



COURSE OUTLINE

<u>Course Number</u> FAS 130	<u>Course Title</u> Introduction to Textiles for Fashion	<u>Credits</u> 3 credits
<u>Hours:</u> <u>lecture/Lab/Other</u> 3 lecture hours	<u>Pre-requisite</u> Placement in ENG101 or Completion of ENG101	<u>Implementation</u> <u>sem/year</u> Spring 2012

Catalog description:

FAS 130 Introduction to Textiles for Fashion 3 credits

Develops knowledge of how textiles are produced and how appropriate performance characteristics are incorporated into materials and products. Students make informed decisions regarding materials and products to communicate effectively with team members in the workplace, suppliers, contractors and buyers. Careers in the global textile industry are discussed.

(1 lecture/4 laboratory hours)

Required Text:

- J.J. Pizzuto's Fabric Science, 10th Ed., Allen C. Cohen, Ingrid Johnson, 2011.

ISBN-10: 1609013808

- Digital files, weblinks Videos, DVDs, CDs, etc as available
- Text(s) on Reserve in College Library

Other learning 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>

Date:

Course Coordinator:

Course Competencies/Goals:

The student will be able to:

1. Demonstrate an understanding of textile terminology.
2. Analyze the fiber identification through visual inspection, burn test, microscopy and solubility tests.
3. Identify textile fibers and their properties of classification.
4. Evaluate natural cellulosic fibers with natural protein fibers and their production and methods of finishing.
5. Compare and contrast fiber processing steps in yarn preparation.
6. Explain the aesthetic finishes applied to fabrics.
7. Demonstrate by writing an essay on the fabric dyeing and printing processes and the various environmental and sustainability concerns in the industry.
8. Identify careers in textiles from sourcing, product development, production, design, merchandising, marketing, entrepreneurs to government and other related careers.
9. 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 Introduction to Textiles

Learning Objectives

The student will be able to...

- Recognize the diversity in textiles and textile products.
(Course Competencies 2-5; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Review case studies of product development from a textile perspective.
(Course Competencies 1-7, & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Analyze textile fibers and their properties including natural cellulosic fibers and natural protein fibers.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Understand the value of developing a professional knowledge of textiles.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Identify key terms in the global textile and apparel industry and textile mills.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Recognize how textile apparel, interior, and technical products enhance quality of life.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
(Course Competencies 1 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)

Unit II Textile Fibers and Product Development

Learning Objectives

The student will be able to...

- Identify information sources used in product development.
(Course Competencies 1 & 2, 5 - 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Apply the serviceability components to textiles and textile products.
(Course Competencies 1-6, 8 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Introduce environmental concerns and sustainability concepts related to the global textile industry.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Link product serviceability with textile performance.
(Course Competencies 1, 5, 6, & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Research target market needs and expectations.
(Course Competencies 1, 8 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Analyze informational sources used in product development.
(Course Competencies 1, 8 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
(Course Competencies 1 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)

Unit III Manufactured Regenerated Fibers

Learning Objectives

The student will be able to...

- Identify commonly used fibers through simple identification procedures.

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

- Relate textile fiber performance to end-use requirements and expectations.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Utilize textile terminology when discussing manufactured fibers, natural cellulosic fibers and protein fibers.
(Course Competencies 1, 3, 4, 8 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Understand the relationships between fiber structure and fiber properties.
(Course Competencies 1, 2, 3, 4, 5, & 9; Gen Ed Goals: 1, 4, 8, & 9; Core Skills: A,B,C,D,E,F&G)
- Analyze characteristics and performance unique to cellulosic fibers and protein fibers.
(Course Competencies 1-4; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Review processing steps to producing cellulosic fibers and protein fibers and market needs.
(Course Competencies 1, 5, 8 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
(Course Competencies 1 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8& 9; Core Skills: A,B,C,D,E,F&G)

Unit IV Fiber Processing

Learning Objectives

The student will be able to...

- Understand the manufacturing process of fibers.
(Course Competencies 1, 3, 4, & 5; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Identify the differences and similarities among natural and manufactured fibers.
(Course Competencies 1, 3, 4, & 5; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Review how fibers are modified and the resulting changes in product performance.
(Course Competencies 1, 2, & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Analyze processes used to produce manufactured regenerated fibers.
(Course Competencies 1, 2, 3, 7, & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Describe the properties of rayon, lyocell, acetate, and other regenerated fibers and their end uses.
(Course Competencies 1, 2, 3, 7, 8 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discover why fibers are engineered for specific end uses.
(Course Competencies 1, 3, 6, 8 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Recognize processes used in most synthetic fibers and their production.
(Course Competencies 1, 2, 3, 6, 8 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
(Course Competencies 1 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8& 9; Core Skills: A,B,C,D,E,F&G)

Unit V Care of Textiles and Other Issues

Learning Objectives

The student will be able to...

- Differentiate among special-use fibers based on their elastomeric and protective characteristics.
(Course Competencies 1-6, 8 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Recognize the importance of special-use fibers in apparel, interior, and technical products.
(Course Competencies 1, 3, 5, 6, 8 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Integrate properties of special-use fibers and their uses.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8& 9; Core Skills: A,B,C,D,E,F&G)

- Understand the process to produce yarns from filament and staple fibers and relate their end-use performance to the quality of the yarn.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Review fiber blends and their effect on product performance.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Utilize textile terminology.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
(Course Competencies 1 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)

Unit VI Fabrication and Other Issues

Learning Objectives

The student will be able to...

- Identify the production and processes used to produce fancy woven fabrics.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Differentiate between types of weaving fabrics, knot and knit fabrics and other fabrication methods.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- List the general steps and sequences involved in fabric finishing.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Recognize how finishing affects fabric cost, quality, performance, and appearance.
(Course Competencies 1 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Relate finishing to fabric quality, end-use suitability, and product performance.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Explain the theory of detergency and related care requirements to a product's fiber, yarn, fabrication, finish, dye, and construction.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Understand the laws and regulations related to textiles and textile products in labeling.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Recognize how textiles and textiles affect the global environment.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Identify diverse career options requiring knowledge of textiles and textile classifications.
(Course Competencies 1-9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
(Course Competencies 1 & 9; 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 grades will be assigned as follows:

- A 93 – 100%
- A- 90 – 92.9%
- B+ 87 – 89.9%
- B 84 – 86.9%
- B- 80 – 83.9%
- C+ 77 – 79.9%
- C 70 – 76.9%
- D 60 – 69.9%
- F Below 50%

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
6 Section Tests based upon each Unit	60%
Case Study Report & Presentation of Textiles Project	25%
Homework & Quizzes based upon each Unit	15%

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.