



## COURSE OUTLINE

<u>Course Number</u> FAS 150	<u>Course Title</u> Technical Skills for Apparel Production I	<u>Credits</u> 3 credits
<u>Hours:</u> <u>lecture/Lab/Other</u> 1 Lecture/ 4 Lab Hrs	<u>Pre-requisite</u> None	<u>Implementation</u> <u>sem/year</u> Fall 2012

### Catalog description:

<b>FAS 150</b>	<b>Technical Skills for Apparel Production I</b>	<b>3 credits</b>
Introduces muslin draping techniques on the dress form, flat pattern making, and garment construction on the sewing machine. Based on the scope of a student's project or level of study, additional costs for materials and supplies are required. (1 lecture/4 laboratory hours)		

### Required Text:

- ***A Guide to Fashion Sewing*** by Connie Amaden-Crawford, 5<sup>th</sup> edition, Fairchild Books  
**ISBN: 978-1-60901-001-0**
- Digital files, weblinks Videos, DVDs, CDs, etc as available
- Recommended: ***Draping for Fashion Design*** by Hilde Jaffe and Nurie Relis, 5<sup>th</sup> edition, Prentice Hall  
**ISBN: 978-0-13-244727-0**
- Recommended: ***The Sewing Book*** by Alison Smith, DK Publishing, copyright 2009  
ISBN: 978-0-7566-4260-8
- Text(s) on Reserve in College Library

### Other learning resources:

- DVD accompanying the textbook gives the author's guidance through each step, students and illustrators of all levels are able to learn at their own pace.
- Art supply lists, tracing methods, fashion face tutorials, and rendering of apparels.

Date:  
1/2013

Course Coordinator:  
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## **Course Competencies/Goals:**

### ***The student will be able to:***

1. Identify the tools and equipment needed for garment construction and demonstrate the ability to use them.
2. Differentiate stitches and seams, both hand and machine, determine the best stitch/seam for the purpose, and correctly implement them.
3. Analyze fabrics for weave, weight, purpose, and drape (hand).
4. Drape a simple muslin bodice and skirt.
5. Distinguish body types, take accurate measurements, and read size charts.
6. Analyze measurements in order to alter dress forms, the basic bodice and skirt patterns, and also commercial flat patterns, understanding how fit and ease relate to design.
7. Manipulate fabric for fit and style by understanding the use of darts, tucks, pleats, seam placement, drape (bias vs. straight-grain), interfacings and linings.
8. Implement various construction methods to construct a basic bodice and skirt (sleeves, collars, cuffs, plackets, zippers).
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            Tools of the Trade**

#### **Learning Objectives**

##### ***The student will be able to...***

- Identify sewing tools, equipment and supplies; differentiate and know the use of types of pins, needles, threads, fasteners, notions.  
(Course Competencies 1, & 2; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Understand sewing terminology.  
(Course Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Drape a simple object to create a simple pattern.  
(Course Competencies 1, 2, 3, 4, 7 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Take accurate measurements and use them to create a simple pattern.  
(Course Competencies 1, 2, 3, 5, 6, 7 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Produce straight seams with consistent and accurate seam allowances.  
(Course Competencies 1, 2, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Produce projects that demonstrate proficiency with sewing machines and sergers.  
(Course Competencies 1, 2, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Produce projects that demonstrate proficiency with hand stitches.  
(Course Competencies 1, 2 & 3; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Demonstrate proficiency with the use of irons, steam and pressing equipment.  
(Course Competencies 1 & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Discuss his/her work and critically evaluate and justify his/her reasons for choosing one tool/method over another.  
(Course Competencies 1, 2, 7 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)

### **Unit II            Fabric**

#### **Learning Objectives**

##### ***The student will be able to...***

- Identify fashion fabrics (cotton, linen, silk, wool, synthetics, blends, lace).  
(Course Competencies 3 & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Analyze weave/knit, nap, pile, patterns, plaids, stripes and how they affect pattern layout.  
(Course Competencies 3, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Use various cutting tools and evaluate the effects of each on different fabrics.  
(Course Competencies 1, 3, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Determine grain and correct off-grain (block a fabric).  
(Course Competencies 3, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Understand fabric cut on the bias and how to work with it.  
(Course Competencies 1, 2, 3, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Differentiate linings and interfacings and understand their purpose and how to apply them.  
(Course Competencies 1, 2, 3, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Demonstrate different layouts and cutting methods and evaluate the best one for each project.  
(Course Competencies 1, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Discuss his/her work and critically evaluate and justify his/her reasons for choosing one fabric/layout/cutting method over another.  
(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)

### **Unit III Draping and Patterns**

#### **Learning Objectives**

##### ***The student will be able to...***

- Analyze grain and prepare fabric for draping and/or cutting (blocking).  
(Course Competencies 1, 3, 4 & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Drape a simple muslin bodice and skirt.  
(Course Competencies 1, 3, 4 & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Transfer the draped muslin to a more permanent foundation (oak tag or plastic).  
(Course Competencies 1, 3, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Take accurate measurements and use them to alter a dress form and pattern.  
(Course Competencies 1, 2, 3, 4, 5, 6 & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Alter a flat pattern to accommodate simple style changes and/or size.  
(Course Competencies 1, 3, 5, 6 & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Explain and recognize body types and read size charts.  
(Course Competencies 5; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Read a commercial pattern, identify pattern markings, explain their purpose, and transfer markings to fabric.  
(Course Competencies 1, 2, 3 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Cut accurately and fit a pattern to a dress form and to a live model.  
(Course Competencies 1, 2, 4, 5 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Evaluate fabrics for a specific pattern and/or purpose.  
(Course Competencies 3, 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 choices and the work of peers.  
(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 Methods of Construction**

#### **Learning Objectives**

##### ***The student will be able to...***

- Identify the sequence of assembly of fashion garments.  
(Course Competencies 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Produce a project to demonstrate an understanding of various seam styles and their use.  
(Course Competencies 1, 2, 3 & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Produce a project to demonstrate an understanding of various style details (darts, pleats, tucks, simple pockets).  
(Course Competencies 1–3, & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Produce a project to demonstrate an understanding of simple bias treatments and their use.  
(Course Competencies 1–3, & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Produce a project to demonstrate an understanding of simple closure details (zippers, buttons and other fasteners).  
(Course Competencies 1, 2, 3, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Produce examples of various types of sleeves, plackets, and cuffs.  
(Course Competencies 1, 2, 3, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Produce examples of various types of simple collars, facings and neckline finishes.  
(Course Competencies 1, 2, 3, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Produce examples of various types of hems and hem finishes.  
(Course Competencies 1, 2, 3, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Produce examples of various types of simple waistline treatments.  
(Course Competencies 1, 2, 3, 7 & 8; 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 and the work of peers.  
(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)

## **Unit V      The Finished Product**

### **Learning Objectives**

#### ***The student will be able to...***

- Create a pattern for an unlined bodice and skirt to fit a model (not a dress form).  
(Course Competencies 1- 6; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Create a muslin *toile* and fit it on his/her model.  
(Course Competencies 1- 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Select an appropriate fabric(s) for the style and pattern chosen.  
(Course Competencies 3, 5, 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Prepare and cut the fabric.  
(Course Competencies 1, 3; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, C, D, E, F & G)
- Assemble the garments and include finishing fashion details.  
(Course Competencies 1, 2, 7 & 8; 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 and the work of peers.  
(Course Competencies 2, 3, 5, 7, 8 & 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 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: consistency and accuracy in mastering skills as they are introduced, the ability to incorporate learned skills with construction methods.

This course will have assignments, quizzes and projects covering information from the text, 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 accuracy and consistency 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 completed projects, 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:

<b>Grade Breakdown</b>	<b>Percent Overall Grade</b>
3-8 Projects per Unit	60%
Final Project & Presentation	25%
Homework & Quizzes based on 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](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.