



COURSE OUTLINE

Course Number	Course Title	Credits
FAS120	Fashion Design 1	3
Hours: lecture/Lab/Other 1/4/0	Co- or Pre-requisite Co-requisite: FAS110	Implementation semester/year Spring 2013

FAS 120 Fashion Design I:

3 credits

Coordinated with Introduction to Fashion Drawing, emphasizes development of color stories, concepts and fabrications. Study includes exploration of visual sensitivity, mastering fashion terminology, developing original design concepts, as well as storyboard compiling and design research. *1 lecture/4 laboratory hours*

Is course New, Revised, or Modified? New

Required texts/other materials:

No Text Required; additional expenses for art materials, as well as a sketchbook, will be needed.

Revision date: 11/2012

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Available Resources:

- A complete searchable archive of American Vogue, from the first issue in 1892 to the current month, reproduced in high-resolution color page images. Every page, advertisement, cover and fold-out has been included, with indexing enabling searching to find images by garment type, designer and brand names. <http://search.proquest.com/vogue/index?accountid=40611>

Course Competencies/Goals:

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The student will be able to:

Fashion Design and Merchandising

1. Develop Visual sensitivity by observing their environment.
(GE Goals: 5,6,8; MCCC Goals B,G.)
2. Demonstrate an understanding of fashion design terminology.
(GE Goals: 1,4,7; MCCC Goals B,D,E.)
3. Identify the principals of design.
(GE Goals: 2, 4,6,; MCCC Goals A,B.)
4. Analyze fashion color theory and develop a color story.
(GE Goals: 5,6,8; MCCC Goals A,B,D.)
5. Create a Mood Board.
(GE Goals: 4,7; MCCC Goals B,E,F.)
6. Develop Original design concepts through researching.
(GE Goals: 1,4,6; MCCC Goals C,D,E,G.)
7. Execute and describe trend conscious styling in a group environment.
(GE Goals: 5,6,8; MCCC Goals A,F.)

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 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

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

Unit I The Fashion Designer's Eye: Weeks 1-3

The student will be able to:

1. Understand the principles of design. (CG: 1,3.)
2. Identify effective use of color and color theory application. (CG1,4.)
3. Develop visual literacy by applying these concepts to personal experiences and observation. (CG: 1.)

Unit II The Fashion Designers World Weeks 3-6

The student will be able to:

1. Answer questions about design terminology and language. (CG: 2,3,4.)
2. Explore how designers find inspiration via technological resources. (CG: 2,6.)
3. Build an inspiration or mood board using current, global, and historic fashions. (CG: 3,4,5.)
4. Name industry sources of inspiration. (CG: 1,2,6.)
5. Develop individual design plans. (CG: 6.)

Unit III: The Fashion Designer's Studio 6-9

The student will be able to:

1. Define and identify fashion trend forecasting. (CG: 1,2,3,4.)
2. Differentiate among different types of fashion materials and their relevancy to product development and collection building. (CG: 2,4,6.)
3. Demonstrate ability for artistic consensus via group work and projects. (CG 2,4,7.)

UNIT IV: The Business of Creativity

The student will be able to:

1. Describe how designers build brand-conscious yet original collections. (CG: 1,3,7.)
2. Create a color story based on researched market demographic information. (CG: 4, 6.)
3. Participate in creative collective decision making. (CG: 7.)
4. Isolate potential customers for a market-specific collection. (CG: 1,2.)
5. Name current trends in styling and how they are product specific. (CG: 1,2,7.)

Unit V: Fashion Presentation

The student will be able to:

1. Draft a one page fashion collection proposal that express their personal design vision while describing marketability. (CG: 1,2,6,7.)
2. Execute a professional, full sized Mood Board that combines visual research with personal creative vision and marketability. (CG: 2,6,7.)
3. Communicate how the Mood Board and collection proposal support personal and product vision. (CG: 1,2,6,7.)
4. Describe and display styling techniques that echo the collection. (1,2,6,7.)

Evaluation of Student Learning

Achievement of the course objectives will be evaluated through the use of the following tools:

- Weekly participation in fashion industry discussions. (CG: 1,2.)
- Individual research fashion research projects combining design and color principals utilizing various technological methods. (CG: 2,3,4,5,6.)
- Group projects to demonstrate the students' ability to work in a collective environment of creative yet practical decision making. (CG: 2,4,6,7.)
- A presentation of a personal work to the class using a Mood Board and Collection Proposal, as well as a styling plan for the collection. (CG: 2,4,5,6,7.)

Students with Disabilities

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 of the Rehabilitation Act of 1973.

If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson's office is LB221, and she can be reached at (609) 570-3525.

Academic Integrity

As per the student handbook, "A student will be guilty of violating academic integrity if he/she (a) knowingly represents the work of others as his/her own, (b) uses or obtains unauthorized assistance in the execution of academic work, or (c) gives fraudulent assistance to another student." Students should read the Academic Integrity policy in the MCCC Rights and Responsibilities Student Handbook.

Academic Dishonesty will result in failure of this course.

Equal Opportunity Policy

Mercer County Community College is committed to equal opportunity and affirmative action. Discrimination on the basis of race, creed, color, national origin, ancestry, age, gender, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, nationality, political views, religion, disability unrelated to job or program requirements or any other characteristic protected by law is prohibited.

Questions regarding the equal opportunity policy and compliance statement may be directed to the Affirmative Action Officer, West Windsor Campus, (609) 586-4800, ext. 3270.