

Murray State University
COURSE SYLLABUS

Revised Spring 2012

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS COURSE NUMBER: 125 CREDIT HOURS: 3

I. TITLE: Apparel Quality Analysis

II. COURSE DESCRIPTION AND PREREQUISITE(S):

An analysis of apparel components as they relate to quality. A comparative analysis of low, moderate and high priced apparel.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. recognize and apply appropriate terminology to textile and apparel product components (KTS #1; CHETL #2);
- B. define quality control as it relates to the different segments of the textile and apparel industry and describe the relationship between consumer acceptance and quality control (KTS #1; CHETL #2);
- C. identify factors that influence perceptions and standards of quality (KTS #1);
- D. explain the development and production of textile and apparel products and how quality control is incorporated in the manufacturing process (KTS #1);
- E. recognize and analyze textiles and apparel ready-to-wear design, materials, and construction techniques relative to quality and value (KTS #1);
- F. recognize organizations involved in quality control and describe their functions (KTS #1);
- G. identify and apply federal and industry standards that are used to measure the quality of fabrics, construction, and the final end product (KTS #1); and
- H. analyze textiles and apparel products for quality based on federal and industry standards and appropriate laboratory procedure (KTS #1).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on readings, class discussions, and responding to student questions.

The EPSB Theme of Diversity and Literacy are explored in the course through reviewing variations of types of apparel and recognizing differences in terms of social, economic, and cultural variations.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Textile and apparel product components
- B. Textile and apparel industry
- C. Standards of quality
- D. Production of textile and apparel products
- E. Quality control
- F. Federal and industry standards
- G. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

Readings/discussions, special projects and reports, and internet activities

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: none

VII. TEXT(S) AND RESOURCES:

- A. Internet resources
- B. Factory made garments

VIII. EVALUATION AND GRADING PROCEDURES:

Grading Scale:

- 100-90 (A)
- 89-80 (B)
- 79-70 (C)
- 69-60 (D)
- and 59-0 (F)

Assignments, tests, papers, readings, in-class and out-of-class activities will be identified. Assignments are due as scheduled. Late work will have lower grades.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

In addition, students earn participation points for attending and actively participating/contributing in class. Class participation points cannot be made up if the students miss a class.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**