

101044 Fashion Marketing

# 2015 Madison College International Learning Outcomes

Legend: X= Introduced or Practiced, A=Assessed

| **External Standards** | **10104102 Marketing Principles** | **10104103 Marketing Research** | **10104104 Selling Principles** | **10104112 Marketing Design Strategies** | **10104113 Leadership Ethics in the Digita** | **10104117 Store Management** | **10104118 Store Operations** | **10104120 Adobe Photoshop for Fashion Des** | **10104122 Adobe Illustrator for Fashion D** | **10104123 Merchandise Planning and Contro** | **10104124 Retail Management** | **10104127 Technical Design Specifications** | **10104132 Fashion Show** | **10104157 Fashion Internship** | **10104182 Portfolio Presentation** | **10104186 History of Costume** | **10104194 Visual Merchandising** | **10104195 Fashion Analysis** | **10104196 Textiles** | **10104197 Apparel Marketing** | **10104198 Fashion CAD Lab** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Cultural Awareness - Demonstrate awareness of and sensitivity to other cultures’ norms, practices, and actions while at the same time recognizing, acknowledging, and appreciating individual difference. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **A** |  | **A** |  |  |  |



**Madison College**

10104186 History of Costume

# Outline of Instruction

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | This course is an integration of how social, political, and economic factors relate to fashion trends from the past to the present. Students focus on key elements to help understand consumer behavior. |
|  | Total Credits | 3 |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Research origins of Western Dress with respect to global and cultural awareness |
|  | Assessment Strategies |
|  | Presentation |
|  | Criteria |
|  | Your performance will be successful when: |
|  | include five reasons defending your position |
| 2. | Produce historic costume timeline inclusive of global and cultural awareness |
|  | Assessment Strategies |
|  | Written Product-Timeline |
|  | Criteria |
|  | Your performance will be successful when: |
|  | include five different centuries and five different cultures |
| 3. | Investigate history of textile technology with global and cultural awareness |
|  | Assessment Strategies |
|  | Written/Electronic document |
|  | Criteria |
|  | Your performance will be successful when: |
|  | include two or more cultural awareness aspects |
| 4. | Compare and contrast social class structures as it relates to historic dress including global and cultural awareness |
|  | Assessment Strategies |
|  | Written/Electronic document |
|  | Criteria |
|  | Your performance will be successful when: |
|  | include two or more cultural awareness aspects |
| 5. | Diagram historic costume in social occasions reflecting on global and cultural awareness |
|  | Assessment Strategies |
|  | Presentation Board |
|  | Criteria |
|  | Your performance will be successful when: |
|  | include two or more cultural awareness aspects |
| 6. | Identify cultural awareness regarding gender related costumes |
|  | Assessment Strategies |
|  | Presentation Board |
|  | Criteria |
|  | Your performance will be successful when: |
|  | include two or more cultural awareness aspects |
| 7. | Formulate predictions about the future of costumes |
|  | Assessment Strategies |
|  | Presentation Board |
|  | Criteria |
|  | Your performance will be successful when: |
|  | include two or more cultural awareness aspects |
| 8. | Characterize clothing as an art form within a time period using a variety of global and cultural awareness aspects |
|  | Assessment Strategies |
|  | Presentation Board |
|  | Criteria |
|  | Your performance will be successful when: |
|  | include two or more cultural awareness aspects |

# Syllabus for History of Costume Master Fall 2019

# Instructor Information

**Instructor**: Betty Hurd

**Email:** bhurd@madisoncollege.edu

**Office Hours:**

**Location** Truax 1701 Wright Street Madison, WI 53704 room E3868

**Telephone:** 608-246-6486

# Course Information

**Course #:** 10-104-186

**Section:**  31941

**Session:** 16 weeks

**Days/Times:**

**Campus:**  Truax Main Campus 1701 Wright Street Madison, WI 53704

**Room:**

**Description:** This course is an integration of how social, political, and economic factors relate to fashion trends from the past to the present. Students focus on key elements to help understand consumer behavior

**Credits:**  3

**Instruction Mode**: **Face to Face** – Thursday 8:00 am -9:15 am

**Online** -Every Thursday at 12:01am the work for the week begins. All work will be due the following Thursday night at 11:59 pm. You will see each week you will have prep work to do, view presentations, practice work is due during the week Mondays at noon and assignments are due on Thursday nights at 11:59 pm.

**Pre-requisites:** None

**Textbook:** Textbooks are located at the [bookstore](http://madisoncollegebookstore.com/home.aspx)

**Fashion Analysis - 2 books**

1. Title **The Science of Personal Dress Complete Study**

ISBN 978149351465

Author Irenee Riter

4th Edition   
**2. Title: Student Success Toolbox**

ISBN: 978-1-60263-112-0   
Author: Pacific Crest  
Publisher: Pacific Crest  
Statement of Use: required  
www.crest.com or 603-601-2246

**Supplies:** Removable Disk, Internet Access, Foam Core Boards, Color Pencils or Markers,

Scissors, Index cards, notebook 3 ring binder, double face tape.

Competencies: Refer to the Outline of Instruction, found at: <https://outline.madisoncollege.edu/courses/10104186>

History of Costume Competencies:

1. Research origins of Western Dress with respect to global and cultural awareness.

Linked Program Outcomes

Analyze business data/information to support decision making

Demonstrate communication skills with customers, peers, supervisors, and other stakeholders in the fashion industry

You will demonstrate your competence:

Present findings in a discussion to include five reasons defending your position to include global and cultural awareness

2. Produce historic costume timeline inclusive of global and cultural awareness

Linked Program Outcomes

Analyze business data/information to support decision making

Demonstrate communication skills with customers, peers, supervisors, and other stakeholders in the fashion industry

You will demonstrate your competence:

Create a timeline document to include five different centuries and five different cultures

3. Investigate history of textile technology with global and cultural awaremenss

Linked Program Outcomes

Select textiles for appropriate end use in the fashion industry

You will demonstrate your competence:

Written/electronic document to include two or more cultural awareness aspects

4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness

Linked Program Outcomes

Analyze business data/information to support decision making

Demonstrate communication skills with customers, peers, supervisors, and other stakeholders in the fashion industry

You will demonstrate your competence:

Written/electronic document to include two or more cultural awareness aspects

5. Diagram historic costume in social occasions reflecting on global and cultural awareness

Linked Program Outcomes

Select textiles for appropriate end use in the fashion industry

Demonstrate communication skills with customers, peers, supervisors, and other stakeholders in the fashion industry

You will demonstrate your competence:

Create a presentation board to include two or more cultural awareness aspects

6. Identify cultural awareness regarding gender related costumes

Linked Program Outcomes

Select textiles for appropriate end use in the fashion industry

Demonstrate communication skills with customers, peers, supervisors, and other stakeholders in the fashion industry

You will demonstrate your competence:

Create a presentation board to include two or more cultural awareness aspects

7. Formulate predictions about the future of costumes

Linked Program Outcomes

Analyze business data/information to support decision making

Demonstrate communication skills with customers, peers, supervisors, and other stakeholders in the fashion industry

You will demonstrate your competence:

Create a presentation board to include two or more cultural awareness aspects

8. Characterize clothing as an art form within a time period using a variety of global and cultural awareness aspects

Linked Program Outcomes

Demonstrate communication skills with customers, peers, supervisors, and other stakeholders in the fashion industry

You will demonstrate your competence:

Create a presentation board to include two or more cultural awareness aspects

# Program Outcomes

Develop a marketing mix strategy to use in the fashion industry

Analyze business data/information to support decision making

Select textiles for appropriate end use in the fashion industry

Demonstrate communication skills with customers, peers, supervisors, and other stakeholders in the fashion industry

# Student Expectations

**Academic Integrity**

Plagiarism, cheating and collusion are prohibited at Madison College. Plagiarism is defined as passing of another person’s work as your own. Students who fail to observe these standards are subject to disciplinary action. \*The published Academic Misconduct policy is found here: <https://madisoncollege.edu/academic-integrity>

**Withdrawal Policy**

If a situation arises that prevents successful completion of this course, it is your responsibility to formally withdraw from this course. To add or drop a class, visit: <https://madisoncollege.edu/add-drop-classes>

**Disability Act Statement:** Madison College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request for qualified individuals. Please contact Disability Resources Services at 246-6716 (Students who are deaf via Relay 711), room D 1168 at Truax or email [drs@madisoncollege.edu](mailto:drs@madisoncollege.edu).

If you have an accommodation card from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need in this class. It is best to request these accommodations as early as possible so there is ample time to make the accommodations

**Attendance**

This is an interactive course. Attendance is required in order to gain the real world experience in the practice of the course activities and assignments as they relate to on the job simulations. If you miss a class you will need to ask someone in the class to take notes for you and notify the instructor before class time in order to make up work missed. Team work and other activities cannot be replicated.

**Class Participation**:

This course is designed to provide a forum in which you, as a practicing professional, can work together

with others to build your skills. We've designed many of the learning activities to be hands-on and

collaborative. Your participation in all discussion forums is important to your professional growth and to the

learning of the other participants. Participation in class is defined as:

Arrive on time

Cell phones are for class work only

Speaking in tone and level that is not too loud

Respectful conversations and behaviors to all

Using eye contact to show engagement and respect for others speaking

Not speaking over some else

Sharing your ideas and examples with your reasons

Responding with some examples and reasons respectfully

**Submitting Work:**

All work will be submitted in blackboard according to the assignment instructions unless otherwise approved. Assignment files should be labeled with your last and first name and the name of the assignment.

**Make-up and Late Assignment Policy**

* One late coupon is allowed per semester. This means you can turn in one late assignment prior to the exam in that unit for points.
* All other late work you must have contacted the instructor before the due date and time to get approval and you will need to complete the late work form once approved to turn in with the work up to one week late.
* All other late work is no points but may be accessed for feedback and use in your final portfolio.
* If there is a major program event, the faculty of the program will determine if late work will be accepted during the timing of the event by course and by students’ individual contribution to the event**.**

**Exams:**

There are two exams for this class. The exam are timed, so you will be expected to be on time so as not to lose the time you are late to complete the exam. No phones are permitted and you will need to remain in the room until the time for the exam has ended. You may work quietly on your own again no phones or communication with others is permitted.

**Technology Expectations:** Have access to the internet and blackboard, the virtual desktop for some software programs and email. You will need to be able to take pictures from a device to upload in our class.

**Student Email:** Madison College offers a student [e-mail account](http://madisoncollege.edu/email) for all students. You are responsible for monitoring your student e-mail account.

**Use of Electronic Devices**

You are welcome to use laptops, cell phones, and other forms of technology within the classroom.  However, they should only be used for completing classroom activities.  You are not allowed to send or receive texts or calls that do not pertain to the class.  If you are expecting a call that you must take, notify me before the session starts, set your phone to vibrate, and leave the room to take the call.  
I reserve the right to confiscate technological devices that are not being used for classroom activities.  You will receive them back at the end of the session.

**Technical Assistance:** Technology resources are available for students. See the college [website](https://madisoncollege.edu/student-computer-help). If you experience problems with your computer, call the computer help desk at (608) 243-4444 or toll-free at (866) 277-4445.

**Class Cancellation**: Besides local radio stations and the Madison College website, students can call the hotline to inquire about weather related school closings: (608) 246-6606.

**Blackboard:** A Blackboard course site may be accessible for this class. If so, access it through the [Blackboard Site.](http://blackboard.madisoncollege.edu/)

**Blackboard Student Support information:** Visit the college support [page.](https://madisoncollege.edu/student-computer-help) Blackboard Outages: Madison College does its best to keep Blackboard up and running. However, despite our best efforts, online courses may go down unexpectedly. If you cannot access the course, contact the [student help desk](https://madisoncollege.edu/student-computer-help).

**Learner Responsibilities:** As a student in this class, I expect you to:

* Take responsibility for your own learning
* Be prepared for class and be an enthusiastic participant during class
* Treat others with tolerance and respect
* Act responsibly and reliably in group work
* Set high standards for your work

**Instructor Responsibilities:** As your instructor, I commit to communicating openly and frequently with you about this class. I will maintain a professional, safe learning environment adhering to the policies of the college. You can expect a reply to inquiries within 24-48 business hours Monday - Friday.

**Library Resources:** The link to the main fashion marketing research guide is <https://libguides.madisoncollege.edu/fashionmarketing>

**Syllabus Changes:** As your instructor, I retain the right to make changes based on the timeline of the class, feedback from learners and/or logistical issues.

# Student Support

[Overview of all Student Services](https://madisoncollege.edu/student-support)

[Tutoring Services](http://libguides.madisoncollege.edu/studentachievementcenters)

[Counseling Services](https://madisoncollege.edu/counseling)

[Career and Employment Resources](https://madisoncollege.edu/career-employment-resources)

[Student Writing Center](https://madisoncollege.edu/writing-center)

[Library](http://libguides.madisoncollege.edu/library)

[Emergency Preparedness Guide](https://madisoncollege.edu/files/Madison%20College%20Emergency%20Preparedness%20Guide%20for%20General%20Public%20v5%20updated%2010-24.pdf)

# Accessibility Statement

Madison College welcomes students with disabilities into the College’s educational programs. Every Madison College campus has Disability Resource Services available for students with disabilities. The Disability Resource Services website provides specific information related to accommodations for disability-related barriers. For further information, please visit <https://madisoncollege.edu/disability-resource-services>, call 608-246-6716 (Students who are deaf should use relay) or email [DRStransition@madisoncollege.edu](mailto:DRStransition@madisoncollege.edu).

In order to receive consideration for reasonable accommodations for your disability, you must contact the Disability Resource Services office at the campus where you are officially enrolled. If approved for accommodations, Disability Resource Services will provide you with an accommodation plan.

Please share your accommodation plan with me and discuss your approved accommodations as early in my class as possible. If you feel your accommodation needs are not being met, please inform me or Disability Resource Services as soon as possible.

# Other Resources

<http://libguides.madisoncollege.edu/fashionmarketing>.From there, it links to many different library resources, including books, periodicals, and databases - but it may be easier just to include that one link.

# Inclusion Statement

This class will be a safe and affirming learning space for all students, regardless of age, race, ethnicity, citizen status, gender, sex, sexual orientation, parental status, religion, ability, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of preferred names and pronouns, and encourage open communication. Students are welcome and encouraged to share any/all viewpoints relevant to course material, and respectful, relevant debate is encouraged, provided all materials for the day can still be covered.

# Content Warning Statement

At times this semester we will be discussing events that may be disturbing, even traumatizing, to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. (You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually.) If you ever wish to discuss your personal reactions to this material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework.

# Communication

I encourage you to contact me by email [bhurd@madisoncollege.edu](mailto:bhurd@madisoncollege.edu) , by phone 608-246-6486 or come to my office Truax E3868 with any questions, concerns or just to catch up on what is going on. I really appreciate questions and input from you to maximize our learning environment. You can expect a reply to inquiries within 24-48 business hours Monday - Friday.

# Grading

**Grading Scale**

| Grade | % Attained |
| --- | --- |
| A | 92-100% |
| A/B | 88-91% |
| B | 80-87% |
| B/C | 78-79% |
| C | 70-77% |
| D | 60-69% |
| F | <60% |

Final Grades at Madison College are issued as letter grades as follows:

A=4.0, AB=3.5, B=3.0, BC=2.5, C=2.0, D=1.0, F=0.

|  |  |  |  |
| --- | --- | --- | --- |
| Assignments | Number of Assignments | Points per assignment | Total Points/%total |
| Study Guide Chapter  Discussions | 20 | 25 | 500 / 46% |
| Projects | 4 | 50 | 200/ 18% |
| Quizzes | 20 | 10 | 200 / 18% |
| Exams | 2 | 100 | 200 / 18% |
| Total |  |  | 1100/100% |

# Course Calendar

**History of Costume Overview Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Course Competencies**  **Learning Outcomes** | **Weekly Activities** | **Graded performance** |
| **1** | **Course Competencies**   * Compare and contrast social class structures as it relates to historic dress   **Learning Outcomes**   * Practice the tools of the course * Review the syllabus | **How to Prepare for the Week (approx. 30 minutes)**   * Log on to blackboard  to become familiar with the course * Attend class on time * Get books and supplies as we use them right away in week 1   **Week Presentations/Lectures (approx. 2 hours)**   * Demonstrate blackboard using links for help * Review the syllabus and syllabus agreement form * Demo the studio card online materials, videos and quizzes * Review the Student Study Guide book   **What to do to Practice the material and skills (approx. 2 hours)**   * Syllabus activity * Practice posting and replying on the discussion board. In addition to some general questions to learn more about you will include one career you would like to pursue on the Lets Get to Know Each Other Discussion Board * Send an email to the instructor to let them know if you were or were not able to open all the PowerPoints, assignments, videos, and discussion board by Friday at noon so the instructor can reply to help you before the first deadline comes up which is the discussion board on Monday at noon. | **Graded performance**   * Syllabus Agreement form Complete / not complete * Discussion 1 Let’s Get to Know Each Other 25 points |
| **2** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  **Learning Outcomes**   * Discuss the origins of dress with respect historical background, social structure, gender, art form in the Ancient Middle East * How to take on line quizzes * How to work on project management | **How to Prepare for the Week ( approx. 2 hours)**   * Read chapter 1 Introduction * Read chapter 2 Ancient Middle East * Be sure you are able to access the Studio card resources * Read Project 1 due in Week 4   **Lectures and Presentations (approx.. 2 hours)**   * View the chapter ppts * View the videos in the studio access * Review Project 1 details   **What to do to Practice (approx. 1.75 hours)**   * Complete the student study guide questions * Begin to work on Project 1   NOTE: All discussions are graded as class participation for this course. Be sure to follow the guidelines of your personal post is always due on Mondays by noon, which is 10/ 25points and the two replies to other students are always due by Thursday night 11:59 pm are worth 15/25 points.  Send an email to the instructor to let them know if you were or were not able to open all the PowerPoints, assignments, videos, and discussion board so the instructor can reply to help you before the first deadline comes up which is the discussion board on Monday at noon.  Complete the quizzes for the assigned chapters and send the results to your instructor and yourself as a personal record or completion | **Graded performance**   * Discussion 2 25 points * Quiz 1 10 points * Quiz 2 10 points |
| **3** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  **Learning Outcomes**   * Discuss the origins of dress with respect historical background, social structure, gender, art form in the Crete, Greece, Etruria and Rome * How to take on line quizzes * How to work on project management | **How to Prepare for the Week ( approx. 2 hours)**   * Read chapter 3 Crète and Greece * Read chapter 4 Etruria and Rome * Be sure you are able to access the Studio card resources * Read Project 1 due in Week 4   **Lectures and Presentations (approx.. 2 hours)**   * View the chapter ppts * View the videos in the studio access * Review Project 1 details   **What to do to Practice (approx. 1.75 hours)**  Pparticipate in the discussion board assignment this week on the assigned chapters   * Continue to work on Project 1 | **Graded performance**   * Discussion 3 25 points * Quiz 3 10 points * Quiz 4 10 points |
| **4** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  **Learning Outcomes**   * Discuss the origins of dress with respect historical background, social structure, gender, art form in the Crete, Greece, Etruria and Rome * Present a project | **How to Prepare for the Week ( approx. 2 hours)**   * Complete Project 1 and review the grading rubric   **Lectures and Presentations (approx.. 2 hours)**   * Present in class and on line your Project 1   **What to do to Practice (approx. 1.75 hours)**   * Have your project completed a few days early so you can rehearse your presentation and create the audio notes | **Graded performance**   * Discussion 4 25 points * Project 1 Ancient Times Mood Board 100 points |
| **5** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  **Learning Outcomes**   * Discuss the origins of dress with respect historical background, social structure, gender, art form in the Early and Middle Ages * How to take on line quizzes * How to work on project management | **How to Prepare for the Week ( approx. 2 hours)**   * Read chapter 5 Early Middle * Read chapter 6 Late Middle * Be sure you are able to access the Studio card resources * Read Project 2 due in Week 8   **Lectures and Presentations (approx.. 2 hours)**   * View the chapter ppts * View the videos in the studio access * Review Project 2 details   **What to do to Practice (approx. 1.75 hours)**   * Participate in the discussion board assignment this week on the assigned chapters * Continue to work on Project 2 | **Graded performance**   * Discussion 5 25 points * Quiz 5 10 points * Quiz 6 10 points |
| **6** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  **Learning Outcomes**   * Discuss the origins of dress with respect historical background, social structure, gender, art form in the Italian and Northern Renaissance * How to take on line quizzes * How to work on project management | **How to Prepare for the Week ( approx. 2 hours)**   * Read chapter 7 Italian Renaissance * Read chapter 8 Northern Renaissance * Be sure you are able to access the Studio card resources * Read Project 2 due in Week 8   **Lectures and Presentations (approx.. 2 hours)**   * View the chapter ppts * View the videos in the studio access * Review Project 2 details   **What to do to Practice (approx. 1.75 hours)**  Participate in the discussion board assignment this week on the assigned chapters   * Continue to work on Project 2 | **Graded performance**   * Discussion 6 25 points * Quiz 7 10 points * Quiz 8 10 points |
| **7** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  **Learning Outcomes**   * Discuss the origins of dress with respect historical background, social structure, gender, art form in the 17th and 18th Century * How to take on line quizzes * How to work on project management | **How to Prepare for the Week ( approx. 2 hours)**   * Read chapter 9 17th Century * Read chapter 10 18th Century * Be sure you are able to access the Studio card resources * Read Project 2 due in Week 8   **Lectures and Presentations (approx.. 2 hours)**   * View the chapter ppts * View the videos in the studio access * Review Project 2 details   **What to do to Practice (approx. 1.75 hours)**   * Participate in the discussion board assignment this week on the assigned chapters * Continue to work on Project 2 | **Graded performance**   * Discussion 7 25 points * Quiz 9 10 points * Quiz 10 10 points |
| **8** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  8. Characterize clothing as an art form within a time period using a variety of global and cultural awareness aspects  **Learning Outcomes**   * Discuss the origins of dress with respect historical background, social structure, gender, art form * Present a project | **How to Prepare for the Week ( approx. 2 hours)**   * Complete Project 2 and review the grading rubric   **Lectures and Presentations (approx.. 2 hours)**   * Present in class and on line your Project 2   **What to do to Practice (approx. 1.75 hours)**   * Have your project completed a few days early so you can rehearse your presentation and create the audio notes | **Graded performance**   * Discussion 8 25 points * Project 2 Middle Ages-Rocco Periods Mood Board 100 points |
| **9** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  8. Characterize clothing as an art form within a time period using a variety of global and cultural awareness aspects  **Learning Outcomes**   * Prepare for an exam * Take an exam | **How to Prepare for the Week ( approx. 2 hours)**   * Read and practice Exam 1 review   **Lectures and Presentations (approx.. 2 hours)**   * Complete Exam 1   **What to do to Practice (approx. 1.75 hours)**   * Review the quizzes and projects | **Graded performance**   * Discussion 9 25 points * Exam 1 100 points |
| **10** | **Course Competencies**  Research origins of Western Dress with respect to global and cultural awareness.  3. Investigate history of textile technology with global and cultural awareness  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  8. Characterize clothing as an art form within a time period using a variety of global and cultural awareness aspects  **Learning Outcomes**   * Discuss the origins of dress with respect historical background, social structure, gender, art form in the The Directoire and Empire Period, 1800–1820   The Romantic Period, 1820–1850   * How to take on line quizzes * How to work on project management | **How to Prepare for the Week ( approx. 2 hours)**   * Read chapter 11 The Directoire and Empire Period, 1800–1820 * Read chapter 12 The Romantic Period, 1820–1850 * Be sure you are able to access the Studio card resources * Read Project 3 due in Week 14   **Lectures and Presentations (approx.. 2 hours)**   * View the chapter ppts * View the videos in the studio access * Review Project 3 details   **What to do to Practice (approx. 1.75 hours)**   * Complete the student study guide questions * Use the student study guide answers to participate in the discussion board assignment this week on the assigned chapters * Continue to work on Project 3 | **Graded performance**   * Discussion 10 25 points * Quiz 11 10 points * Quiz 12 10 points |
| **11** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  8. Characterize clothing as an art form within a time period using a variety of global and cultural awareness aspects  **Learning Outcomes**   * Discuss the origins of dress with respect historical background, social structure, gender, art form in The Crinoline Period, 1850–1869 and The Bustle Period and the Nineties, 1870–1900 * How to take on line quizzes * How to work on project management | **How to Prepare for the Week ( approx. 2 hours)**   * Read chapter 13 The Crinoline Period, 1850–1869 * Read chapter 14 The Bustle Period and the Nineties, 1870–1900 * Be sure you are able to access the Studio card resources * Read Project 3 due in Week 14   **Lectures and Presentations (approx.. 2 hours)**   * View the chapter ppts * View the videos in the studio access * Review Project 3 details   **What to do to Practice (approx. 1.75 hours)**   * Participate in the discussion board assignment this week on the assigned chapters * Continue to work on Project 3 | **Graded performance**   * Discussion 11 25 points * Quiz 13 10 points * Quiz 14 10 points |
| **12** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  8. Characterize clothing as an art form within a time period using a variety of global and cultural awareness aspects  **Learning Outcomes**   * Discuss the origins of dress with respect historical background, social structure, gender, art form in The Edwardian Period and World War I, 1900–1920, Twenties, Thirties, and World War II, 1920–1947 and The New Look: Fashion Conformity Prevails, 1947–1960 * How to take on line quizzes * How to work on project management | **How to Prepare for the Week ( approx. 2 hours)**   * Read chapter 15 The Edwardian Period and World War I, 1900–1920 * Read chapter 16 Twenties, Thirties, and World War II, 1920–1947 * Read chapter 17 The New Look: Fashion Conformity Prevails, 1947–1960 * Be sure you are able to access the Studio card resources * Read Project 3 due in Week 14 * Read Project 4 due in Week 15   **Lectures and Presentations (approx.. 2 hours)**   * View the chapter ppts * View the videos in the studio access * Review Project 3 details * Review Project 4 details   **What to do to Practice (approx. 1.75 hours)**  Participate in the discussion board assignment this week on the assigned chapters   * Continue to work on Project 3 * Continue to work on Project 4 | **Graded performance**   * Discussion 12 25 points * Quiz 15 10 points * Quiz 16 10 points * Quiz 17 10 points |
| **13** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  7. Formulate predictions about the future of costumes  8. Characterize clothing as an art form within a time period using a variety of global and cultural awareness aspects  **Learning Outcomes**   * Discuss the origins of dress with respect historical background, social structure, gender, art form in The Sixties and Seventies: Style Tribes Emerge, The Eighties and the Nineties: Fragmentation of Fashion and 2000–2014: The New Millennium * How to take on line quizzes * How to work on project management | **How to Prepare for the Week ( approx. 2 hours)**   * Read chapter 18 The Sixties and Seventies: Style Tribes Emerge * Read chapter 19 The Eighties and the Nineties: Fragmentation of Fashion * Read chapter 20 2000–2014: The New Millennium * Be sure you are able to access the Studio card resources * Read Project 3 due in Week 14 * Read Project 4 due in Week 15   **Lectures and Presentations (approx.. 2 hours)**   * View the chapter ppts * View the videos in the studio access * Review Project 3 details * Review Project 4 details   **What to do to Practice (approx. 1.75 hours)**   * Participate in the discussion board assignment this week on the assigned chapters * Continue to work on Project 3 * Continue to work on Project 4 | **Graded performance**   * Discussion 13 25 points * Quiz 18 10 points * Quiz 19 10 points * Quiz 20 10 points |
| **14** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  7. Formulate predictions about the future of costumes  8. Characterize clothing as an art form within a time period using a variety of global and cultural awareness aspects  **Learning Outcomes**   * Present a project | **How to Prepare for the Week ( approx. 2 hours)**   * Complete Project 3 and review the grading rubric   **Lectures and Presentations (approx.. 2 hours)**   * Present in class and on line your Project 3   **What to do to Practice (approx. 1.75 hours)**   * Have your project completed a few days early so you can rehearse your presentation and create the audio notes * Continue to work on Project 4 due next week | **Graded performance**   * Discussion 14 25 points * Project 3 Historic Timeline 100 points |
| **15** | **Course Competencies**  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  7. Formulate predictions about the future of costumes  **Learning Outcomes**   * Present a project | **How to Prepare for the Week ( approx. 2 hours)**   * Complete Project 4 and review the grading rubric * Review all quizzes   **Lectures and Presentations (approx.. 2 hours)**   * Present in class and on line your Project 4 * Exam Review   **What to do to Practice (approx. 1.75 hours)**   * Have your project completed a few days early so you can rehearse your presentation and create the audio notes * Review all quizzes | **Graded performance**   * Discussion 15 25 points * Project 4 1. Develop a portfolio of fashion designs based on historic styles and document the resources to predict the future with a draft a pattern 100 points |
| **16** | **Course Competencies**  1. Research origins of Western Dress with respect to global and cultural awareness.  4. Compare and contrast social class structures as it relates to historic dress including global and cultural awareness  5. Diagram historic costume in social occasions reflecting on global and cultural awareness  6. Identify cultural awareness regarding gender related costumes  7. Formulate predictions about the future of costumes  8. Characterize clothing as an art form within a time period using a variety of global and cultural awareness aspects  **Learning Outcomes**   * Prepare for an exam * Take an exam | **How to Prepare for the Week ( approx. 2 hours)**   * Read and practice Exam 2 review   **Lectures and Presentations (approx.. 2 hours)**   * Complete Exam 2   **What to do to Practice (approx. 1.75 hours)**  Review the quizzes and projects | **Graded performance**   * Final Exam 100 points |



10104195 Fashion Analysis

# Outline of Instruction

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | Students work with the elements and principles of design as they relate to fashion promotion and products. Forecasting, creativity and a grasp of the influences and sources of design are major components of the course. Computer-aided design is used to enhance the course. Highly recommend concurrent enrollment with either Fashion CAD Lab, 10104198, or Adobe Illustrator for Fashion Design, 10104122. |
|  | Total Credits | 2 |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Apply the principles and elements of design to a variety of settings |
|  | Assessment Strategies |
|  | Completing a paper |
|  | Creating a mood board |
|  | Complete exams |
|  | Create an e-portfolio |
| 2. | Incorporate color theory in design |
|  | Assessment Strategies |
|  | Completing a paper |
|  | Creating a mood board |
|  | Complete exams |
| 3. | Apply the Universal Style System theory to self and others |
|  | Assessment Strategies |
|  | Create a design board using his/her Universal Style components |
|  | Create a design board using a client’s Universal Style components presented in class |
|  | Oral presentation |
|  | Complete a written paper |
| 4. | Analyze the style features of fashion in each of the main classifications |
|  | Assessment Strategies |
|  | Creating mood boards for self and client |
|  | Complete exams |
|  | Create a glossary book |
| 5. | Relate sources of information in the fashion industry for global cultural awareness |
|  | Assessment Strategies |
|  | Completing an investigative report on trade resources |
|  | Creating mood boards for self and client |
| 6. | Develop soft skills related to success in our industry |
|  | Criteria |
|  | Complete goals and assessments |
|  | Complete reading assessments |
|  | Conduct oral communication |
|  | Create written materials |

# Syllabus for Fashion Analysis Master Face to Face 2019

# Instructor Information

**Instructor**: Betty Hurd

**Email:** bhurd@madisoncollege.edu

**Office Hours** Monday 12-1:00pm ; Tuesday 9:00- 10:30 am; Wednesday, Thursday and Friday by appt.

**Location** Truax 1701 Wright Street Madison, WI 53704 room E3868

**Telephone:** 608-246-6486

# Course Information

**Course #:** 10-104-195

**Section:**  31941

**Session:** 16 weeks

**Days/Times:** Mondays - September 9, 2019 – December 23, 2019

**Campus:**  Truax Main Campus 1701 Wright Street Madison, WI 53704

**Room:**  D2639

**Description:** Students work with the elements and principles of design as they relate to fashion promotion and products. Forecasting, creativity and a grasp of the influences and sources of design are major components of the course.

**Credits:**  2

**Instruction Mode**: Face to face only

**Pre-requisites:** None

**Textbook:** Textbooks are located at the [bookstore](http://madisoncollegebookstore.com/home.aspx)

**Fashion Analysis - 2 books**

1. Title **The Science of Personal Dress Complete Study**

ISBN 978149351465

Author Irenee Riter

4th Edition   
**2. Title: Student Success Toolbox**

ISBN: 978-1-60263-112-0   
Author: Pacific Crest  
Publisher: Pacific Crest  
Statement of Use: required  
www.crest.com or 603-601-2246

**Supplies:** Removable Disk, Internet Access, Foam Core Boards, Color Pencils or Markers,

Scissors, Index cards, notebook 3 ring binder, double face tape.

Competencies: Refer to the Outline of Instruction, found at: <https://outline.madisoncollege.edu/courses/10104195>

**Course Competencies**

1. **Apply the principles and elements of design to a variety of settings**

**Assessment Strategies**

Completing a paper

Creating a mood board

Complete exams

Create an e-portfolio

1. **Incorporate color theory in design**

**Assessment Strategies**

Completing a paper

Creating a mood board

Complete exams

1. **Apply the Universal Style System theory to self and others**

**Assessment Strategies**

Create a design board using his/her Universal Style components

Create a design board using a client’s Universal Style components presented in class

Oral presentation

Complete a written paper

1. **Analyze the style features of fashion in each of the main classifications**

**Assessment Strategies**

Creating mood boards for self and client

Complete exams

Create a glossary book

1. **Relate sources of information in the fashion industry for global cultural awareness**

**Assessment Strategies**

Completing an investigative report on trade resources

Creating mood boards for self and client

1. **Develop soft skills related to success in our industry.**

**Assessment Strategies**

Complete goals and assessments

Complete reading assessments

Conduct oral communication

Create written materials

# Program Outcomes

Develop a marketing mix strategy to use in the fashion industry

Analyze business data/information to support decision making

Plan retail/fashion business activities to enhance the customer experience

Select textiles for appropriate end use in the fashion industry

Demonstrate communication skills with customers, peers, supervisors, and other stakeholders in the fashion industry

# Student Expectations

**Academic Integrity**

Plagiarism, cheating and collusion are prohibited at Madison College. Plagiarism is defined as passing of another person’s work as your own. Students who fail to observe these standards are subject to disciplinary action. \*The published Academic Misconduct policy is found here: <https://madisoncollege.edu/academic-integrity>

**Withdrawal Policy**

If a situation arises that prevents successful completion of this course, it is your responsibility to formally withdraw from this course. To add or drop a class, visit: <https://madisoncollege.edu/add-drop-classes>

**Disability Act Statement:** Madison College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request for qualified individuals. Please contact Disability Resources Services at 246-6716 (Students who are deaf via Relay 711), room D 1168 at Truax or email [drs@madisoncollege.edu](mailto:drs@madisoncollege.edu).

If you have an accommodation card from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need in this class. It is best to request these accommodations as early as possible so there is ample time to make the accommodations

**Attendance**

This is an interactive course. Attendance is required in order to gain the real world experience in the practice of the course activities and assignments as they relate to on the job simulations. If you miss a class you will need to ask someone in the class to take notes for you and notify the instructor before class time in order to make up work missed. Team work and other activities cannot be replicated.

**Class Participation**:

This course is designed to provide a forum in which you, as a practicing professional, can work together

with others to build your skills. We've designed many of the learning activities to be hands-on and

collaborative. Your participation in all discussion forums is important to your professional growth and to the

learning of the other participants. Participation in class is defined as:

Arrive on time

Cell phones are for class work only

Speaking in tone and level that is not too loud

Respectful conversations and behaviors to all

Using eye contact to show engagement and respect for others speaking

Not speaking over some else

Sharing your ideas and examples with your reasons

Responding with some examples and reasons respectfully

**Submitting Work:**

All work will be submitted in blackboard according to the assignment instructions unless otherwise approved. Assignment files should be labeled with your last and first name and the name of the assignment.

**Make-up and Late Assignment Policy**

* One late coupon is allowed per semester. This means you can turn in one late assignment prior to the exam in that unit for points.
* All other late work you must have contacted the instructor before the due date and time to get approval and you will need to complete the late work form once approved to turn in with the work up to one week late.
* All other late work is no points but may be accessed for feedback and use in your final portfolio.
* If there is a major program event, the faculty of the program will determine if late work will be accepted during the timing of the event by course and by students’ individual contribution to the event**.**

**Exams:**

There are two exams for this class. The exam are timed, so you will be expected to be on time so as not to lose the time you are late to complete the exam. No phones are permitted and you will need to remain in the room until the time for the exam has ended. You may work quietly on your own again no phones or communication with others is permitted.

**Technology Expectations:** Have access to the internet and blackboard, the virtual desktop for some software programs and email. You will need to be able to take pictures from a device to upload in our class.

**Student Email:** Madison College offers a student [e-mail account](http://madisoncollege.edu/email) for all students. You are responsible for monitoring your student e-mail account.

**Use of Electronic Devices**

You are welcome to use laptops, cell phones, and other forms of technology within the classroom.  However, they should only be used for completing classroom activities.  You are not allowed to send or receive texts or calls that do not pertain to the class.  If you are expecting a call that you must take, notify me before the session starts, set your phone to vibrate, and leave the room to take the call.  
I reserve the right to confiscate technological devices that are not being used for classroom activities.  You will receive them back at the end of the session.

**Technical Assistance:** Technology resources are available for students. See the college [website](https://madisoncollege.edu/student-computer-help). If you experience problems with your computer, call the computer help desk at (608) 243-4444 or toll-free at (866) 277-4445.

**Class Cancellation**: Besides local radio stations and the Madison College website, students can call the hotline to inquire about weather related school closings: (608) 246-6606.

**Blackboard:** A Blackboard course site may be accessible for this class. If so, access it through the [Blackboard Site.](http://blackboard.madisoncollege.edu/)

**Blackboard Student Support information:** Visit the college support [page.](https://madisoncollege.edu/student-computer-help) Blackboard Outages: Madison College does its best to keep Blackboard up and running. However, despite our best efforts, online courses may go down unexpectedly. If you cannot access the course, contact the [student help desk](https://madisoncollege.edu/student-computer-help).

**Learner Responsibilities:** As a student in this class, I expect you to:

* Take responsibility for your own learning
* Be prepared for class and be an enthusiastic participant during class
* Treat others with tolerance and respect
* Act responsibly and reliably in group work
* Set high standards for your work

**Instructor Responsibilities:** As your instructor, I commit to communicating openly and frequently with you about this class. I will maintain a professional, safe learning environment adhering to the policies of the college. You can expect a reply to inquiries within 24-48 business hours Monday - Friday.

**Library Resources:** The link to the main fashion marketing research guide is <https://libguides.madisoncollege.edu/fashionmarketing>

**Syllabus Changes:** As your instructor, I retain the right to make changes based on the timeline of the class, feedback from learners and/or logistical issues.

# Student Support

[Overview of all Student Services](https://madisoncollege.edu/student-support)

[Tutoring Services](http://libguides.madisoncollege.edu/studentachievementcenters)

[Counseling Services](https://madisoncollege.edu/counseling)

[Career and Employment Resources](https://madisoncollege.edu/career-employment-resources)

[Student Writing Center](https://madisoncollege.edu/writing-center)

[Library](http://libguides.madisoncollege.edu/library)

[Emergency Preparedness Guide](https://madisoncollege.edu/files/Madison%20College%20Emergency%20Preparedness%20Guide%20for%20General%20Public%20v5%20updated%2010-24.pdf)

# Accessibility Statement

Madison College welcomes students with disabilities into the College’s educational programs. Every Madison College campus has Disability Resource Services available for students with disabilities. The Disability Resource Services website provides specific information related to accommodations for disability-related barriers. For further information, please visit <https://madisoncollege.edu/disability-resource-services>, call 608-246-6716 (Students who are deaf should use relay) or email [DRStransition@madisoncollege.edu](mailto:DRStransition@madisoncollege.edu).

In order to receive consideration for reasonable accommodations for your disability, you must contact the Disability Resource Services office at the campus where you are officially enrolled. If approved for accommodations, Disability Resource Services will provide you with an accommodation plan.

Please share your accommodation plan with me and discuss your approved accommodations as early in my class as possible. If you feel your accommodation needs are not being met, please inform me or Disability Resource Services as soon as possible.

# Other Resources

<http://libguides.madisoncollege.edu/fashionmarketing>.From there, it links to many different library resources, including books, periodicals, and databases - but it may be easier just to include that one link.

# Inclusion Statement

This class will be a safe and affirming learning space for all students, regardless of age, race, ethnicity, citizen status, gender, sex, sexual orientation, parental status, religion, ability, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of preferred names and pronouns, and encourage open communication. Students are welcome and encouraged to share any/all viewpoints relevant to course material, and respectful, relevant debate is encouraged, provided all materials for the day can still be covered.

# Content Warning Statement

At times this semester we will be discussing events that may be disturbing, even traumatizing, to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. (You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually.) If you ever wish to discuss your personal reactions to this material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework.

# Communication

I encourage you to contact me by email [bhurd@madisoncollege.edu](mailto:bhurd@madisoncollege.edu) , by phone 608-246-6486 or come to my office Truax E3868 with any questions, concerns or just to catch up on what is going on. I really appreciate questions and input from you to maximize our learning environment. You can expect a reply to inquiries within 24-48 business hours Monday - Friday.

# Grading

**Grading Scale**

| Grade | % Attained |
| --- | --- |
| A | 92-100% |
| A/B | 88-91% |
| B | 80-87% |
| B/C | 78-79% |
| C | 70-77% |
| D | 60-69% |
| F | <60% |

Final Grades at Madison College are issued as letter grades as follows:

A=4.0, AB=3.5, B=3.0, BC=2.5, C=2.0, D=1.0, F=0.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignments** | **Number of** | **Points Each** | **Total points** | **% Total** |
| Glossary Words | 10 | 10 points | 100 |  |
| Personal Style Mood Board and presentation | 1 | 50 | 50 |  |
| Client Style Mood Board and Presentation | 1 | 50 | 50 |  |
| **E-portfolio assignment** | **1** | **25** | **25** |  |
| **Sub Total** |  |  | **225** |  |
| **Quizzes and Exams** | | | | |
| Practice Quizzes 2 @ 0 points | 2 | 0 | 0 |  |
| Exams 2 @ 50 points | 2 | 50 | 100 |  |
| **Sub Total** |  |  | **100** |  |
| **Student Success** | | | | |
| Syllabus Agreement | 1 | 10 | 10 |  |
| Reading Logs | 4 | 25 | 100 |  |
| Goals and Assessments | 3 | 10 | 30 |  |
| Learning Journal 1 | 1 | 10 | 10 |  |
| Addressing Errors 1 | 1 | 10 | 10 |  |
| **Sub Total** |  |  | **150** |  |
| **Communication** | | | | |
| Discussion Board / Attendance and participation | 15 | 10 | 150 |  |
| **Sub Total** |  |  | **150** |  |
| **Totals** |  |  | **625** | **100%** |
| Extra Credit  Learning Journal 2  Addressing Errors 2 | 1  1 | 10  10 |  |  |

# Course Calendar

**Fashion Analysis Overview Calendar Fall 2019**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topics Covered** | **Graded Performance yellow highlighted materials due at the class that day** |
| 1 Sept 2 | No Class Labor Day |  |
| 2 Sept 9 | Introductions to class  Syllabus review, course overview and expectations  Syllabus agreement form  Student introductions and icebreaker activity  Review the book preface pages 5-13  Goals Plan  Touch Base | Attendance / Participation 1 Student Introductions 10 points  Syllabus Agreement Form 10 points  Goals Plan 10 point |
| 3 Sept 16 | Elements Shapes Pages 151 -162  Reading Log Practice  Glossary Words 1  Touch Base | Attendance / Participation 2 10 points  Reading Log Practice 0 points  Glossary 1 10 points |
| 4 Sept 23 | Elements Lines pages 187-204 and 213 -229  Reading Log 1 pages 187-204  Glossary Words 2 | Attendance / Participation 3 10 points  Reading Log 1 10 points  Glossary 2 10 points |
| 5 Sept 30 | Elements  Color and Light Science pages 14-22  Psychology of Color pages 23-34  Color Theory pages 35-48  Glossary Words 3 | Attendance / Participation 4 10 points  Glossary 3 10 points |
| 6 Oct 7 | Elements Texture and Pattern pages 205- 212  Reading Log 2 pages 205- 212  Glossary Words 4  Quiz 1 no points  Goals Assessment 1 | Attendance / Participation 5 10 points  Reading Log 2 10 points  Glossary 4 10 points  Quiz 1 complete not complete  Goals Assessment 1 10 points |
| 7 Oct 14 | Principles Repetition and Rhythm Five Short Cut Formulas pages 100-126  Other readings  Glossary Words 5 | Attendance / Participation 6 10 points  Glossary 5 10 points |
| 8 Oct 21 | Principles Emphasis Scale and Proportion and Balance other readings  Inside and Outside Clothing Lines Pages 163- 204  Reading log 3  Glossary Words 6  Learning Journal  Quiz 2 no points  Mid Term Evaluation | Attendance / Participation 7 10 points  Reading Log 3 10 points  Glossary 6 10 points  Learning Journal 10 points  Quiz 2 complete not complete |
| 9 Oct 28 | Review of principles and elements of design  Glossary 7  Addressing Errors | Attendance / Participation 8 10 points  Glossary 7 10 points  Addressing Errors 10 points |
| 10 Nov 4 | Exam 1  Personal Style Mood Board and Presentation work  In a Nutshell Universal Language 229- 290 complete the questionnaire  Review Basic 4 seasons pages 49-59  Hair Color, Eye and Skin Study pages 60-79  Glossary 8 | Attendance / Participation 9 10 points  Exam 1 50 points  Glossary 8 10 points |
| 11 Nov 11 | Personal Style Mood Board and Presentation work  Review Interswason colors pagesb78-99  Outside Colors 127-136  Reading Log 4 | Attendance / Participation 10 10 points  Reading Log 4 |
| 12 Nov 18 | Fashion Show  Glossary Words 9  Personal Style Mood Board and Presentation work  Learning Journal 2 extra credit | Attendance / Participation 11 10 points  Glossary 9 10 points  Learning Journal 2 extra credit 10 points |
| 13 Nov 25 | Personal Style Mood Board and Presentation Day  Glossary Words 10  Meet your client | Attendance / Participation 12 10 points  Personal Style Mood Board and Presentation 50 points  Glossary 10 10 points |
| 14 Dec 2 | Work on client  Addressing Errors 2 extra credit  Review e-portfolio | Attendance / Participation 13 10 points  Addressing Errors 2 extra credit 10 points |
| 15 Dec 9 | Client Mood Board and Presentations  Goals Assessments Final  E-portfolio | Attendance / Participation 14 10 points  Client Mood Board and Presentations 50 points  Goals Assessment Final 10 points  E-portfolio 25 points |
| 16 Dec 16 | Exam 2 | Attendance / Participation 15 10 points  Exam 2 50 points  Final Course Evaluation |