



Syllabus: *Prefix and course name*

Course Information

Course Prefix/Number: ART 230

Semester: Spring 2019

Class Days/Times: Thursday 11AM –
4:30PM

Credit Hours: 3

Course Title: Sewing I

Room: #304

Instructor Information:

Name: Elizabeth Heuisler

Phone/Voice Mail: 520 403 9348

E-mail: ehuisler@tocc.edu

Office location: #304

Office hours: By appointment

Course Description: This course familiarizes students with the sewing machine while providing instruction in basic sewing skills, sewing kit equipment, needle position, stitch types, the impact of fabric types and qualities. Students practice basic procedures by initially creating small sewn items then advance to larger functional and decorative projects.

Course Objectives:

During this course students will:

- Identify construction methods.
- Identify and perform various construction methods such as seam types, finishes and closures.
- Identify the principles of garment fit.

Student Learning Outcomes (SLOs):

After completion of the course students will be able to:

- Ability to create aesthetic and well-crafted sewn form. - Portfolio Review of sewn projects to assess for evidence of proficiency in the materials and methods of sewing

- Ability to synthesize indigenous, ideas and artifacts into personal artistic style and visions as manifest in methods and materials of sewing. - Portfolio Review of sewn projects to assess for physical evidence of, and expressive manifestation of, indigenous perspectives utilizing current sewing practice and technology
- 3. Ability to intentionally manipulate and control materials and tools to specific outcomes. - Portfolio Review of sewn projects to assess for evidence of proficiency in the manipulation of materials, tools and technology utilized in current sewing practice toward the construction and design of a particular sewn form at an introductory level.

Course Structure:

- Create a well-constructed sewn product – through a series of specific construction practices used to create a Sewing Sample Book students will better understand how to produce a sewn product
- Understand the various materials and how they apply to the sewn product.
- Develop the student's ability to complete a sewn product using fabric and the tools of the sewn product by constructing various sewn pieces

Texts and Materials:

MATERIALS:

- Supplemental items as needed to be supplied by students
- Students are expected to come to class, daily, with their supplies
- Students will produce a Sewing Sample Book
- Students will complete two complete sewn projects utilizing the skills covered in

Text:

- Instructor Handouts

Evaluation and Grading & Assignments:

100-90	A
89-80	B
79- 70	C
69-60	D
59 + below	F

* Students are encouraged to bring any concerns they may have about the course and course content to the attention of the instructor **BEFORE** Midterm

Himdag Cultural Component:

Tohono O'odham traditions and cultural beliefs will be discussed as relevant to course topics, and only as appropriate to the Tohono O'odham Nation's traditional standards for sharing information.

The predominant pedagogical practice in this course is that of group demonstration and other forms of demonstrative non-verbal communication.

Policies and expectations:

- Class time will be spent in a productive manner.
 - Grading will be done on a point system.
 - Points for individual activities will be announced.
 - All work must be received by the set deadlines.
 - Late work will have points deducted
 - On-time projects may be redone with instructor approval.
1. Except in the case of an excused emergency, students are expected to attend each class.
 2. Late arrivals will count against attendance record. Two late arrivals or early departures constitute one (1) absence.
 3. Class participation and preparation are essential to student success.
 4. Students are responsible for clean-up of their particular and general work areas.
 5. Failure to clean up will result in a loss of grade points.
 6. Students must read textual material, prepare for projects, and complete required research prior the class in which they will be offered.
 7. Students are expected to come to class prepared for class and having done any preliminary work required as per the chronology.
 8. Students are expected to stay in class ON TASK and work diligently throughout the whole time. Frequent/ continued exiting from the class during the class period will constitute one (1) absence.
 9. No cell phone use is allowed during class. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son. Unsanctioned use of cell phone during class constitutes one (1) absence.
 10. Four (4) absences will lead to being dropped from the class.
 11. Plagiarism (that is using another's work) is a serious offense.
 12. Late work is marked down for each day of tardiness.
 13. Failure to submit a project results in a grade of zero (0). An F is a better grade!
 14. No work accepted after the last class.
 15. Students are responsible for the safe utilization and return all tools and materials. Failure to do so will result in a fee charge for replacement of tools or withholding of grades until tools are replaced. The tools belong to the TOCC!
 16. Students are required to obey all state and federal regulations. Breach of any established law that constitutes either a felony or misdemeanor will result in immediate exclusion from the class.

Title IX Syllabus statement

Tohono O'odham Community College faculty and all staff are dedicated to creating

a safe and supportive campus. Title IX and our school policy prohibit discrimination on the basis of sex- this includes sexual misconduct; harassment, stalking, domestic and dating violence and sexual assault.

Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with:

Christie Kelly, M.A.

Counselor/Title IX Coordinator

ckelly@tocc.edu

Course Outline:

Week 1 1/17

Why construction matters.

Introduction to course and requirements, review sewing kit.

Sewing terminology and understanding functional structural and decorative design in the sewn product.

Layout presentation for the Sewing Sample Workbook.

Preparation and organization of your Sewing Sample Book muslin pieces.

Discuss the importance of basting seams before you sew them using the machine. Demo basting stitches, slip stitch hem and whip stitch.

Week 2 1/24

Sewing machine and iron (parts, & operating). Working with sewing machines: threading, winding a bobbin and balanced stitches.

Pinning before you sew and ironing as you sew.

Fabric basics, importance of identifying the grain of the fabric, straightening grain when needed.

What fabric bias is and how it is beneficial to the fit of a garment.

Using fabric stabilizers to support a sewn product.

Reading a ruler and tape measure.

Week 3 1/31

Different types of seams, what and when they are used - slot and French seam.

Different seam finishes, what and when they are used – flat felled and bound seam.

Gathering fabric. Making a tote bag with French seam finish and fabric handles.

Week 4 2/7

Pockets: faced patch pocket with flap and rounded corners, lined patch pocket with squared corners. Cutting out a pattern the importance of cutting on straight grain and marking and notching the garment pieces. Cut out mini-bodice in class. Stay stitching to reinforce sections of a garment while sewing. Function of darts and how to sew them.

Week 5 2/14

Sewing the mini-bodice and skirt. Sewing in a sleeve and inserting an in-seam pocket. Zippers, conventional, invisible and separating; how they are used and the different methods of zipper insertions that are used for different purposes, railroad, lapped and fly-front.

Discussion for "Project 1", discussion of purchasing fabric for project (if necessary).

Week 6 2/21

Complete Sewing Sample Workbook
Work on "Project 1"

Week 7 2/28

Hand in Sewing Sample Workbook
Work on "Project 1"

Week 8 3/7

Discussion for "Project 2."
Complete "Project 1"

Week 9 3/14 Spring Break – No Class**Week 10 3/21**

Discuss "Project 2" introduction and discussion

Week 11 3/38

Work on Project 2

Week 12 4/4

Work on Project 2

Week 13 4/11

Work on Project 2

Week 14 4/18

Work on Project 2

Week 15 4/25

Work on Project 2

Week 16 5/2

Project 2 due

- **One-on-one assessment**

***DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

The Difference between Student Learning Outcomes and Course Objectives

Goals state what you, your colleagues, or your college aim to achieve. They can describe aims outside the teaching and learning process.

Outcomes are goals that refer to a destination rather than the path taken to get there – the end rather than the means. The OUTCOME is NOT the PROCESS.

Learning outcomes or **Learning goals** are goals that describe how students will be different because of a learning experience.

Objectives can describe detailed aspects of goals. The PROCESS or the MEANS to an END or OUTCOME. (Suskie)

Student Learning Outcomes (SLOs) tend to represent the “big picture” as opposed to the specific details and discrete aspects or chunks of performance that course objectives focus on. SLOs are achieved during an entire course of study, while objectives could be achieved in one class and tend to be broader than SLOs.

When writing SLOs ask yourself two simple questions:
“Can it be measured?” and “Is learning being demonstrated?”

Contrast the following Student Learning Outcome:

The student will be able to demonstrate the ability to use the conventions of grammar when creating paragraphs.

With the Course Objective:

Given a paragraph of ten sentences, the student will identify ten rules of grammar which are used in its construction.

Examples of poorly written SLOs:

1. Students will be able to comprehend, interpret, analyze and critically evaluate material in a variety of written and visual formats.
2. Students will draw on historical and/or cultural perspectives to evaluate and/or all of the following contemporary problems/issues, contemporary modes of expression, and contemporary thought.
3. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

Avoid using non-action verbs such as:

Appreciate

Become aware of

Become familiar with

Know

Learn

Understand

Value

Glossary of Terms:**Assessment:** the continual process of:

Establishing clear, measurable expected outcomes of student learning;

Ensuring that students have sufficient opportunities to achieve those outcomes;

Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and,

Using the resulting information to understand and improve student learning. (Suskie, *Assessing Student Learning*, 4)**Classroom Assessment and Classroom Assessment Techniques (CATS):**

Classroom assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATS) are simple tools for collecting data on student learning in order to improve it. CATS are 'feedback devices,' instruments that faculty can use to find out how much, how well, and even how students are learning what they are trying to teach...these formative assessment tools are meant to give teachers and students information on learning before and between tests and examinations; therefore, they supplement and complement formal evaluations of learning (Angelo and Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*, 25-26).

Evaluation: One perspective equates it with judgment: evaluation is using assessment information to make an informed judgment on such things as:

Whether students have achieved the learning goals established for them;

The relative strengths and weaknesses of teaching and learning strategies; and,

What changes in goals and teaching-learning strategies might be appropriate.

A second conception of evaluation is that it determines the match between intended outcomes and actual outcomes. A third conception of evaluation is that it investigates and judges the quality or worth of a program, project, or other entity rather than student learning...Under this definition, evaluation is a broader concept than assessment. While assessment focuses on how well student learning goals are achieved, evaluation addresses how well all the major goals of a program are achieved (Suskie 12).

Formative assessment...“undertaken while student learning is taking place rather than at the end of a course or program” (24). (e.g., a mid-term progress report, etc.)

Learning outcomes (or learning goals): a description of “how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (117).

Objectives: a description of “detailed aspects of goals...Objectives can also describe the tasks to be accomplished to achieve the goal—the means to the end, the process leading to the outcome” (117).

Summative assessment: “the kind obtained at the end of the course or program” (23).

