

THE ART INSTITUTE OF FORT LAUDERDALE
CTE 1600
COURSE SYLLABUS

Instructor: Chelsea Rousso
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Office Hours: Half hour before and after each class
Office Location: RM 333

Course Title: Trends and Concepts in Apparel- CTE 1600

Course Description: This course offers a comprehensive study of trend forecasting, demographics and social issues that affect fashion and related industries. Students analyze the importance of clothing with an emphasis on the twentieth century.

Course Length: 11 Weeks
Contact/Credit Hours: 3 hours/week, 3 credits/quarter
Clock Hours: 3 lecture hours
Prerequisites: MKA1402 ,PSY2012

Learning Objectives: Students will:

1. Acquire on-hand experience and value in Fashion Forecasting and Fashion Concept origins.
2. Gain factual understanding and knowledge of today's Fashion Forecasting business.
3. Identify, understand and execute Fashion Forecasting for upcoming season; analyzing all fashion, political, economical, social, environmental, religion and cultural influences.
4. Enrich their knowledge about current Fashion Forecasting opportunities: promote interactive exchange of questions and answers and individual projects to experience forecasting disciplines such as consumer behavior, marketing, globalization, new products and new markets.
5. Acquire knowledge of the variety of Fashion Forecasting Job Opportunities and Tasks available in today's market.
6. Discover and utilize sources for inspiration, creativity and research.
7. Course requirements: Passion for Fashion, Thought Process, Creativity and Risk Taking.
8. Develop presentation skills to affectively communicate ideas.

TRENDS AND CONCEPTS

Method(s) of Assessment:	Participation	30%
	Homework	20%
	Quizzes	20%
	Projects	30%

Grading Criteria (%):	93 – 100 = A	90 – 92 = A-	
	87 – 89 = B+	83 – 87 = B	80 – 82 = B-
	77 – 79 = C+	73 – 77 = C	70 – 72 = C-
	67 – 69 = D+	63 – 67 = D	0 – 62 = F

Required Textbook(s) and Cost –Fashion Forecasting by Evelyn Brannon- Second Edition, ISBN# 1-56367-350-9.

Suggested Reading- Anatomy of a Trend by Henrik Vejlgard- ISBN 978-0-07-148870-9

Required Supplemental Materials and Cost: Notebook. WWD subscription- \$104. Presentation boards (2) and supplies.

References: WWD & current fashion and business periodicals in library

Topical Outline: This is an outline subject to change due to school holidays or special circumstances during class time.

TRENDS AND CONCEPTS SYLLABUS- CTE 1600

- Week 1:** Course Introduction
Chapter 1 – The Fashion Forecasting Process
Style .com- create lookbook
Stylesight demo
Due week 2:
Project Assignment- #1- Designer Board
Homework Assignment-#1- Current fashion information and essay & Lookbook entry of 20 items- (10 from each designer chosen for board) and Current fashion essay (from WWD)
- Week 2:** Quiz #1
Chapter 3 – The Direction of Fashion Change
- Week 3:** **Project Assignment-# 2- Historical Assignment- due week #4**
Add 20 items to Lookbook based on historical research
Library Orientation- library project
- Week 4:** Chapter 2 – Introducing Innovation and Fashion movement
Historical Presentations
Due week 5:
Homework assignment # 3- Key Moments essay
- Week 5:** FIELD TRIP-Shopping

**Due week 6:
Project Assignment-#3- Shopping and Retail report**

Week 6: Shopping and retail report presentations
*** midterm grades turned in ***
Final Project Assignment- Forecast for 2011- Due week #11
Essay due week # 10
Anatomy of a trend and theme lecture
Due week 7: Theme forecast

Week 7: Chapter 5 – Color Forecasting
Color lecture
Lab: project research
Due week 8: Color forecast

Week 8: Chapter 6 – Textile Development
Textile lecture
Lab: project development
Due week 9: Textile forecast

Week 9: Chapter 7- The Look
Silhouette lecture
Lab: project development
Due week 10: Silhouette forecast
Project Assignment # 4- FINAL PROJECT ESSAY DUE WEEK 10

Week 10: Chapter 11- Presenting the Forecast
Theme, Color, Textiles and Silhouette Review
Quiz # 3 – Chapters 5-7
Due week 11: Final presentation

Week 11: **Project Assignment # 5 -Final presentation**
WWD subscription verification
*** final grades turned in ***

Estimated Homework Hours: 3-5 hours per week

Technology Needed: computer literacy, access to Internet

Student Responsibilities / Classroom Policies:

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1. Attend all class, lab, and studio sessions; arrive for all sessions on time.
Note: Absences are cumulative and include tardiness. Students with more than 9 hours of absences will fail the course. No “excused” absences.
2. If you are absent, it is your responsibility to get information on the course material you missed and check for any changes in the schedule of assignments and/or topics.
3. Prepare all assignments on time. It is your responsibility to get assignments to the instructor on the due date, even if you are going to be absent. Assignments not turned in on the specified due date will be considered late.
4. Late assignments will only be accepted up to the next class session (one week late). One grade will be deducted from any late assignments. No late assignments will be accepted after the next class following the due date (one week late) and you will receive 0 points for the assignment.
5. All assignments must be typed and labeled as Homework or Project, numbered and dated.
6. No make-up exams will be given without prior notice to the instructor, and without a valid, documented excuse. If you must be absent, leave me a message (email or voicemail) by the morning of that class. It is your responsibility to contact me to arrange for a makeup exam.
7. If you are absent, be sure to check the syllabus for assignments due when you return.
8. If you correspond with me by email, I will **always** respond to you. It is your responsibility to (1) save a copy of any email you send to me in your “out box” (or “sent” file) and (2) print and/or save a copy of my response so you know I have received your message/assignment.
9. If you send me a fax, save the original document and the confirmation page.

Special Attention will be placed on:

- Active Listening.
- Active Participation and Input.
- Student’s ability to demonstrate Passion, Creativity, Originality, Uniqueness and RISK TAKING in all class projects and subjects.
- Professional Presentation of reports, homework, and other materials.

CRITICAL INFORMATION PAGE FOR SU09

Policies - All policies of the Student Handbook apply to this course. These include, but are not limited to, grading policies, attendance and plagiarism. (SEE ALSO COURSE POLICIES).

Attendance – Any student who does not attend class for 10 consecutive calendar days may be withdrawn from school. Absences of more than 9 hours in a 3 hour per week course, or 12 hours in a 4 hour per week course constitute failure. Please see the student attendance policy in the student handbook or the catalog for further information.

Graduation Application Period for FA09 Grads – August 3 – 7, 2009

Graduate Candidacy Clearance– A graduate candidate **MUST** report to the Office of the Registrar, then to Student Services - Monday, September 21, 2009

ADA (Americans with Disabilities Act) –It is AiFL policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for reasonable accommodations in this class, contact AiFL counseling department located at Harbor Walk suite 101.



Important Dates for the Quarter

Class Start	Monday, July 13, 2009 (<i>wk. 1</i>)
Add/Drop period	July 13 – July 20, 2009 (<i>wk. 1 - 2</i>)
Registration Advisement	August 10 – 14, 2009 (<i>wk. 5</i>)
<i>Labor Day Holiday</i>	<i>Monday, September 7, 2009 (wk. 9)</i>
Course Withdraw Deadline <i>on-ground</i>	Friday, September 11, 2009 (<i>wk. 9</i>)
Online Course Withdraw Deadline (<i>wk. 10</i>)	Friday, September 18, 2009 <u>2nd session</u>
REG (Online) Registration Period & 7)	August 17 – August 30, 2009 (<i>wk. 6</i>)
Graduate Clearance <i>11)</i>	Monday, September 21, 2009 (<i>wk.</i>
Portfolio Review 9AM > 12PM <i>11)</i>	Thursday, September 24, 2009 (<i>wk.</i>
Graduation <i>11)</i>	Thursday, September 24, 2009 (<i>wk.</i>
Last day of classes <i>11)</i>	Saturday, September 26, 2009 (<i>wk.</i>
<i>Summer Break</i>	<i>September 27 – October 4, 2009</i>

All dates/times are subject to change

FA09 schedules available Monday, September 21, 2009 (wk 11)

Important

Always check the student newsletter and postings on the bulletin boards, the glass cases in the halls and elevators.

TRENDS AND CONCEPTS

	Weight (Must total 100%)	Exceptional	Accomplished	Proficient	Needs Improvement	Unsatisfactory	N/A or 0
A. Purpose/Content		5	4	3	2	1	0
Students will demonstrate the ability to gather and produce materials that deliver a meaningful message which is supported by analysis, data and visual elements to capture the purpose of the content being presented.	15%	<ul style="list-style-type: none"> Central purpose readily apparent. Information clearly supports central purpose and shows thoughtful, in-depth analysis. Reader/listener gains important insights. Concise conclusions are drawn following the viewing of the work. 	<ul style="list-style-type: none"> Purpose is apparent. Information supports central purpose and shows thoughtful, in-depth analysis. Reader/listener gains insights. Conclusions are drawn following the viewing of the work. 	<ul style="list-style-type: none"> Central purpose is competent. Information supports most of the purpose and shows quality analysis. Reader/listener can gain some insights. Conclusions can be drawn following the viewing of the work along with follow up with student. 	<ul style="list-style-type: none"> Purpose of presentation is difficult to understand. Support information shows lack of complete analysis and data gathering. Reader/listener gains limited insights. Conclusions are difficult to make due to lack of quality information. 	<ul style="list-style-type: none"> Presentation has no purpose and content is irrelevant to the presentation. Lack of support materials that defend presentation. Reader/listener gains little or no insight at all. No conclusions can be made due to the fact that the support materials lack strategic content. 	This section is reserved for either: (a). Student did not show any materials to support this category.-OR-(b). This category is not applicable to the current level of this student during this assessment period.

	Weight	5	4	3	2	1	0
B. Visual Presentation		5	4	3	2	1	0
Students will demonstrate the ability to effectively use aesthetic and visual concepts within the fashion industry to effectively deliver visual marketing communication strategy and business plan.	25%	<ul style="list-style-type: none"> Elements of the presentation thoroughly support the purpose and content. Viewer is strongly moved by the visual impact of presentation. Presentation is complete free of errors both in execution and strategy. Overall look and feel of presentation shows distinct professionalism. 	<ul style="list-style-type: none"> Elements within the presentation show support of purpose/content. Viewer is moved by the impact of presentation. Presentation shows quality execution and limited errors. Presentation has a professional quality. 	<ul style="list-style-type: none"> Visual elements show some support of the purpose/content. Impact of the overall presentation is competent for the industry. Execution of the visual presentation shows minor errors. Overall look has signs of professional standards. 	<ul style="list-style-type: none"> Elements lack the support of the purpose/content of presentation. Presentation shows evidence of errors both in execution and strategy. Lacks the standards of a professional presentation. 	<ul style="list-style-type: none"> Visual presentation shows little or no support to the purpose/content. Presentation is laced with errors and execution is in disarray. Overall presentation lacks the necessary qualities consistent with a professional look and feel for the industry. 	This section is reserved for either: (a). Student did not show any materials to support this category.-OR-(b). This category is not applicable to the current level of this student during this assessment period.

	Weight	5	4	3	2	1	0
C. Theory		5	4	3	2	1	0
Students will apply industry knowledge and skills to describe and develop key elements of effective fashion problems and solutions using the language and concepts of the profession.	15%	<ul style="list-style-type: none"> Research data thoroughly supports the decision making process. Plan and strategy is unique, creative, and powerful. Sources used are credible cited properly. Plan(s) and/or proposals are presented with industry standards and free of spelling and grammatical errors. 	<ul style="list-style-type: none"> Data supports the decision making process. Plan and strategy shows evidence of creativity with unique content. Sources are credible and cited within documents. Plan(s) and/or proposals are competent with minor spelling and grammatical errors. 	<ul style="list-style-type: none"> Research data supports some areas of the decision making process. Plan and strategy is competent for the industry. Sources used are limited with few credible citations. Plan(s) and/or proposals are presented but lack professional standards, errors are evident. 	<ul style="list-style-type: none"> Research data lacks the necessary content to fully support decisions. Plan and strategy is weak and shows little creativity. Too few sources and citations to support document. Plan(s) and/or proposals are filled with spelling and grammatical errors with little thought put into the professional presentation. 	<ul style="list-style-type: none"> Little or no research data, what is evident does not support the decision. Plan and strategy lacks the necessary information for this project. Too few or no sources cited to support document. Multiple errors within documentation with no professional industry standards. 	This section is reserved for either: (a). Student did not show any materials to support this category.-OR-(b). This category is not applicable to the current level of this student during this assessment period.

	Weight	5	4	3	2	1	0
D. Critical Thinking		5	4	3	2	1	0
Students will articulate and apply the professional standards of the industry through a demonstration of their ability to relate fashion and merchandising techniques along with visual communication skills to client-driven projects.	25%	<ul style="list-style-type: none"> Thought process shows a complete collaboration across fashion, merchandising and visual communications. All projects and proposals are unique with their own sense of creativity. Student is able to speak intelligently and defend their work professionally with knowledge 	<ul style="list-style-type: none"> Evidence of quality collaboration across fashion, merchandising and visual communications. Most projects and proposals are unique with their own sense of creativity. Student is able to speak professionally and defend their work with knowledge of the fashion industry. 	<ul style="list-style-type: none"> Fair amount of collaboration across fashion, merchandising and visual communications. Projects show a competent amount of uniqueness and creativity. Student has a decent amount of knowledge to defend themselves within the industry. 	<ul style="list-style-type: none"> Limited collaboration between fashion, merchandising and visual communications. Work lacks creativity. Limited knowledge of the industry. 	<ul style="list-style-type: none"> No process of collaboration between fashion, marketing and visuals. All projects are similar or have been done before, no creativity or uniqueness. Student shows no knowledge of the industry nor can relate it to the presentation. 	This section is reserved for either: (a). Student did not show any materials to support this category.-OR-(b). This category is not applicable to the current level of this student during this assessment

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		of the fashion industry.					period.
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E. Technical Skills			5	4	3	2	1	0
Students will demonstrate a mastery of key skills needed by industry professionals	10%	<ul style="list-style-type: none"> • Technical skills are at professional level. • Student is able to articulate concepts and design solutions in a professional manner. 	<ul style="list-style-type: none"> • Technical skills are approaching professional level. • Students is able to articulate concepts and/or design solutions professionally. 	<ul style="list-style-type: none"> • Technical skills are competent. • Student is able to articulate concepts and/or design solutions competently. 	<ul style="list-style-type: none"> • Technical skills are limited. • Student is able to articulate concepts and/or design solutions in a limited manner. 	<ul style="list-style-type: none"> • Technical skills are not in evidence. • Student is not able to articulate concepts and/or design solutions. 	<p>This section is reserved for either: (a). Student did not show any materials to support this category.- OR-(b). This category is not applicable to the current level of this student during this assessment period.</p>	

E. Computer Use			5	4	3	2	1	0
Students will demonstrate and apply appropriate computer literacy using industry-specific software programs.	10%	<ul style="list-style-type: none"> • Students are proficient with current industry software. • Students can readily apply and transfer knowledge between similar types of software programs. • Students present professional-quality work digitally 	<ul style="list-style-type: none"> • Students are proficient with current industry software. • Students can readily apply and transfer knowledge between similar types of software programs. • Students present quality work digitally 	<ul style="list-style-type: none"> • Students are competent with current industry software. • Students can apply and transfer knowledge between similar types of software programs. • Students competently present work digitally 	<ul style="list-style-type: none"> • Students have limited competency with current industry software. • Students may apply and transfer knowledge between similar types of software programs. • Students have limited competency in presenting work digitally 	<ul style="list-style-type: none"> • Students have minimal competency with current industry software. • Students cannot apply and transfer knowledge between similar types of software programs. • Students have minimal competency in presenting work digitally 	<p>This section is reserved for either: (a). Student did not show any materials to support this category.- OR-(b). This category is not applicable to the current level of this student during this assessment period.</p>	