

Fall 2012

HES 241

Credit: 3 hours

University of North Alabama  
Human Environmental Sciences  
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### HES 241 – Textile Product Analysis

**Course Description:** Textile Product Analysis – A modular class including units on basic construction techniques, wardrobe analysis, pattern selection and garment construction; selection of ready-to-wear, from a buyer's viewpoint; pattern alternation and fitting.

**Course Text:** A Guide To Fashion Sewing, Fairchild, 3<sup>rd</sup> Edition, 2000.

**Course Objectives:**

1. Develop an awareness of self and learn to use both good and poor qualities advantageously by choosing clothing to enhance assets and minimize figure faults.
2. Develop the ability of artistic principles to the selection and coordination of fabric and notions with pattern, body build, and personality.
3. Develop basic construction techniques and the ability to determine when one technique is preferable to another and why.
4. Develop an awareness of methods for selecting and maintaining clothing and textile products in relation to values, goals, lifestyles and resources, and laws.
5. Develop an awareness of career opportunities.
6. Demonstrate the ability to think through construction problems and grasp the principles involved.
7. Recognize and achieve quality in clothing construction.
8. Recognize and achieve proper fit.
9. Develop skills used in the work of the family in the area of clothing, blending work and family life and work outside the home.
10. Demonstrate the ability to organize, manage, and maintain classroom and laboratory facilities using proper safety procedures.

For the Family and Consumer Sciences students the following are PAT Standards and Assessment consistent with the Alabama Course of Study.

**PAT Standards & Assessment:**

<b>Alabama Standard (290-3-3-.26)</b>	<b>FCS Standard</b>	<b>Assessment</b>
<u>Knowledge of:</u>		
<b>290-3-3-.26(1)(a)1.</b>	Methods of designing, selecting, and maintaining clothing, and textile products; and housing, home furnishings, and equipment, in relation to values, goals, lifestyles, life span, resources, and laws.	Exams and projects
<u>The impact of the elements of art and principles of design on:</u>		
<b>290-3-3-.26(1)(a)7.(i)</b>	Fashion, fashion design, and fashion merchandising.	Exams and projects
<u>The business practices associated with:</u>		
<b>(1)(a)8.(iii)</b>	Fashion design.	Exams and projects
<b>(1)(a)8.(iv)</b>	Fashion merchandising.	Exams and projects
<u>Technology tools, technology information, and technological advancements in the areas of:</u>		
<b>(1)(a)10.(ii)</b>	Fashion, fashion design, and fashion merchandising.	Exams and projects
<u>Professional associations and credentials in the areas of:</u>		
<b>(1)(a)11.(ii)</b>	Fashion, fashion design, and fashion merchandising.	Exams and projects
<u>Ability to develop skills used in the work of the family in the areas of:</u>		
<b>290-3-3-.26(1)(b)1.(v)</b>	Clothing.	Exams and projects
<u>Ability to develop skills used to provide services to clients in the areas of:</u>		
<b>(1)(b)2.(iii)</b>	Fashion design.	Exams and projects
<b>(1)(b)2.(iv)</b>	Fashion merchandising.	Exams and projects
<u>Apply skills and practices required for careers in:</u>		
<b>290-3-3-.26(1)(b)6.(iii)</b>	Fashion design.	Exams and projects
<b>290-3-3-.26(1)(b)6.(iv)</b>	Fashion merchandising.	Exams and projects
<u>Use technology tools, technology information, and technological advancements in the areas of:</u>		
<b>290-3-3-.26(1)(b)7.(ii)</b>	Fashion, fashion design, and fashion merchandising.	Exams and projects

**Content:**

1. Beginning Steps (**Objectives 4,9**)
2. Method to This Madness

3. Seams
4. Darts and Tucks
5. Interfacing
6. Bias and Bias Treatments
7. Zipper Applications
8. Pockets
9. Sleeves and Sleeve Treatments
10. Collars
11. Neckline Plackets and Neckline Treatments
12. Linings
13. Facings
14. Waistbands and waist Seams
15. Hems
16. Closures
17. Finishing Touches
18. Tailoring Techniques

**Course Requirements:**

1. Basic Construction Projects
2. Bag Construction
3. Skirt or Pant Construction
4. Blouse Construction

Additional projects may be assigned to enhance learning objectives.

**Grading Procedure:**

1. All project work must be in progress during class laboratory periods. Project work which is done outside of class will not be accepted for grading.
2. The quality of work done and application of basic principles will be used to determine grades.
3. You will be assigned one machine and will be responsible for that machine, its guide book and accessories for the semester. Any broken needles do not apply. They are the responsibility of the Department. No grade will be issued until you have satisfactorily passed an equipment check lab at the end of the semester. Maintaining organization and safety in our clothing laboratory is very important and an important part of this course. **(Objective 10)**
4. Any work turned in after it is due will be considered late, and the grade will be reduced by one letter grade for each class day the work is late.

5. One exam will be given.
6. Grading for this course will be based on the following percentages:

A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 65-69%  
F = 64 and below

Points will be assigned for the following:

Bag Construction	40 points
Pant Construction	70 points
Blouse Construction	75 points
Exams/at 100 each	<u>100 points</u>
	285 points

**Successfully completing projects and exams will meet the objectives of this course.**

**Equipment and Supply List:**

Shears  
Hem gauge  
Tracing Paper and wheel or some other type of marking device  
Straight pins  
Pin cushion  
Needles for hand sewing  
Seam Ripper  
Box for supplies  
Fabrics and other supplies when required for projects.

**Class Attendance.** Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit.

Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.

**UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION**

**CONCEPTUAL FRAMEWORK**

*“Engaging Learners,  
Inspiring Leaders,  
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to meet diversity in all schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

*“Changing lives. Creating futures.”*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

*“Knowledgeable Practicing Professionals” who:*

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students

### **PROFESSIONAL DISPOSITIONS**

1. The candidate demonstrates commitment to professionalism.
2. The candidate demonstrates commitment to ethical standards
3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development.
4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction.
5. The candidate demonstrates a commitment to using current technology for instruction and learning.
6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners.
7. The candidate demonstrates commitment to collaboration with parents, community members, and other professionals to improve the overall learning of students.

**Accommodation for Disability.** It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students with disabilities. Therefore, a student who has a disability that inhabits the student's ability to meet regular course requirements and desires accommodations must contact the instructor of the course and Developmental Services within the first three class meetings of the semester. The goal is to develop a timely accommodation plan and to file an Americans with Disabilities Act (ADA) Accommodation form. Course requirements will not be waived, but accommodations may be made to allow each student to meet course requirements.

**PLEASE PRINT THIS PAGE, READ, SIGN AND RETURN TO MRS. WILSON BY SEPTEMBER 1ST.**

I have read the course syllabus for HES 241. I understand the requirements of the class.

Signed: \_\_\_\_\_