

FYS- CLOTHING ICONOLOGY THROUGH THE AGES

(Freshman Year Seminar - High Point University)

Vandy Scoates

COURSE OBJECTIVES STUDENT LEARNING OUTCOMES:

The student will learn to see clothing as more than an aesthetic statement and that clothing is a clear reflection of society during a particular time period. The course will explore various clothing styles and images throughout history and identify the political, economic, religious and social influences that impacted the development of each look. Students will explore, research and study fashion throughout history until modern times. These objectives will be accomplished by reading the text, researching historical clothing resources, participating in classroom discussions and engaging in both individual and group projects that require critical thinking, oral presentation and writing skills to successfully complete.

TEXTS & MATERIALS:

REQUIRED TEXTS:

Colin McDowell, *The Anatomy of Fashion*, Phaidon Press

Joe Masteroff, Jerry Bock and Sheldon Harnick, *She Loves Me*, Musical Theatre international (PDF Provided)

REQUIRED MATERIALS:

5”x 7” Multi-media Sketchbook for Visual Journaling Or Digital Journal

Access to Laptop or Tablet

Art supplies for collage and design projects

GRADING:

Grading Breakdown:

Class Participation	10% of Final Grade
6 of 7 Quizzes (5% each)	30% of Final Grade
Collage	3% of Final Grade
Visual Journal (3 check-ins, 10 entries)	10% of Final Grade
Sustainable Fashion Project	5% of Final Grade
Script Analysis	4% of Final Grade
Costume Design Project	10% of Final Grade
Big Question Essay	22% of Final Grade
Final Exam	6% of Final Grade

WRITTEN WORK:

Big Question Essay (22% of Final Grade)

One of the goals of First-Year Seminars is to enable students to make the transition from high school learners to university scholars. A key component of this transition is the ability to define and discuss questions of enduring and contemporary significance. These are the big questions that drive intellectual inquiry and that explore the many facets of the human condition. This assignment asks you to identify one such big question your course has encountered and to explain the complexities and implications of the question. **Please see Blackboard Assignment for grading rubric.**

Your final product for this assignment will be an essay of at least 800-words. To get started, consider the following prompts, meant to help you invent ideas and organize your thoughts:

- How do you articulate the big question of your course? What language is important to the question? Why?
- What makes the question difficult or complex? What leads people to debate answers to the question?
- What, if any, are the social and global implications of the question?

Your essay should demonstrate your best ability to define your course’s big question and to discuss its complexities.

Use these requirements to shape your essay:

- Offer a clear, concise version of the question in language that is drawn from your course discussions and is appropriate for college-level readers.
- Explain what makes the question interesting and debatable.
- Discuss specific examples from class discussions, readings, and other sources.
- Include a works cited page if necessary.
- Revise, edit, and proofread your work according to college-level expectations for diction, syntax, and correctness.

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You will be working on this big question essay throughout the semester and will turn in various stages of the essay at different points during the semester. The following sections will be discussed in class and eventually will be submitted on Blackboard and also brought to class (digitally) on the due dates listed:

Big Question and Thesis Statement: DUE 9.18 (2% of Final Grade)

Clear version of the question you intend to answer as well as a thesis statement for your paper

Outline of Essay: (2% of Final Grade)

-This will be a detailed outline of the points you will cover in the essay.

Annotated Bibliography: (4% of Final Grade)

-MLA Format with at least 5 sources

Completed draft of Essay printed and brought into class: (4% of Final Grade)

-You must bring a copy of your draft essay into class that day or have it accessible digitally for others to read.

You will also need to fill out a peer review form and turn it in at the end of class.

Final Essay: (12% of Final Grade)

Script Analysis- (4% of Final Grade)

You will write a script analysis paper for the play we will study and do script Analysis on this semester: *Legally Blond*. The analysis will be done in outline format and be a minimum of 2 pages double-spaced. **You will turn in your script analysis digitally** via email or Blackboard. The papers will include the given circumstance for the play that we will discuss in class. You will be given a template in class and on Blackboard in which to follow for the script analysis. **You must download and use this Microsoft Word template for the assignment.**

Supplemental information about script analysis will be provided and discussed in class.

QUIZZES AND TESTS:

Reading Quizzes- (30% of Final Grade)

Quizzes will close online 10:00p the Sunday before the discussion day.

Quizzes will be based on readings from the text, are open book and are all short answer. Quizzes will open 1 week before they are due and will close at 10pm on the due date. **You will not be allowed to take the quiz after it closes so make sure and do the reading and do the quiz early so you know it has been submitted.** There will be no exceptions to the test due date so you MUST SUBMIT THEM BY 10pm on the due dates. There will be 7 quizzes in all and the lowest grade will be dropped. If you have testing accommodations, it is your responsibility to schedule and complete the test in the testing center prior to closing date and time.

Please note that grades for quizzes on Blackboard will not be factored into your total until all quizzes are complete and I can input the grade column correctly on Blackboard. Please be patient and I will let you know when all grades are in and I have dropped the lowest one.

QUIZ 1: Pg. 13-43 Closes Sunday 8.30 at 10pm

QUIZ 2: Pg. 48-97 Closes Sunday 9.13 at 10pm

QUIZ 3: Pg. 98-144 Closes Sunday 9.20 at 10pm

QUIZ 4: Pg. 146-165 Closes Sunday 9.27 at 10pm

QUIZ 5: Pg. 166-185 Closes Sunday 10.4 at 10pm

QUIZ 6: Pg. 186-215 Closes Sunday 10.11 at 10pm

QUIZ 7: Pg. 216-235 Closes Sunday 10.18 at 10pm

Final Exam (6% of Final Grade)

The final exam is due on Blackboard on 12/8 and will close at the end of the final exam time slot at 11am. The Final Exam will be based on readings from the text and information discussed in class. It is open book and are all short answer questions. The Final Exam will open on 12/7 at 11am and there is not time limit. **You will not be allowed to take the exam after it closes so make sure you start early and check that it has been submitted before 11am on 12/8.**

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PROJECTS:

Collage: (3% of Final Grade)

Students will make a collage on a Tabloid size paper (11" x 17") that they feel reflects their personal clothing style and can be completed by hand or digitally. Images may come from magazines, internet, catalogues and personal drawings. Use of color should be included.

Students will present collages and discuss their choices on 9/4

Visual Journal: (12% of Final Grade):

Students will maintain a visual journal throughout the semester. They will be given prompts weekly for a total of 10 weeks to lead their entries starting in week 5. The journal should be a 5"x7" bound journal or sketchbook with mixed media paper that works well for paints, markers, glue, etc. OR can be done in a digital format utilizing a 8.5" x 7" printable area. Inspiration for journaling can be found on the internet and can include drawing, words and collage. Writing is encouraged along with the visual entries. **Please see Blackboard Assignment for grading rubric.**

Journals will be brought in on the check in days but you may also post them on Blackboard as scans or digital documents in unable to attend class on the check in days (Due at 9:15am on the check in date). There will be several check-ins on the journals throughout the semester. These will be on:

Journal Prompts:

- Week 5: What things remind you of home?
- Week 6: What makes you happy?
- Week 7: What makes you feel professional?
- Week 8: What gives you the heebby-geebies?
- Week 9: What makes you feel comfortable and relaxed?
- Week 10: What smells evoke visceral feelings in you?
- Week 11: What makes your feel cold?
- Week 12: What seems old or antiquated around you?
- Week 13: What makes you annoyed?
- Week 14: What is your favorite song and how do you represent it visually?

Sustainable Fashion Research (5% of Final Grade)

Each student will pick a fashion designer/company or Fashion textile type and do a short presentation in class about the sustainable (or non-sustainable) aspects of their particular subject and their effect on People, Planet and Profit. Each presentation will be no more than 5 min long. Presentations will:

- Completed on PowerPoint and recorded with voiceover**
- Submitted on Blackboard by 8am on 9/30**
- Will be shown in class on 9/30 (and 10.2 if we need to catchup)**

More information about this project will be covered during the sustainability lecture

Costume Design Project: (10% of Final Grade)

Students will design 3 costumes for the musical, *She Loves Me*. Students will be allowed to use paints, markers, colored pencils, chalks, etc. to develop their designs. Play script analysis and preliminary design work will be explored during the classroom setting. A costume design thesis statement/concept will also accompany this project. **Please see Blackboard Assignment for grading rubric.**

Project components include:

Costume Design Thesis/ Concept Statement (10 pts)

- ½ -1 page, double-spaced, 12 font
- States your concept for the costume design
 - What time period are you using?
 - What mood do you want to set?
 - What message do you want the costumes to send?

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Research Images: (30 pts)

- 10 color research images for each character
- Images can come from magazines or internet and can be collage style or as individual images

Costume Renderings: (45 pts)

- Design 1 look for 3 characters of your choice
- Use “croquis” templates from the internet, trace body shapes from a magazine/internet, etc., or draw your own figures
- Trace each image on no smaller than 8 ½” x 11” mixed media paper
- Use watercolors, colored pencils, markers, pastels, etc. or a digital medium to color your designs
- Label each rendering with the name of the play, the character (with the act & scene you design) and your signature

Design Presentation: (15 pts)

- Completed on PowerPoint and recorded with voiceover
- Include abridged Concept Statement, research images and scanned or digital renderings
- Under 9 minutes in length
- Submitted on Blackboard by 9am on 11.16
- Will be shown in class during week 14

EXTRA CREDIT:

Production Response: (3% Extra Credit)

You are NOT required to see productions this semester but it is strongly encouraged. You may write up to 3 production responses for extra credit (worth 3% each).

When seeing a production, be on time, be courteous and be respectful while seeing the any production. Any disruptions or rude behavior during the show will result in deductions to your production response grade. Seeing a production and writing a design response will count for 5% extra credit. You may do up to two (2) extra credit reviews.

I would suggest writing your response (or at least take notes) shortly after seeing the show while it is still fresh in your mind. I am looking for a clear and concise 1-3 page paper, double spaced in 12pt. Garamond font.

Please use the following guidelines when completing your production responses.

- A detailed description of the costume design using terms we learned in class.
- A costume design rationale using terms we learned in class-
Why do you think it was designed this way?
- Your opinion: Did the design help or hinder the piece and why?
- What moment or visual aspect of the production affected you the greatest and why?

Additional Extra Credit:

There will also be other extra credit opportunities that may arise during the semester and you will be told about them in class as they come up.

CLASS PARTICIPATION :

Class Participation (10% of final grade):

This class is based on discussions and learning from your classmates. You must actively participate in discussions and answer questions in order to succeed. If you are not in class you cannot participate so excessive absences will also contribute to your participation grade.

I consider good class participation to be:

- Active listening
- Asking and answering questions
- Participating in class discussions

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- Making helpful comments on your classmates' and your own work
- Keeping up with assignments and readings in order to be informed for discussions

GRADE PERCENTAGE BREAKDOWN:

97%-100%+ = A+	94%-96.9%---A	90%-93.9%---A-
87%-89.9%---B+	84%-86.9%---B	80%-83.9%---B-
77%-79.9%---C+	74%-76.9%---C	70%-73.9%---C-
67%-69.9%---D+	64%-66.9%---D	60%-63.9%---D-