I. TITLE: Basic Clothing Construction

II. COURSE DESCRIPTION: Principles of design applied to selection of clothing; fundamentals of clothing construction and fitting; pressing techniques; use and care of sewing equipment. Laboratory- three hours. Field trips may be required.

III. PURPOSE: To provide basic clothing construction techniques and up to date applications by applying the machine and serger skills to meet individual needs.

IV. 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 advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS). Upon successful completion of this class, students will be able to:

A. Compare and contrast principles of design relating to history of fashion as it applies to current needs of the family. (KTS #1)
B. Identify basic sewing/serger knowledge and learn techniques to be applied in pattern and fabric selections, fitting and construction. (KTS #1)
C. Apply principles of design and individual creativity to quality constructed projects. (KTS #1)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on decisions made that influence how specific fabrics react differently to different treatments and procedures.

The EPSB Themes of Diversity and Literacy are explored in the course through enabling students to select their own projects based on course objectives and their individual and diverse needs and through reading and interpreting directions for completing projects.

V. CONTENT OUTLINE:
A. Fashion history
B. Pattern selection and alterations
C. Accessories (personal and home)
D. Sewing equipment
E. Basic stitches, seams and fastenings
F. Machine and serger skills
G. Quilting applications
H. Embroidery, knit, and appliqué skills
VI. INSTRUCTIONAL ACTIVITIES:
   A. Discussion
   B. Demonstrations
   C. Hands-on application

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
   A. Visit Murray Sewing Center
   B. Visit Museum of American Quilters Society, Paducah

VIII. RESOURCES:

IX. GRADING PROCEDURES:
   Midterm exam 125 points
   Research paper 125 points
   Projects (5) 500 points
   Final exam 250 points
   Total 1000 points

   95-100% A
   90-94% B
   93-89% C
   88-75 D
   74%-Below E

X. ATTENDANCE POLICY:
   This course adheres to attendance policy published in the current MSU Undergraduate Bulletin. Punctuality and class attendance are expected. Failure to attend, tardiness, or early departure may affect your grade. Make-up work as a result of absences must be arranged.

XI. ACADEMIC HONESTY POLICY:
   This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin. Dishonesty will result in an “E” for the course. Any plagiarism will result in a grade of zero and could result in failure of the course.

XII. TEXT AND REFERENCES: None

XIII. PREREQUISITES: None

XIV. 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).

XV. 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 OR ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.