



Communication Design course

Course Title Art History

Course Code ICCD 150

Undergraduate Program

Mahidol University International College

Division Fine and Applied Arts

TQF 3 Course Specifications

Section 1 General Information

1. Course code and course title

ICCD150 ประวัติศาสตร์ศิลป์

ICCD150 Art History

2. Number of credits 4

3. Program and type of subject

3.1 Program Communication Design

3.2 Type of Subject Major Core

4. Course Coordinator and Course Lecturer

4.1 Course Coordinator Dale Konstanz

4.2 Course Lecturer Dale Konstanz

5. Trimester/ Year of Study

5.1 Trimester 1/2/3 First Year

5.2 Course Capacity Approximately 30 students

6. Pre-requisite None

7. Co-requisites None

8. Venue of Study Aditayathorn Building MUIC

9. Date of Latest Revision

18 January 2018

Section 2 Goals and Objectives

1. Course Goals

To provide a course that focuses on understanding and appreciating art from various cultures and historical periods as a means to embrace diversity.



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2. Objectives of Course Development/Revision

2.1 Course Objectives

Understanding of personal, social, political, and cultural meanings of the visual arts; how to read a work of art; learn and use specialized vocabulary to articulate the aesthetic experience

2.2 Course-level Learning Outcomes: CLOs

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

1. CLO1 Research and analyze information in the context of art
2. CLO2 Demonstrate critical thinking skills
3. CLO3 Understanding the concept of cultural diversity

Section 3 Course Management

1. Course Description

This course will introduce students to basic elements of visual literacy through the exploration of art history in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design, form, and iconography while exploring the art of different societies and cultures.

การศึกษาพื้นฐานในเรื่องความสำคัญและความหมายขององค์ประกอบศิลปะเชิงทัศนยะ องค์ความรู้จากสิ่งที่เห็นที่เกี่ยวข้องกับประวัติศาสตร์ ศิลปะ วัฒนธรรม พื้นถิ่น ในสถานที่และยุคสมัยที่ต่างกัน รวมถึงการเปรียบเทียบและความแตกต่างของหลักการการออกแบบ รูปทรง สัญลักษณ์ ลักษณะทางวัฒนธรรมในบริบทที่ต่างกัน

2. Credit hours per trimester



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Lecture (Hour(s))	Studio Lab (Hour(s))	Self-study (Hour(s))
4	0	8

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 Research and analyze information in the context of art
2. CLO2 Demonstrate critical thinking skills
3. CLO3 Understanding the concept of cultural diversity

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

methods of the course learning outcomes

Course Code	Teaching methods	Evaluation Methods
CLO1	Lecture, Discussion, Course materials	Writing Assignments, Exams
CLO2	Discussion, Course materials	Writing Assignments, Exams
CLO3	Lecture, Discussion, Course materials	Writing Assignments, Exams



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Week	Topic	Number of Hours		Online Sessions	On-campus	Teaching Activities/ Media	Lecturer
		Lecture Hours	Studio Lab Hours				
1	Introduction to course	4	-	X	-	Presentation / Discussion	Konstanz
2	Prehistoric Art	4	-	X	-	Presentation / Discussion	Konstanz
3	Ancient Art	4	-	X	-	Presentation / Discussion	Konstanz
4	Medieval Art	4	-	X	-	Presentation / Discussion	Konstanz
5	Renaissance Art	4	-	X	-	Presentation / Discussion	Konstanz
6	Baroque Art	4	-	X	-	Presentation / Discussion	Konstanz
7	18th Century Art	4	-	X	-	Presentation / Discussion	Konstanz
8	19th Century Art	4	-	X	-	Presentation / Discussion	Konstanz
9	Modern Art	4	-	X	-	Presentation / Discussion	Konstanz
10	Modern Art	4	-	X	-	Presentation / Discussion	Konstanz
11	Contemporary Art	4	-	X	-	Presentation / Discussion	Konstanz
12	Contemporary Art	4	-	X	-	Presentation / Discussion	Konstanz
	Total	48	-				

Section 5 Teaching and Evaluation Plans

1. Teaching plan

2. Plan for Assessing Course Learning Outcomes

2.1 Assessing and Evaluating Learning Achievement



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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 writing exercises.

Writing Assignment s Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
Depth of Discussion	Very descriptive and detailed analysis	Needs more details and information	Some depth, but ideas could be much more developed	Lacking in depth of ideas and development of argument	Ideas / argument completely undeveloped
Topic Focus / Cohesiveness	Very focused topic and quite cohesive	At times, the writing is unfocused and requires more editing	The writing could be much more focused. Several ideas are arbitrary	Many arbitrary ideas that are unrelated to the main topic	Very random thoughts and ideas that are not cohesive
Integration of Knowledge	Many concepts and vocabulary from class / research are applied	More concepts and vocabulary from class / research could be applied	Some concepts and research is applied, but it could be more integrated	Lacking in understanding of key concepts and vocabulary	Very little knowledge from class and research applied
Mechanics of Writing	Exceptional writing style and skills, including organization of ideas and general flow of the writing	Quality of writing could be somewhat improved, such as grammar and organization	Quality of writing needs substantial improvement, including grammar and organization	Quality of writing is very problematic with many major grammatical errors and structural issues	Poor writing skills with many problems that affect the overall communication
Images	Excellent image quality and includes complete caption	Quality and size of the image could be improved / part of caption missing	Mediocre quality of image and parts of caption missing	Image included, but very poor quality / most of caption missing	No image or caption included



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Exam and Quizzes Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
Knowledge and Comprehension	Demonstrated comprehensive knowledge and understanding of the subject.	Demonstrated good understanding of the subject.	Demonstrated satisfactory understanding of the subject.	Demonstrated very little understanding of the subject.	Complete lack of understanding of the subject
Analysis	Clearly demonstrated the ability to analyze and draw appropriate and innovative conclusions.	Demonstrated good effort in analyzing and drawing conclusions.	Fair evidence of analyzing and drawing conclusions.	Minimal evidence of analyzing and drawing conclusions.	Inability to analyze and draw conclusions.
Skills	Clearly demonstrated the ability to apply knowledge into practice	Good demonstration of applying knowledge into practice	Satisfactorily demonstrated the ability to apply knowledge into practice	Demonstrated very little ability to apply knowledge into practice	Complete lack of the ability to apply knowledge into practice

b. Summative Assessment

(1) Tools and Percentage Weight in Assessment and Evaluation

Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)
CLO1 Research and analyze information in the context of art	Written Assignments	25
CLO1 Research and analyze information in the context of art	Exams	25
CLO2 Demonstrate critical thinking skills	Written Assignments, Exams	25



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CLO3 Understanding the concept of cultural diversity	Written Assignments	25
Total		100

(2) Grading System

MUIC grading scale / Rubrics for the course

(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) Stokstad, M. (2015). *Art History*. New York, NY: Pearson.
- 2) Powerpoint Presentations
- 3) Handouts

2. Recommended textbook

Class Participation Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
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	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
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Attendance Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Poor (D to D+)	Fail (F)
	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)

- 1) Barnet, S. (2014). *A Short Guide to Writing About Art*. New York, NY: Pearson.
- 2) D'Alleva, A. (2012). *Methods & Theories of Art History*. London, UK: Laurence King Publishing.
- 3) Honour, H. (2009). *A World History of Art*. London, UK: Thames & Hudson.

3. Other Resources (If any)

DVD: Art 21 Series

Thailand Creative and Design Center resources / Mini TCDC Databases

Section 7 Evaluation and Improvement of Course Management

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.



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3. Improvement of teaching methods

Based on student feedback, suggestions, and comments.

Art History	Program Learning Outcomes (PLOs)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
ICCD 150							I,R,P	I,R,P		

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)



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

ICCD 150	Learning Outcomes in Program (PLOs)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1 Re-search and analyze information in the context of art	1.2			4.2	5.3					
CLO2 Demonstrate critical thinking skills				4.3						
CLO3 Understanding the concept of cultural diversity							7.1, 7.2	8.1, 8.2		



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

PLOs	Sub LOs
1. Define the design problem	2. Research and analyze information
4. Innovative solution approach	2. Transform raw information from research into new insights 3. Critical thinking skills
5. Demonstrate professionalism in Communication Design, including ethical and responsible conduct	3. Understand copyright and intellectual property laws including guidelines of ethical practice in design
7. Appreciate differences	1. Understanding the concept of cultural diversity including valuing a variety of audiences 2. Awareness of global trends and contemporary issues in design and society
8. Support and preserve heritage	1. Appreciation of one's own background and identity 2. Transform heritage content into current application