



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number FAS 260	Course Title Fashion Industries Capstone and Portfolio	Credits 3 credits
Hours: Lecture/Lab/Other 1 lecture/4 labs	Co- or Pre-requisite FAS 105, FAS 205	Implementation Semester & Year Spring 2023

Catalog description:

Enables students to finalize an original, professional portfolio showcasing individual abilities and skills. Students select a target market as well as a product focus which best displays their proficiencies and prepares them for further study or careers in the fashion industry.

General Education Category:
Not GenEd

Course coordinator: (Name, telephone number, email address)
Kay Lindsay, Assistant Professor of Fashion
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Required texts & Other materials:
NONE

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

The student will be able to:

1. Demonstrate an understanding of the fashion industry and marketing through classroom discussion and outside research, using appropriate technological and fashion businesses terminology. [Supports ILG # 1,4,6,8,9 &11 PLO # 1-3,5,9&10]
2. Isolate a target market that best represents individual skills and artistic interest by applying knowledge of market diversity, in addition to classroom discussion and peer review; [Supports ILG # 1,2,4,8,9 & 11; PLO # 1-3,5,9&10]
3. Plan, assemble, and edit an e-portfolio. This capstone should reflect technical skills using appropriate software, including CAD techniques. [Supports ILG # 4,8,9 & 11; PLO # 1-3,5,9&10]
4. Plan, assemble, and edit a print portfolio. This capstone should reflect personal style, craftsmanship, and technical knowledge of fashion drawing. [Supports ILG # 4,8,9 & 11; PLO # 1-3,5,9&10]

5. Participate in peer review of individual and group work and classroom collaboration. [Supports ILG # 1,6,8,9 & 11; PLO # 1-3,5,9&10]
6. Apply public speaking techniques, digital technology, and aesthetic principles via classroom presentation of portfolio. [Supports ILG # 1, 4,8,9 & 11; PLO # 1-3,5,9&10]
7. Demonstrate the ability to work collaboratively with people from diverse backgrounds, including active listening and constructive criticism. [Supports ILG # 1,8,9 & 11; PLO #1 &10]

Course-specific Institutional Learning Goals (ILG)

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 8.

Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills to understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Fashion Industries Capstone and Portfolio (PLO)

1. Develop foundation art skills to apply to fashion/apparel design development.
2. Develop and present ideas effectively in both written and oral formats.
3. Understand current trends in the fashion industry from a global perspective.
4. Demonstrate knowledge of a wide range of textiles and manufacturing processes.
5. Use specialized computer applications to create fashion/apparel design elements.
6. Drape fabrics on a dress form in preparation for patternmaking and sewing.
7. Develop sewing skills/techniques to produce finished garments.
8. Design and produce individual fashion and apparel pieces.
9. Understand the basic principles of merchandising.
10. Create a portfolio for use in transferring or gaining employment.

Units of study in detail – Unit Student Learning Outcomes:

Unit I Introduction to the Portfolio **[Supports Course SLOs # 1-4]**

The student will be able to:

1. Describe the importance of a personal portfolio for future employment or schooling.
2. Identify the types of portfolios used in the industry, (print, electronic) and where they are most useful.

Unit II Choosing a Target Market and Personal Artistic Style **[Supports Course SLOs # 1,2,5,7]**

The student will be able to:

1. Identify the various markets in the fashion industry and isolate those which may be viable options for portfolio development.
2. Describe which markets may be best for personal artistic vision.
3. Select a special style or unique signature in personal work.
4. Relate personal work to potential target market.

Unit III Traditional Portfolio Development **[Supports Course SLOs # 3,4,6]**

The student will be able to:

1. Isolate which creative works best represent individual ability and skill set. Demonstrate knowledge of sewing skills, textiles, and developing draping abilities through class labs.
2. Refine personal designs both digitally and using sewing skills
3. Document three-dimensional work using two dimensional methods.
4. Assemble two dimensional artworks into a cohesive narrative.

UNIT IV E-Portfolio Development **[Supports Course SLOs # 1,3,6]**

The student will be able to:

1. Revisit previous two-dimensional works from previous course with new intention.
2. Research existing fashion web databases and blogs.
3. Begin basic website page or blog featuring personal work.
4. Utilize technology for best practices in image capture
5. Construct slide presentations of personal work.

Unit V Critique **[Supports Course SLO # 1]**

The student will be able to:

1. Participate in group critiques and peer evaluation using constructive criticism and collaboration.
2. Edit emerging portfolios appropriately using critique environment.

Unit VI Presentation of Personal Work **[Supports Course SLOs # 1 & 6]**

The student will be able to:

1. Present a professional presentation of personal work to the class.
2. Describe portfolio's individual strength and relevance to the industry.

Evaluation of student learning: **[Evaluates SLOs # 1 –7]**

Achievement of the course objectives will be evaluated by the following tools:

- Writing in web-based course journals, documenting the student's reactions to course content, outside research and inspiration, and thoughts on their own developing career interests and personal style.
- An e-portfolio of best work, either in a basic website/blog format or other digital format.
- A final two-dimensional portfolio of the best work for use in the job market and further study.
- Final Capstone Project

	% of Grade
Weekly Participation and Discussion	25%
Weekly Journals	25%
E-Portfolio	25%
Capstone Final Project	25%
Total	100