



THE CATHOLIC UNIVERSITY OF AMERICA
Marketing 359 / Fashion Marketing / Fall 2018

Credit Hours: 3.00

Classroom: McMahon, Room 200

Days and Hours of Class Meetings: Mondays and Wednesdays 12:40-1:55

Instructor Contact Information: Mary Sheehan Warren, 202.412.8810 (I will attempt to answer your call and speak to you directly but if you must leave a message, I prefer a text over a voicemail. Please identify yourself by name in the text.)

warrenms@cua.edu (This is the best method if you need any detailed information.)

Office hours are by appointment. You may text me your request.

All the information presented in this syllabus, syllabus calendar, handouts, readings, slide presentations, and Amazon link to the textbook are posted onto our class website <http://www.fashionintelligence.org/cua-fashion-marketing>.

This site posts no student information (including names or grades) or completed assignments, and communication with the instructor is through the CUA email system only.

NEW: There is a no-electronics policy for this class unless the class on the syllabus is marked "LAB."

Course Description:

Fashion Marketing (MKT 359) will begin with an introduction to fashion in the human experience, including a history of clothing and fashion, a survey of worldwide notions of beauty, the psychology of color, and a roadmap to the garment industry. The course will be an intensive study of the principles of marketing as applied to fashion. It will also examine consumer behavior, ethics, and digital marketing, including the rising importance of social media.

Required Text:

- *Marketing Fashion: Strategy, Branding, and Promotion*, 2nd Edition by Harriet Posner. You can find this book at many sites, including Amazon, Barnes and Noble, and Lawrence King Publishing.
- Additional readings are found on the website <http://www.fashionintelligence.org/cua-fashion-marketing>
- Recommended Text: *The Thames & Hudson Dictionary of Fashion and Fashion Designers (Second Edition)* . This text is simply a reference for our class discussions and your

professional library. You can find both new and used copies on Amazon.com and at most major retailers.

- *Compendium of the Social Doctrine of the Church* (This can be accessed via the class website.)

Course Goals:

This course will cover the following topics:

- The role of clothing and fashion in the human experience.
- The tangible and intangible needs of the consumer as a human person created in the image and likeness of God especially in regard to clothing and fashion.
- Fashion trends in the context of history and societal change.
- The “architecture” of the fashion industry from design and manufacturing to promotion and sales.
- Concepts and terms in the marketing of fashion, especially branding and promotion in the current “fast fashion” market.
- Introduction to consumer behavior especially in regard to fashion purchasing.
- Exploration of the issues of ethics and sustainability related to the manufacturing, marketing, and consumption of fashion goods and services.

Goals for Student Learning

At the conclusion of the course, the student will demonstrate:

- A well-grounded understanding of clothing and fashion in the human experience and the tangible and intangible needs of the human person especially in regard to clothing and fashion as measured through class discussion and written answers to questions on the (2) tests.
- An ability to see fashion trends in the context of history and societal change and identify the issues related to ethics and sustainability as measured through class discussion and written answers to questions on two tests.
- A basic understanding of the architecture of the fashion industry from design and manufacturing to promotion and sales, fashion branding, fashion-related consumer behavior, and fashion promotion in the current fast fashion market as measured through class discussion, written answers to questions on two tests, an observation journal, and two in-class presentations.
- An improved ability to communicate information in a professional setting as measured through class discussions and in-class presentations.
- An improved ability to collaborate with peer professionals as measured through class discussions and in-class presentations.
- An ability to apply new learning to real-world fashion marketing situations as measured through discussion and simulation.
- An increased ability to solve problems creatively as measured through class discussion and simulation.

Course Requirements

- Attendance and active participation (See below.)
- Completion of an “Observation Journal” in blog form
- Weekly assigned readings / viewing of on-line videos (part of the participation grade)

- 2 tests (essay)
- 2 In-class Presentations (See below.)

Methods of Instruction:

- In-class lecture with visual reinforcement and discussion. (Presentations and resources are posted on line.)
- Regular reporting to small groups from assignments / Student presentations.
- Small group discussion/collaboration in response to article, new topic, or case study.

A Note on Learning in This Class

I take your learning very seriously. My goal is to use every moment of class time to introduce, develop, reinforce, and extend the concepts and skills described above.

Therefore, a class typically follows 3 phases:

1. The topic is introduced through a class discussion prompted by a question regarding previous learning, video clip, or an assigned article. (Modified Concept Attainment) The topic is developed through “brainstorming” in the discussion and with the use of the white board.
2. The topic is reinforced and extended using a slide presentation (photo slides, enlarged selections from reading for class viewing, or Power Point).
3. The topic is further extended through follow up discussion, group discussions, case studies, or simulations.

I will also check for your understanding in every phase of learning and I encourage you to ask questions.

The best way to retain information presented in this class is to read what is assigned for class, ask questions, and to take notes on paper rather than with your electronic device.

Expectations and policies

Academic honesty: Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm> and <http://policies.cua.edu/academicundergrad/integrity.cfm>.

Other Policies or Expectations:

Please be punctual to class. Also, please turn off and stow your cell phone and any other electronic device at the beginning of class. There may be times when the phone will be used for sharing information (Instagram Journal, website, etc.) but this will be the exception to our class rule.

Campus Resources for student support:

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu>.

Campus Resources for Student Support: Students who are having academic difficulties with the course should seek assistance from me or from the campus ATLAS Academic Tutoring and Learning Assistance Service. Students who are experiencing questions with course materials are also encouraged to confer with their co-learning team members in the class.

University grades:

The University grading system is available at <http://policies.cua.edu/academicundergrad//gradesfull.cfm#II> for undergraduates.

Grade Guidelines

93-100%	A	77-79%	C+
90-92%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	60-69%	D
80-82%	B-	59% and below	F

Grade	Meaning	Equivalent
A	Excellent	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C+		2.30

C	Satisfactory	2.00
C-		1.70
D	Lowest Passing	1.00
F	Failing	0.00
I 1	Incomplete	
W	Withdrawal	
F*	Administrative Failure	0.00

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu> .

IF FOR ANY REASON YOU ARE GOING TO MISS A TEST or PRESENTATION, IT IS YOUR RESPONSIBILITY TO CONTACT ME BY TELEPHONE OR EMAIL BEFORE A TEST, PRESENTATION, or due date for any assignment: The first 24 hour delay of your acknowledgement of and acceptable explanation* for a missed test or assignment due date = Automatic deduction of 1 letter grade (in points). You still have to take the test or bring in the work.) Another 24 hour delay in contacting me will result in an additional letter grade reduction and so on.

****sickness (with doctor's note) or emergency. In these cases, there are no deductions. You will be given a chance to make up the test or project.***

Getting the Most from this Class:

In any business environment oriented to the marketing of fashion, the ability to **collaborate** with other professionals, **communicate** clearly, and think **creatively** (“the 3 C’s”) are required for even only a minimum level of success. Instructional methods and assessment measures have been designed not just to gauge your mastery of the material, but also to become skilled in these 3 C’s.

Lectures and discussions in class include material not covered in any of the required readings. Therefore, class attendance is mandatory and your participation in both large and small group discussions will constitute a part of your grade. Specifically, class participation involves:

- Joining in the discussion and class activities.
- Keeping an open mind to the ideas and thoughts of others.
- Taking notes and asking questions.
- Sharing your experiences, opinions, and knowledge.
- Being courteous to others.
- Enjoying yourself and having fun.

(See below for more information on how Participation is graded.)

Grading Policy: Total Points for this class: 100

<u>TASKS</u>	<u>TOTAL POINTS POSSIBLE</u>	<u>EARNED POINTS</u>
Presentation #1	10	
Test #1	20	
Presentation #2	10	
Test #2	20	
Participation	10	
Blog Journal	30	
	FINAL TOTAL POSSIBLE: 100	FINAL GRADE:

In Class Presentations: There are two (2) presentations.

The purpose of **presentation #1** (given on _____) is to help both you and your audience understand the anthropology or psychology of fashion, OR an event (“revolutionary” trend or invention) or important person from the history of fashion (before 1970). **You and your partner/s will present information on the topic for 10-12 minutes (A timer will stop you at 12 minutes.)** You may use *Power Point, Prezi*, video, charts, and/or handouts. Your presentation must also include a ONE PAGE handout of information which complements/reinforces the information you are presenting. **Your topic is due via email to warrenms@cua.edu on _____.**

- 3 points quality/clarity of content
- 3 points quality/clarity of delivery
- 2 points quality/clarity of visual aids
- 2 points quality/clarity of handout

Your grade will be based upon the percentage of points earned out of 10 points.

See the presentation score sheet for the italicized print which indicates individual measures. (In other words, you get your own points for things like volume or ability to think on your feet.) Ensure that both you and your partner share time presenting the class (50/50), and that you BOTH have input on 1. The script, 2. The visuals, and 3. The handout.

The purpose of **presentation #2** (given on _____) is to help both you and your audience understand a current fashion brand, an interesting advertising campaign or a new trend in fashion or fashion marketing. **You and your partner/s will present information on the topic for 10-12 minutes. (A timer will stop you at 12 minutes.)** You may use *Power Point, Prezi*, video, charts, and/or handouts. **Your topic is due via email to warrenms@cua.edu on _____.**

- 3 points quality/clarity of content
- 3 points quality/clarity of delivery
- 2 points quality/clarity of visual aids
- 2 points quality/clarity of handout

Your grade will be based upon the percentage of points earned out of 10 points

See the presentation score sheet for the italicized print which indicates individual measures. (In other words, you get your own points for things like volume or ability to think on your feet.) Ensure that both you and your partner share time presenting the class (50/50), and that you BOTH have input on 1. The script, 2. The visuals, and 3. The handout.

Your Presentation Scoring Sheet looks like this: (Posted at <http://www.fashionintelligence.org/cua-fashion-marketing.>)

<p><u>M.S.Warren</u> Presentation Score Sheet</p> <p>Name: _____ Partner: _____</p> <p>Title of Presentation: _____ Date: _____</p> <p>____ / 3 Quality of Content</p> <p>____ /1 Overall message / makes a point or states a thesis</p> <p>____ /1 Shows depth of preparation/research</p> <p>____ /1 Flows logically and shows thoughtful strategy for better learning</p> <p>____ / 3 Quality of Delivery</p> <p>____ / .25 <i>Professional presence (no distracting attire or wardrobe malfunctions; confident posture, etc.)</i></p> <p>____ / .25 <i>Evidence of prepared script / no "list reading" of slides</i></p> <p>____ / .25 <i>Appropriate volume (and pitch)</i></p> <p>____ / .25 <i>Smooth (minimal stammering, or "likes," "ums," "ahs," "you knows," and other fillers.)</i></p> <p>____ / .5 <i>Display of ability to "think on feet" and answer questions</i></p> <p>____ / .5 <i>Evidence of familiarity with the subject matter</i></p> <p>____ / .5 <i>Ease in transition / Good coordination and timing with partner</i></p> <p>____ / .5 <i>Original thinking / Creativity in approach to delivering information.</i></p> <p>____ / 2 Quality of Visual Aids</p> <p>____ / .25 <i>Consistent theme across visuals; graphically appealing and clean</i></p> <p>____ / .25 <i>Attributions where appropriate (either visually or while speaking)</i></p> <p>____ / .25 <i>Effective illustrations, photos, and/or graphs</i></p> <p>____ / .25 <i>Timed well with script</i></p> <p>____ / .5 <i>Attention-keeping / Shows some original thinking/creativity</i></p> <p>____ / .5 <i>Reinforces content of presentation (nothing distracting or superfluous)</i></p> <p>____ / 2 Quality of Handout</p> <p>____ / .5 <i>Sufficient amount of useful information</i></p> <p>____ / .5 <i>Shows some original thinking/creativity</i></p> <p>____ / .5 <i>Professional quality (well-edited, effective layout)</i></p> <p>____ / .5 <i>Attributions when/where appropriate and on the back of the handout</i></p> <p>TOTAL: ____ / 10</p>
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“Blog” Project: Fashion Marketing Observation Journal Guidelines

Blog link with a minimum of 2 entries is due via email to warrenms@cua.edu on _____.

Blog link with a

This project is currently best as a blog. There are some very sophisticated platforms for blogging that are free. Be sure to find one that suits your writing style and work habits.

You are to write in the first person using standard English and complete sentences. Although this is often not done in some blogs, remember that this project is also an exercise in professional best practices. You may name the blog something which reflects your personality. Your personality should come through clearly in your writing.

You should begin your blog as soon as possible and post two times a week until the last week of class. This is a total of 20 posts. Each post should be a minimum of one paragraph.

First post per week (10 total): A 1 (minimum) paragraph **response to an assigned reading or video**. (You may choose the assignment for the post.) Show depth in your analysis and go beyond simply “liking” or appreciating it. The goal of these posts is to more deeply process the information presented in the assignment. Be prepared to share this post in class.

Second post per week (10 total): A 1 paragraph description of “real world” fashion which connects to the assigned reading or video you analyzed in the preceding post. For example, if you read about branding, you might want to interview a friend about a favorite brand. If the reading had to do with a particular company, you might want to find that company (or another one like it) on line or in person to explore the experience. Be prepared to share this post in class.

The more photos and links, the better. Your journal will be scored in the following way:

Your Score: _____/30

This Blog/Journal is due on the date/time scheduled for the Final Exam. You will “showcase” your project to the rest of the class The Blog Showcase is _12/12/18 8-10am_____.

Your Observation Journal (Blog) Scoring Sheet looks like this:

How to write a quality blog for this class

Establish a theme for your blog and put your personality into it. Also, incorporate CST into your writing when appropriate.

For reading/viewing response posts:

- Begin with a brief summary or the "gist" of the reading or video. Discuss any possible bias or conflicts of interest on the part of the source (or references in the source).
- Explain how the reading or video resonates (or not) with you and tell why.
- Write questions for further speculation related to the topic.
- Write clearly. (Use conventions of English grammar, "professional-grade" vocabulary, and maintain your own voice.)

For the real-world application posts:

- Be creative! Get your material from in-person or telephone interviews of people who aren't necessarily in your segment; People-watch in both every day and not-so-every day places; Visit retail venues which are both traditional and non-traditional; Conduct a survey or experiment; Tally something in your surroundings.
- Have fun. Put your heart into it.
- Take photos when and where possible.
- Include any data you get when appropriate.
- Draw a conclusion or explain why you can't or shouldn't.
- Write clearly (Use conventions of English grammar, "professional-grade" vocabulary, and maintain your own voice.)

Possible number of points for response to an assigned reading or video (The first post of each week = 10 total).
 ____ / 10 points: .1 - 1 point per entry based upon quality of entry.

.1	.25	.33	.5	.75	1
<i>poor/incomplete/little evidence that material was read</i>	<i>some effort evident</i>	<i>mediocre</i>	<i>thoughtful/good</i>	<i>excellent</i>	

Possible number of points for real-world application posts (The second post of each week = 10 total).

____ / 10 points: .1-1 point per entry based upon quality of entry on real world application of assigned reading topic (The second post of each week = 10 total).

.1	.25	.33	.5	.75	1
<i>poor/incomplete/little evidence that material was read</i>	<i>some effort evident</i>	<i>mediocre</i>	<i>thoughtful/good</i>	<i>excellent</i>	

Overall organization, logic, quality of theme, creativity, readability, evidence of attention paid to CST, and heart and soul

____ / 10 points: 1-10 points for overall organization and logic, quality of title, creativity, etc.

1	2	3	4	5	6	7	8	9	10
<i>incomplete / sloppy/not proofread</i>	<i>little enthusiasm</i>	<i>some creativity/thoughtful</i>	<i>very creative/very thoughtful</i>	<i>heart and soul evident!</i>					

____/30 TOTAL

Tests: Two tests will be given. Both will consist of essay questions. **Test #1 (20 points) will be given on _____** and **Test #2 (20 points) will be given _____**.

Participation: The purpose of grading your participation in class is to give credit to your effort to be fully present to the discussion. I will be looking at your task-presence, your questions to the instructor, speaker, or discussion group partners, and evidence that you have read the assigned material, and your compliance with the no-electronics policy. Your grade will be based upon the percentage of earned points out of 10 points. If you are using electronics for a purpose other than a class related task, you will earn no part of a point for that day.

For each class you will be able earn anywhere from .1 - .5 points. The highest possible number of points you can gain is 13.5 (That's right! You can earn 3.5 bonus points for excellent participation!)

0 absent

.1 present, mostly silent

.2 present, asking some questions

.3 present, asking questions, offering opinion

.4 present, asking insightful questions, offering informed opinion

.5 present, asking insightful questions, offering informed opinion, providing real contributions, and engaging in thoughtful debate which engages the others to think and provide feedback.

The questions which will guide my assignment of a grade are the following:

1. *Is the participant **present**?* Please let me know in advance if you cannot attend a class.
 2. *Is the participant **prepared**?* Do comments show evidence of analysis of the information? Do comments add to our understanding of the situation? Do comments show an understanding of theories, concepts, and analytical devices presented in class lectures or reading materials? Can the participant back up his or her point with market implications or other projections?
 3. *Is the participant a **good listener**?* Are the points made relevant to the discussion? Are they linked to the comments of others? Is the participant willing to interact with other class members?
 4. *Is the participant an **effective communicator**?* Are concepts presented in a concise and convincing fashion?
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Foundation for this class:

"Human beings, even if we postulate a process of evolution, also possess a uniqueness which cannot be fully explained by the evolution of other open systems. Each of us has his or her own personal identity and is capable of entering into dialogue with others and with God himself. Our capacity to reason, to develop arguments, to be inventive, to interpret reality and to create art, along with other not yet discovered capacities, are signs of a uniqueness which transcends the spheres of physics and biology. The sheer novelty involved in the emergence of a personal being within a material universe presupposes a direct action of God and a particular call to life and to relationship on the part of a "Thou" who addresses himself to another "thou". The biblical accounts of creation invite us to see each human being as a subject who can never be reduced to the status of an object." – Pope Francis, Laudato Si