



COURSE OUTLINE

Course Number
FAS 105

Course Title
Fashion: The Global Marketplace

Credits
3 credits

Hours:
lecture/Lab/Other
3 lecture hours

Co- or Pre-requisite
None

Implementation
sem/year
Fall 2011

Catalog description:

FAS 105 Fashion: The Global Marketplace 3 credits
An overview of the fashion industry beginning with a historical perspective that covers both domestic and international influences. Integrates creative fashion concepts with business concepts commonly used in general marketing. Topics include international sourcing and trade, and retailing. (3 lecture hours)

Required Text:

- ***Fashion Now***, by Celia Stall-Meadows, Pearson: Copyright 2011, **ISBN-13: 9780132771399**
- Digital files, weblinks Videos, DVDs, CDs, etc as available
- Text(s) on Reserve in College Library

Other learning resources:

- Library subscription to the Vogue Archive Online, already acquired

Date:
2/2013

Course Coordinator:
Allegra Ceci, email: cecia@mccc.edu,

Phone: 609-586-4800, ext 3135

Course Competencies/Goals:

The student will be able to:

1. Understand the historical development of the multiple fashion industries.
2. Demonstrate an understanding of fashion terminology.
3. Understand the creative product development process and the various persons and tasks involved, the marketing processes, and careers within the industry.
4. Analyze the process of distributing fashion products and the persons involved.
5. Explain the various careers available in the industry and the requirements for entry in the various careers.
6. Identify the validity of primary Fashion Retrospective: 100+ years of Fashion and the Early Influential American Designers, perspective views and context.
7. Understand the classification of customers and customer products.
8. Become familiar with fibers and other materials, production, methods of distribution.
9. Be able to orally communicate analysis in class discussions and presentations.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

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

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.

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.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail

Unit I Fashion Then and Now **Learning Objectives**

The student will be able to...

- Learn an overview and global view of the fashion industry
- Review European fashion influences; historical innovators and opinion leaders
- Analyze early American clothing ethnic influences of American immigration (European, African, Native American and American Western Wear)
- Review the Industrial Revolution developments, from the spinning wheel to the weaving machine, from the knitting machine to the sewing machine
- Learn about the growth of American textile and apparel industry; textile mills, corporate codes of conduct and sweatshops
- Create a *Fashion Board* of early influential American designers from the past 100 years of fashion.
- Develop fashion design terminology from classroom exercises
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

(Course Competencies 1-11; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

Unit II The Uniqueness of Fashion

Learning Objectives

The student will be able to...

- Analyze: Women's Wear, Menswear, and Children's Wear
- Identify various apparel styles from classroom exercises
- Learn the principles of fashion: social influences, fashion theories, geographic theories and populist models
- Investigate target markets and market segmentation
- Learn the 4 Ps of Fashion Marketing: Product, Price, Place, and Promotion
- Research Fashion Life Cycles and Marketing
- Analyze Database Marketing, Fashion Forecasting and Fashion Research
- Discover the value of Fashion Branding
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

(Course Competencies 1-11; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

Unit III Fashion Marketing Supply Chain

Learning Objectives

The student will be able to...

- Research textile producers and suppliers
- Analyze textile fiber classifications
- Learn about fashion market centers, wholesalers and intermediaries
- Identify the benefits of retailing: department stores, specialty stores, limited line stores and mass merchandise discount stores
- Conceptualize a fashion design preproduction and production schedule
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

(Course Competencies 1-11; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

Unit IV Careers and Opportunities in Fashion

Learning Objectives

The student will be able to...

- Understand fashion trend analysis

- Review creative fashion careers and enrichment opportunities
- Analyze various fashion career paths
- Discover the economic impact of entrepreneurship, college opportunities, internships, design competitions and professional organizations
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

(Course Competencies 1-11; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

Evaluation of student learning:

Evaluation/Final Course Grades

The final course grade is based on project outcomes, exercises, test scores, adherence to project due dates, and attendance. Assignments and quizzes are based upon the following considerations: This course will have multiple tests and quizzes covering information from the text, current events discussed in class, videos, homework, and handouts distributed within the course.

The grade of “A” will be earned by students who demonstrate mastery of the essential elements of the material presented, as well as demonstrating excellence in aesthetics and originality in completing course objectives with at least 90% accuracy.

The grade of “B” will be earned by students who demonstrate more than adequate mastery of the essential elements of the material presented and acceptable knowledge of the course content. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 80% accuracy.

The grade of “C” will be earned by students who demonstrate adequate mastery of the essential elements of the material presented. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 70% accuracy.

The grade of “D” is undesirable, but indicates a minimum passing of the course requirements. All of the course objectives must be fulfilled with at least 60% accuracy.

The grade of “F” will be earned by students who do not demonstrate achievement.

Evaluation/Final Course Grades

The final course grade is based on term paper, presentations, classroom exercises, test scores, as well as adherence to schedule dates, lectures and participation with class discussions and analysis. Final course grades are based on the following:

Grade Breakdown	Percent Overall Grade
4 Tests	40%

Homework & Quizzes	25%
Term Paper and Presentation	25%
Fashion Industry Events/Presentation	10%

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student Handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

Special Needs Accommodations:

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 on the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Mrs. Stinson's office is LB217. She can also be reached by telephone at (609) 570-3525.