin, R. (2012). *The Language of Graphic Design: An Illustrated Handbook for Understanding Fundamental Design Principles*. London, UK: Rockport Publishers.
- 2) Lupton, E. (2015). *Graphic Design: The New Basics*. Princeton, NJ: Princeton Architectural Press.

3. Other Resources (If any)

Value Scale

Section 7 Evaluation and Improvement of Course Management



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1. Strategies for evaluating course effectiveness by students

Course evaluation by students from Mahidol University International College.

2. Strategies for evaluating teaching methods

Student evaluations from the instructor.

3. Improvement of teaching methods

Based on student feedback, suggestions, and comments.

4. Verification process for evaluating students' standard achievement outcomes in the course

Based on comparison of student work to the learning outcomes.

5. Review and plan for improving the effectiveness of the course

Based on student feedback, suggestions, and comments.



Appendix

Alignment between Courses and Program Learning Outcomes

Table 1 The relationship between course and Program Learning Outcomes (PLOs)

2D Design Principles	Program Learning Outcomes (PLOs)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
ICCD 119	I, R	I, R		I, R					I	

Table 2 The relationship between CLOs and PLOs (Number in table = Sub LOs)

ICCD 119	Learning Outcomes in Program (PLOs)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1 Brainstorm and generate initial ideas responding to the design problem	1.1, 1.2	2.1								



CLO2 Apply design theories and principles in developing the concept, and create various executions and solutions		2.2		4.1, 4.2					9.1	
CLO3 Produce the final work, as well as present, critique, and revise the design		2.3		4.4					9.1, 9.2	
CLO4 Demonstrate critical thinking skills		2.3		4.3						

Table 3 The description of PLOs and Sub Los for the course

PLOs	Sub LOs
1. Classify the design problem in order to set the scope of work	1.1 Identify the practical design problem and define the appropriate target group to be able to search for a design solution 1.2 Develop potential visual research and analyze accurate information
2. Create and develop solutions for design problems	2.1 Generate initial ideas effectively responding to the complex design problem



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	<p>2.2 Apply design theories and principles in developing the concept, and create various executions and solutions with the appropriate techniques, technology, and media choices</p> <p>2.3 Assemble the final work, as well as present, critique, and revise the design</p>
<p>4. Solve design problems with an innovative approach</p>	<p>4.1 Develop original and innovative design solutions with a unique approach using creativity enhancing exercises</p> <p>4.2 Transform raw information from research into new insights</p> <p>4.3 Apply critical thinking skills in preparing the design solution</p> <p>4.4 Demonstrate and adapt use of appropriate technology in the design solution</p>
<p>9. Employ sustainability, including concepts and practices</p>	<p>9.1 Be able to reply to sustainable approach in design work on a conceptual level</p> <p>9.2 Make use of environmentally concerned materials and media as an essential part of the design execution</p>