

Delta State University  
College of Education  
Division of Family & Consumer Sciences

FCS 244  
Fall 2011  
jhaynes@deltastate.edu

Instructor: Dr. Jan Haynes  
Ewing 111, 846-4322

## **COURSE SYLLABUS**

### **Course description**

**FCS 244 Dress and Identity.** Social psychology of clothing. Development of effective personal image. Computerized body and wardrobe analysis. Lecture 3 hours. 3

### **Course Objectives**

1. Gain knowledge of the psychological and sociological influences of dress.
2. Research the role clothing plays in non-verbal communication and visual projection.
3. Identify how the principles and elements of design interface with clothing selection and personal appearance.
4. Analyze personal style of dress.
5. Determine clothing needs for the family based on age and lifestyle.
6. Develop wardrobe strategies related to an individual's lifestyle and career goals.
7. Examine major theories of fashion change and consumer acceptance.
8. Research the impact of culture and ethnicity on fashion and its changes.
9. Review the impact of globalization on fashion.

### **Text**

Marshall, G. M., Jackson, H. O., Stanley, M. S., Kefgen, M., & Touchie-Specht, P. (2012).  
*Individuality in clothing selection and personal appearance* (7th ed.).  
New Jersey: Pearson/Prentice Hall.

### **Subject Matter to be Studied**

Psychological and sociological influences of dress  
Importance of dress  
Design principles and elements applied to dress  
Image types  
Wardrobe strategies  
Fit and quality in dress  
Clothing needs from infancy to senior citizen years

<u>Evaluation</u> (points are tentative)	<u>Possible Points</u>	<u>Due Date</u>
1. Class preparation and class participation-weekly articles	50-75	_____
2. First Impressions	50	_____
3. Clothing needs of young children	75	_____
4. Figure Analysis (Ideal Silhouette Computer Analysis)	50	_____
5. Test	100	_____
6. Exam	100	_____
7. Design Portfolio (Including color projects)	<u>100-125</u>	_____
<b>TENTATIVE TOTAL</b>	<b>525-575</b>	

A detailed assignment sheet will be provided for each of the required activities.

### Attendance

A maximum of seven absences is allowed for this class, which includes both excused and unexcused absences. A student will lose points with each unexcused absence after four absences. If the number of absences exceeds that allowed by University policy, the student will receive an "F." THREE TARDIES WILL EQUAL ONE ABSENCE. Sleeping during class counts as an unexcused absence. Texting during class counts as an unexcused absence.

### Policy Statement for Written Work

The teaching of writing as a subject matter is the responsibility of the Department of English; however, the Division of Family and Consumer Sciences advocates that written assignments such as laboratory write-ups, explanations, and evaluations are appropriate for courses in Fashion Merchandising. The Division consequently expects that students will construct writings that are grammatically accurate, appropriately organized, specifically developed, and correctly spelled. All written assignments must be completed using appropriate software.

### General Information

1. All assignments must be turned in at the BEGINNING of the class period on the day the assignment is due. LATE PAPERS/PROJECTS WILL NOT BE ACCEPTED without loss of points. If you plan to be absent because of an official school function such as a field trip, turn in assignment before you leave the campus.
2. No test will be given early or late except for illness or an official school function. If you are required to participate in a school sponsored function, indicate to professor in writing at least one week before the scheduled test.
3. If you have questions about your evaluation on any paper, project or test, please make an appointment to go over your grade.
4. **Keep all papers returned to you and record your grades so you can know how you are doing at any time during the semester.**

5. **It is extremely important that you keep electronic and hard copies of all assignments that you turn in. You may want to submit some of these for your professional development portfolio in FCS 447.**

**The following grading scale will be used.**

94 -100	A
84 - 93	B
74 - 83	C
65 - 73	D
64 or lower	F

### **University Policy on Cheating and Plagiarism**

Cheating and plagiarism are not to be tolerated. If it is established beyond a reasonable doubt that a violation has occurred, instructors may determine the penalty, or may report the offense to the division/department chair and dean of their school. The usual penalty involves a grade of zero on the test, examination, or paper in question. If cheating or plagiarism is suspected, but not established beyond a reasonable doubt, the instructor may require the student to take another test or submit another paper. A second offense by any student should be reported immediately for more stringent action.

### **Students with Disabilities**

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the university.

### **Accommodation of Disabilities**

It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs.

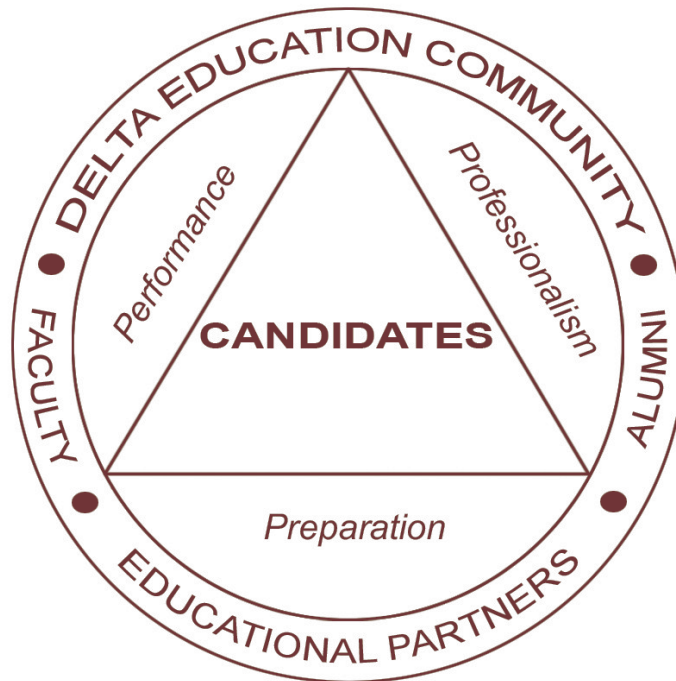
### **Email**

All students at DSU are issued an Okra mail email account. This is the preferred and official email used by the university. Students are responsible for checking and cleaning out their Okra email account at least weekly. You are held accountable for any information sent to that address. You may contact the Office of Technology at 846-4444 for help with your address.

## COLLATERAL READING

- Damhorst, M. L., Miller-Spillman, K. A., & Michelman, S. O. (2005). *The meanings of dress* (2<sup>nd</sup> ed.). New York: Fairchild Publications.
- Davis, M. L. (1996). *Visual design in dress*. (3rd ed.) New Jersey: Prentice Hall.
- Delong, M. D. (1998). *The way we look*. (2nd ed.). New York: Fairchild Publications.
- Fenner, A. & Bruns, S. (2004) *Dress smart*. (2<sup>nd</sup> ed.). New York: Fairchild Publications.
- Horn, M. J., & Gurel, L. M. (1981). *The second skin*. Boston: Houghton Mifflin Co.
- Kaiser, S. (1990). *The social psychology of clothing* (2nd ed). New York: Macmillan.
- McJimsey, H. T. (1973). *Art and fashion in clothing selection*. Ames: Iowa State University Press.
- Pankowski, E., & Pankowski, D. (1972). *Art principles in clothing*. New York: Macmillan.
- Roach-Higgins, M. E., Eicher, J. B., & Johnson, K. P. (1995). *Dress and identity*. New York: Fairchild Publications.
- Rubinstein, R. P. (1995). *Dress codes*. Boulder: Westview Press.
- Ryan, M. S. (1966). *Clothing: A study in human behavior*. New York: Holt, Rinehart, & Winston, Inc.
- Sproles, G. B., & Burns, L.D. (1994). *Changing appearances*. New York: Fairchild Publications.

**Delta State University  
College of Education  
Conceptual Framework  
DELTA P<sup>3</sup> MODEL**



**Vision:** The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

**Guiding Principles:**

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)