



## COURSE OUTLINE

**Course Number**  
FAS 205

**Course Title**  
Fashion Merchandising

**Credits**  
3 credits

**Hours:**  
**lecture/Lab/Other**  
3 Lecture Hrs

**Co or Pre-requisite**  
ENG101, FAS105

**Implementation**  
**sem/year**  
Fall 2012

### **Catalog description:**

**FAS 205      Introduction to Fashion Merchandising      3 credits**  
An integrated and customer-centered approach to merchandising. Covers strategic planning, product objectives and categories, industry zones, and product life cycles. Topics include pricing, positioning, placement, market research, environments, demographics, geographics, and psychographics. Emphasizes fashion forecasting with the buying-selling cycle for retail buyers.  
(3 lecture hours)

### **Required Text:**

- Digital files, weblinks Videos, DVDs, CDs, etc as available

### **Other learning resources:**

- Text(s) on Reserve in College Library

**Date:**  
1/2013

**Course Coordinator:**  
Allegra Ceci, email: [cecia@mccc.edu](mailto:cecia@mccc.edu),

## **Course Competencies/Goals:**

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

1. Identify the various levels in the FTAR (Fiber/Textile/Apparel/Retail) Supply Chain and explain their significance to the pipeline.
2. Define the steps in the strategic business planning process.
3. Identify product demand, pricing strategies, and channels of distribution.
4. Create tracking trends to forecast fashion change, its movement and direction.
5. Evaluate the line development process cycle.
6. Analyze buying-selling cycle.
7. 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 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 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            Integrated Customer-Centered Approach**

### **Learning Objectives**

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

- Identify various levels in the FTAR Supply Chain and the changing business orientations.  
(Course Competencies 1, 3 & 6; Gen Ed Goals: 4 & 6; Core Skills: A, B, E & G)
- Itemize the uniqueness of the Textile Products in the FTAR Supply Chain.  
(Course Competencies 1, 3, 4, & 5; Gen Ed Goals: 4, 6 & 9; Core Skills: A, B, D & E)
- Explain the relationship of corporate organizational structures to the marketing and merchandising functions within the firms.  
(Course Competencies 1 & 6; Gen Ed Goals: 4 & 6; Core Skills: A, B & E)
- Compare and contrast the functions of merchandising in retail, apparel/home furnishings, and raw materials (fiber, yarn, textile) supply firms.  
(Course Competencies 1, 2, 3, & 4; Gen Ed Goals: 4, 6 & 9; Core Skills: A, B, E & F)
- Define the types of merchandising in various FTAR Supply Chain segments.  
(Course Competencies 1, 3, 4, 5 & 6; Gen Ed Goals: 4, 6 & 9; Core Skills: A, B, C, D, E & G)
- Identify the steps in the strategic business planning process.  
(Course Competencies 1, 2 & 7; Gen Ed Goals: 4 & 6; Core Skills: A, B & E)
- Analyze the components of the Profit and Loss Statement.  
(Course Competencies 1, 2, 3, 6 & 7; Gen Ed Goals: 1, 4, & 6; Core Skills: A, B, D & E)
- Explain the process of merchandising within the strategic business plan.  
(Course Competencies 2, 5, 6 & 7; Gen Ed Goals: 1, 4, & 6; Core Skills: A & B)
- Analyze strategic marketing and its integration with the strategic planning process.  
(Course Competencies 1, 2, & 6; Gen Ed Goals: 4, 5 & 9; Core Skills: A, B & D)

## **Unit II            Total Product**

### **Learning Objectives**

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

- Identify the types of merchandise available in the FTAR Complex.  
(Course Competencies 1, 3 & 7; Gen Ed Goals: 1 & 4; Core Skills: A, B, E & G)
- Analyze product categories, product lines and zones.  
(Course Competencies 3 & 6; Gen Ed Goals: 1, 4, & 6; Core Skills: B, D & E)
- Explain how product classifications can be altered by fashion, season, and trend modifiers.  
(Course Competencies 1 & 4; Gen Ed Goals: 1, 4 & 6; Core Skills: A, E & G)
- Define the price terminology of retail price and wholesale costs.  
(Course Competencies 2 & 6; Gen Ed Goals: 1, 4 & 6; Core Skills: A, B & E)
- Identify the internal company components and external factors that affect pricing strategies of a firm.  
(Course Competencies 1, 3 & 6; Gen Ed Goals: 1, 4 & 6; Core Skills: A, B & C)
- Analyze action plans for pricing strategies.  
(Course Competencies 1, 3 & 6; Gen Ed Goals: 1, 4 & 6; Core Skills: A, B, D & E)
- Explain how product positioning is important as well as product image.  
(Course Competencies 1, 2, 3 & 5; Gen Ed Goals: 1, 4, 6 & 9; Core Skills: A, E & G)
- Identify retail cues to position the store and its products.  
(Course Competencies 1, 3, 4, 5, & 6; Gen Ed Goals: 1, 4, 6 & 9; Core Skills: A, B & E)

- Discuss the importance of private labels to a brand strategy and development of a brand portfolio.  
(Course Competencies 1, 2, 3, 4, 6 & 7; Gen Ed Goals: 1, 4, 6 & 9; Core Skills: A, E & G)
- Analyze the characteristics of various channels of distribution.  
(Course Competencies 1, 3, & 6; Gen Ed Goals: 1, 4, & 5; Core Skills: B, D & E)
- Identify traditional store-based retailers and non-store-based retailers and their defining characteristics.  
(Course Competencies 1, 3, 4, 6, 7 & 8; Gen Ed Goals: 4, 5 & 9; Core Skills: A, B & C)

### **Unit III Tracking Trends**

#### **Learning Objectives**

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

- Analyze the difference between qualitative and quantitative research and the reasons for using each type.  
(Course Competencies 1, 3, 4, 6 & 7; Gen Ed Goals: 4, 5 & 9; Core Skills: B, D & E)
- Identify the types of data used by consumer-centric companies and types of technology used.  
(Course Competencies 4 & 7; Gen Ed Goals: 4, 5 & 6; Core Skills: A, B, & D)
- Define an environmental scan to observe sociological forces affecting merchandising decisions.  
(Course Competencies 1, 4, 6 & 7; Gen Ed Goals: 4, 5, 6 & 9; Core Skills: A, B & E)
- Discuss how economic and political trends can affect an FTAR company.  
(Course Competencies 1 & 6; Gen Ed Goals: 4, 5, 6 & 9; Core Skills: A, E & G)
- Identify a competitive product analysis in the FTAR environment.  
(Course Competencies 1, 6 & 7; Gen Ed Goals: 4, 5, 6 & 9; Core Skills: A, B, E & G)
- Analyze demographic variables that can be used in segmenting the market.  
(Course Competencies 1, 3, 4, 6 & 7; Gen Ed Goals: 4, 5 & 9; Core Skills: B, D & E)
- Explain how geographic locations and ethnicity are related to shopping preferences of target consumers  
(Course Competencies 1, 3, 4, 6 & 7; Gen Ed Goals: 4, 5 & 9; Core Skills: A, E & G)
- Define fashion terminology that relates to analyzing and evaluating fashion trends.  
(Course Competencies 1, 3, 4, 6 & 7; Gen Ed Goals: 4, 5 & 9; Core Skills: A, B & E)
- Analyze trend forecasting services and resources for specific target markets.  
(Course Competencies 1, 3, 4, 6 & 7; Gen Ed Goals: 4, 5 & 9; Core Skills: A, B, D & E)

### **Unit IV Line Development Cycle**

#### **Learning Objectives**

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

- Identify the Line Concept Development Process and activities in the Line Development Process Cycle.  
(Course Competencies 1, 2, 3, 7 & 9; Gen Ed Goals: 1, 4, 5 & 6; Core Skills: A, B, E & G)
- Explain the use of market and trend research in developing the product line.  
(Course Competencies 1 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, E & G)
- Create a product grid with a Line Plan Summary.  
(Course Competencies 1 & 8; Gen Ed Goals: 4, 5, 6 & 9; Core Skills: A, D & E)
- Analyze the process of getting samples prepared for approval and its importance.  
(Course Competencies 1 & 8; Gen Ed Goals: 4, 5, 6 & 9; Core Skills: A, B, D, E & F)

- Calculate final wholesale cost to determine manufacturability of an initial design of a product.  
(Course Competencies 1 & 8; Gen Ed Goals: 4, 5, 6 & 9; Core Skills: B, D & E)
- Explain how specifications are developed, approved, monitored, and controlled in a collaborative environment.  
(Course Competencies 1 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, E, F & G)
- Analyze the final adoption and approval processes for the line of products.  
(Course Competencies 1 & 8; Gen Ed Goals: 4, 5, 6 & 9; Core Skills: A, B, D & E)
- Identify sourcing strategies for FTAR companies.  
(Course Competencies 1 & 8; Gen Ed Goals: 4, 5, 6 & 9; Core Skills: A, B & D)
- Compare and contrast the advantages and disadvantages of sourcing strategies in a global market.  
(Course Competencies 1 & 8; Gen Ed Goals: 4, 5, 6 & 9; Core Skills: B, D, E & G)

## **Unit V      **Buying-Selling Cycle****

### **Learning Objectives**

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

- Identify the strategic planning information that the buyer uses in financial planning.  
(Course Competencies 1, 2, 3, 4, & 6; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B & D)
- Create a calculation Preplan Step to assist merchandising budgets for a buyer.  
(Course Competencies 1, 2, 3, & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, D & E)
- Explain the six rights of merchandising and their importance to a retail buyer.  
(Course Competencies 3, 6 & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: E, D & F)
- Analyze major market centers and their importance to the buyer when procuring merchandise.  
(Course Competencies 1 & 3; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, D & E)
- Identify major techniques for shopping the market and major criteria for vendor selection.  
(Course Competencies 1, 2, 3, 4, & 6; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B & D)
- Analyze the terms on a purchase order to the items on an invoice.  
(Course Competencies 1, 2, 3, 4, & 6; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, D & E)
- Identify negotiation techniques to build stable vendor relationships.  
(Course Competencies 1, 2, 3, 4, & 6; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: B & F)
- Demonstrate the purpose of several marketing communication tools: presentation, promotion, publicity, and packaging for a FTAR company.  
(Course Competencies 1, 2, 3, 4, & 6; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A, B, D, E, F & G)
- Itemize promotional activities for any FTAR company.  
(Course Competencies 1, 2, 3, 4, & 6; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: B, D & E)
- Explain the difference between publicity and public relations.  
(Course Competencies 1, 2, 3, 4, & 6; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A & D)

**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 60%

**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>
2-4 Projects per Unit	50%
Final Project & Presentation	25%
Homework & Quizzes based on each Unit	25%

**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.