



College of Education and Health Professions  
Department of Curriculum and Instruction

## Program Affiliation: Career and Technical Education

**Course Number and Title:** CATE 4803: Problems in Career and Technical Education—  
Teaching Apparel Production

Meets: 8:00-10:45, Tuesday

### Office Hours:

**Instructor:** Dr. Sheri Deaton  
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479-575-2581

Monday: By appointment  
Tuesday: 11:00-12:15 in person  
Wednesday: 9:30-11:30 via Zoom  
Thursday: By appointment  
Friday: By appointment

## Textbooks and/or Supplementary Materials

**Required text:** Westfall, Mary G. (2013). *Successful Sewing*, 7<sup>th</sup> edition. Goodheart-Willcox: Tinley Park, Illinois. ISBN: 978-1-60525-99

<http://www.g-wonlinetextbooks.com/successful-sewing-2013/>

**Supplementary Materials:** Arkansas Fashion and Interior Design Standards, 2020-21  
<https://www.dropbox.com/sh/vugohpfwk72m5z1/AAD5E6tvvZmmBHMmGdl5Lis8a?dl=0&preview=490890+Fashion+and+Interior+Design+Standards+2020-2021.pdf>

## Course Description

This course prepares students to teach apparel production concepts to students in secondary school settings. Topics to be covered include clothing selection, textiles, clothing care and laundry, clothing construction, and careers and technology. Problem- and project-based learning will provide the foundation for content delivery in this course.

**Relationship to Knowledge Base:** This course relates to the InTASC National standards for Teachers and Family and Consumer Sciences Praxis Core assessments with special emphasis given to the following standards:

**InTASC Standard 2: Learning Differences.** The teacher used understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**InTASC Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**InTASC Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**InTASC Standard 5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**InTASC Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**InTASC Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**InTASC Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### **Family and Consumer Science Praxis Core: Textiles, Fashion, and Apparel**

- Use of equipment, tools, and basic techniques for the construction of textile products and apparel
- Knowledge of history of fashion and design and its influence on the production of apparel
- Familiar with the basic types and characteristics of fashion, textiles, and apparel
- Use of the basic elements and principles of design as applied to textiles, fashion design, and wardrobe planning

## **Technology**

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their own professional practice.

## Goals and Objectives

**Goals:** This course is intended to familiarize students with the concepts found in the Fashion and Interior Design curriculum content frameworks distributed by the Arkansas Department of Secondary and Elementary Education (DESE) and prepare preservice teachers to facilitate clothing construction experiences in secondary classrooms.

**Objectives:** By completing the assignments and/or tasks of this course, each candidate will:

1. Become familiar with the content and organizational structure of the Fashion and Interior Design curriculum content standards.
2. Identify information and instructional methods related to the units of instruction in the Fashion and Interior Design curriculum content frameworks.
3. Identify resources that are useful in teaching a Fashion and Interior Design class at the secondary level.
4. Demonstrate mastery use of technology while creating a garment.
5. Demonstrate best teaching practices while facilitating an apparel production laboratory.

## Content Outline

- 1) Arkansas Fashion and Interior Design content standards for secondary students
- 2) Best Practices for Career and Technical Educators for laboratory experiences
- 3) Clothing Selection: Social, cultural, economic, and physiological factors that affect apparel choices, history of fashion and design and its influence on the production of apparel, basic elements and principles of design as applied to textiles, fashion design, and wardrobe planning, and methods of evaluating fashion, textiles, and apparel
- 4) Textiles: Regulations, safety standards, ethical issues related to textiles and apparel production, and basic types and characteristics of fashion, textiles, and apparel
- 5) Clothing Care and Laundry: Methods for wardrobe maintenance, alteration, storage, and cleaning
- 6) Clothing Construction: Equipment, tools, and basic techniques for the construction of textile products and apparel
- 7) Careers and Technology: Strategies for making informed career decisions considering current trends and resources, factors and skills that contribute to quality customer relations and general operational procedures required for business profitability and career success

## Evaluation Policies

Grades for the course will be based on successful completion of all required assignments.

Grades will be assigned using the scale below:

A = 93% - 100% Outstanding achievement, given to a relatively small number of excellent scholars

B = 82% - 92% Good achievement

|                  |                                |
|------------------|--------------------------------|
| C = 70% - 81%    | Average achievement            |
| D = 65% - 69%    | Poor but passing work          |
| F = 64% or below | Failure, unsatisfactory work   |
| XF               | Failure, academic dishonesty   |
| I                | Incomplete course requirements |

## Student Activities and Experiences

**Accommodations:** Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**Academic Integrity:** The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process. "As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found on the UA website. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php>. All students are to complete their own work during the semester. Although students are allowed to share ideas and learn from one another throughout the semester, students are not allowed to copy another person's work. All assignments must be original and completed individually. All citations must be documented using the 6<sup>th</sup> edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

Copying any work from another student's paper is not allowed. Examples of violations, but not limited to:

1. Submitting work as your own when you did not create the work.
2. Submitting work that has been previously offered for credit in another course.

3. Falsification of participation. Having someone else submit your work.
4. Plagiarizing, that is, one's own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarizing often leads the reader to believe that the person that submitted the work actually created the work.
5. Loaning a copy of your submitted work to another student or person.
6. Substituting your name on another student's or person's paper to lead the reader to believe that you created and/or developed the work.

**Inclement Weather:** For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

- See the inclement weather web site at:  
<http://emergency.uark.edu/17098.php>
- Call 479-575-7000 or 575-2000 for recorded announcements about closings.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations  
Check your e-mail.

**Professional Dispositions:** This course is reserved for candidates preparing to become professional teachers. Students are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants.

Students are expected to attend all classes and participate in all activities. Students are expected to show up to class on time, prepared to work. Students' overall grade will be affected after two absences. All work will be turned in on time. Each person will be treated with respect. Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluation of each member of the course will occur throughout the semester. This "constructive criticism" is meant to help each other improve and gain teaching skills necessary to be an effective teacher.

## Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.