

FASHION DESIGN PORTFOLIO DEVELOPMENT
SUMMER PRE-COLLEGE 2025
FASH105N
3 CREDITS (NO PRE-REQUISITES)
STEEL PLANT
SESSION I: JUNE 29 - JULY 12

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TEACHING ASSISTANT		
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COURSE DESCRIPTION

The focus of this Summer Pre-College Program in design will be Apparel Design Portfolio Development. The Summer Pre-College Fashion Design Portfolio Development program allows you to fully explore the process of designing a collection of apparel culminating in a portfolio presentation. Students will learn the elements of basic fashion design sketching and develop a portfolio of their own. Students learn how to develop their design ideas in fashion sketches by understanding garment details, silhouettes, construction of garments, and rendering techniques. Students will develop and refine their presentation skills as they progress towards the ultimate goal of a fully finished portfolio collection.

COURSE OBJECTIVES

The overall learning goal of this course is to explore the various aspects of fashion design portfolio development. In this course students will:

- Gain an understanding of the process of designing a capsule apparel collection
- Learn advanced figure drawing techniques
- Develop garment and specification flats rendering techniques
- Acquire an understanding of garment details, silhouettes, and construction
- Gain an understanding of presentation techniques as they apply to fashion design
- Develop process projects that will culminate in a completed fashion capsule collection portfolio

COURSE FORMAT

This course will follow a lecture/studio format. During the session, class will meet from 9:00 a.m. - 5:00 p.m. every weekday and 9:00 a.m. - 12:00 p.m. on Saturday. Field trips will be integrated into the two weeks of the program. There will be some homework assignments for you to complete in the evenings. In addition to the instructor, the course will have a TA who will have "office hours" to assist with any assignment questions.

COURSE MATERIALS

Provided Supplies

Supplies for portfolio projects will be provided including sketchpad, pencils, and watercolors.

Recommended Supplies

A laptop or tablet is strongly recommended for notetaking and working on homework assignments.

Materials used in connection with the course may be subject to copyright protection. -TEACH Act

ASSESSMENT & RUBRICS

Students are expected to complete all assignments and adhere to all course policies covered in this syllabus. The grade for this course will be determined from the following criteria:

Pework Assignment	5%
Presentation	10%
Quizzes	20%
Final Project Portfolio	60%
Attendance, class attitude, participation, progress	5%

Assignment rubrics will be attached to each assignment as it is distributed to the class.

The following grading standards will be used for all assignments.

- **Exemplary = A (95% - 100%)** Exceptional achievement and quality in the majority of assessed work. Work is distinguished by an extensive knowledge of course concepts and originality in application. Extensively self-directed work showing a high level of analysis and the ability to apply what has been learned. Written assignments contain appropriate references, quotations and bibliography to illustrate points and to reinforce arguments. Displays high standards in the overall execution and presentation of the final work.
- **Accomplished = A- to B (83% - 94%)** Good achievement in some or most areas of assessed work. There is evidence of critical and analytical thinking, and the ability to relate theory to practice. Work generally shows some degree of originality and is reflective of independent thinking. Displays an overall good standard in the execution and presentation of work.
- **Developing = B- to C (73% - 82%)** An average level of performance. The student has demonstrated a capacity for independent work and research. Knowledge demonstrated is generally relevant, but not comprehensive. Displays some evidence of independent thought, but not enough to form original conclusions. Competent standards are demonstrated in execution and presentation, but the work lacks a certain level of originality.
- **Needs Improvement = C- to D (60% - 72%)** Knowledge is incomplete and superficial. Displays limited evidence of critical or analytical thinking. Work is characterized by minimal independence or originality of thought. Minimal evidence of the ability to relate theory to practice. The work is poorly executed and presented.
- **Insufficient = F (59% or below)** Work is inadequate. Knowledge is insufficient in quality, scope or relevance. There is little or no evidence of conceptual understanding or original thought. Execution and presentation of the work is extremely poor.
- **Not Attempted = F (0%)** Work not attempted, did not complete, no submission.

PREWORK ASSIGNMENT

Prior to arriving at Marist for the two-week in-person session, students are required to complete a prework assignment. Please select one assignment from the accompanying list. Detailed instructions and rubric will be provided four weeks prior to the start of the course. All information and submission will be through the course's Brightspace site.

ADDITIONAL COURSE POLICIES

- Attendance is mandatory for all classes and academic activities. Students are expected to arrive at class on time and participate fully in all class discussions and activities. Failure to adhere to these expectations may result in removal from Summer Pre-College.
- Smart casual attire is preferred.
- Good class etiquette is expected, including respect for the classroom and your classmates. Professional conduct is expected.
- No use of cell phones, tablets, smart watches, music or game devices for nonacademic purposes is allowed in class under any circumstances. Text messaging, using social media and surfing the internet during class is disrespectful and will not be tolerated. The use of cell phones and other technology in class should not be used to record other students, faculty and staff, unless requested by the Program Director/Faculty for educational purposes.
- Course syllabus, schedules, assignments and procedures for this course are subject to change at the discretion of the instructor. Students will be notified in advance of any changes. The instructor reserves the right to add assignments (reading or written) or quizzes if deemed necessary and beneficial to the student.

GRADING STANDARDS

A	100-95%	B-	82-80%	D+	69-65%
A-	94-90%	C+	79-77%	D	64-60%
B+	89-87%	C	76-73%	F	59% or below
B	86-83%	C-	72-70%		

As found in the [Marist College Undergraduate Course Catalog](#), the grading system is as follows:

A - An A student is one who, in addition to all the qualities manifested by a B student, seeks mastery of a special field by reason of individual interest; has initiative and originality in attacking and solving problems; shows ability in rethinking problems and making associations and in adapting to new and changing situations; moreover, has an appropriate vocabulary at their command.

B - To earn a B grade a student must manifest all the qualities characteristic of a C student and in addition reveal a memory that encompasses more than the basic elements of a course; has a more personal grasp of the principles of the course and perceives wider application of them. The student should be able to discuss the subject matter of the course with ease.

C - To earn a C grade a student must be able to recall the basic elements of a course, understand the essential background and materials of a course, apply the basic principles involved, and express them intelligibly.

D - A student who is deficient in some degree in any of the areas that are characteristic of a C grade will earn a D.

F - The student has failed to show mastery of the basic subject matter for the course.

The grades of B+, C+, D+, A-, B-, C- are used to indicate that a student has shown more or less than the usual competency required for that grade.

Multiple absences imply insufficient knowledge and inadequate participation, thereby leading to a lower grade.

ACADEMIC INTEGRITY STATEMENT

Marist College is a learning community dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century. Students are expected to pursue excellence in their education while being honest about their work and fair to other members of the learning community. All work presented to instructors for evaluation must reflect their own ideas and effort and must properly acknowledge any contributions of others. Students should expect this honesty and fairness in others as well. As members of the Marist learning community, all students should adhere to the principles of academic integrity as set forth in the Marist Academic Integrity Policy (2016)

FASHION PROGRAM SOCIAL MEDIA

All students enrolled in courses within the fashion department are strongly encouraged to follow the department's social media channels to stay informed of news and events within the department.

@maristfashion - Instagram, Facebook, Twitter, YouTube, Snapchat, TikTok
 @mporiumatmarist - Instagram, Facebook
 @measuremag.marist - Instagram, Facebook
 @silverneedlerunway - Instagram, Facebook, Twitter, YouTube, TikTok
 @maristfashioncrc - Instagram
 @marist.nrfsa - Instagram, Facebook
 @maristfashioninc - Instagram, Facebook
 @efimarist - Instagram

FASHION PROGRAM CREATIVE RESOURCE CENTER POLICY

The Creative Resource Center provides students open access to an evolving library of fabric swatches, color chips, reference book, and magazines. The CRC is student run and for fashion students only.

Please return unused color chips and swatches to be recycled. Reference books and magazines borrowed for research must be handled with care and returned to a student worker. Do not cut/tear/rip pages from any materials except those marked for student use.

- There is NO FOOD OR DRINK allowed in the CRC at any time.
- WASH HANDS thoroughly before beginning work in the CRC.
- Disinfect worktables and supplies after use.
- Students must use gloves when handling books and magazines.

DO NOT REMOVE ANY MATERIALS FROM THE CREATIVE RESOURCE CENTER.

ACCOMMODATIONS & ACCESSIBILITY

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Office of Accommodations and Accessibility at (845) 575-3274, Donnelly Hall 226 or via email at accommodations@marist.edu as soon as possible to better ensure that such accommodations are implemented in a timely manner.

If you receive accommodations, please provide me the appropriate documentation and I will make the necessary adjustments to any assignments and quizzes.

DIVERSITY AND INCLUSION STATEMENT

At Marist, we strive to create an environment that reflects the diversity of our nation and the world, ensuring that all members of our community feel welcomed, valued, and supported. We want everyone to know they are welcome here: people of different races, ethnic groups, religions, sexual orientations, and political views, as well as women, veterans, and those with disabilities. A diverse and inclusive community allows our students to develop

the qualities they need for effective collaboration and leadership in today's global society. The College is committed to expanding access to education and fostering a culture of active engagement, reflection, and growth in the Marist community.

The college's academic mission is immeasurably enriched by students with diverse experiences. Our finest efforts as intellectual beings heavily rely on the exchange of ideas. Interactions in our classrooms among persons and groups with diverse backgrounds, ideologies, and experiences facilitate these efforts by allowing us all to be more reflective about the varied historical and social contexts in which we work and learn. For faculty and students to continue being leaders inside and beyond academia, we must ensure that we consider the diversity of all who comprise our communities and foster a climate in which those diverse influences are respected and valued.

In this course, we will challenge each other's thinking while working collaboratively to ensure that the classroom is a space of safety and bravery. Our classroom offers an environment where individuals of varying opinions, experiences, and backgrounds are able to be free to learn without fear of being silenced. Evidence of these efforts will manifest in readings, lectures/class discussion, seminars, and group projects. Aspects of diversity include, but are not limited to, race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, religion, age, ability, and veteran status.

-Dr. Tia Gaynor, Assistant Professor of Public Administration, Marist College School of Management

CHOSEN NAME POLICY

Some members of the Marist community are known by a name that is different from their legal name. Students who wish to be identified by a chosen name or in a manner other than what is indicated on the course roster can contact me via email or in person to indicate their chosen name pronoun and any other preferences they may have.

ENCOUNTERING UPSETTING COURSE CONTENT, ASSIGNMENTS, DISCUSSIONS AND RELATED COURSE MATERIAL

Each of you comes to this course with your own unique life experiences. This contributes to the way you perceive various types of information. During your career as a student here at Marist, regardless of what you study, you may encounter topics that you find uncomfortable or upsetting and/or challenging for your values and beliefs. If you feel intellectually or emotionally disturbed by what you learn in class, please know that this is often a normal result of exposure to new ideas or information. Please keep in mind that a college education is designed to expose you to material believed to be integral to your intellectual growth and personal development. Should class content cause you additional distress, including triggering past traumas, you are encouraged to seek out campus resources:

<https://www.marist.edu/student-life/services/counseling>

TITLE IX STATEMENT

Marist College is committed to providing a safe learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, or stalking, support is available. Please contact the Title IX Office at titleix@marist.edu or (845) 575 - 3799 or visit www.marist.edu/title-ix to file a report. Please be aware that faculty and staff are required to disclose incidents of sexual harassment or other potential violations of the Marist College Discrimination, Harassment, and Sexual Misconduct Policy to the Title IX Office. To speak to a confidential resource who does not have this reporting responsibility, contact Counseling Services at (845) 575 - 3314, Health Services at (845) 575 - 3270, or Campus Ministry at (845) 575 - 3000 (x2275).

BY ENROLLING IN THIS CLASS, YOU AGREE TO ABIDE BY THE GUIDELINES AND THE SYLLABUS AS STATED ABOVE. FAILURE TO FOLLOW THE GUIDELINES AND THE SYLLABUS HAS THE POTENTIAL TO NEGATIVELY AFFECT YOUR GRADE IN THE COURSE. THE PROFESSOR ALSO RESERVES THE RIGHT TO ALTER THE COURSE IN ANY MANNER DURING THE SEMESTER WITH PROPER NOTICE TO THE STUDENTS. LASTLY, WE ARE A SCHOLARLY COMMUNITY IN PURSUIT OF THE FREE AND OPEN EXCHANGE OF IDEAS. BY REGISTERING FOR THIS CLASS, YOU AGREE TO TREAT EACH OTHER AND THE PROFESSOR WITH RESPECT.

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FASHION DESIGN
PREWORK ASSIGNMENT

Instructions: Select one assignment from the below list to complete prior to arriving at Marist for your SPC session. You will find more information and will upload your assignment into Brightspace, the University Learning Management System.

**If you are registered for both the Portfolio Development and Apparel Construction courses, you must complete both assignments.*

Value: 5% of total grade

- **Black Dandyism and Hip-Hop Fashion Essay & Presentation**

The Costume Institute's spring 2025 exhibition at the Metropolitan Museum of Art is titled [*Superfine: Tailoring Black Style*](#) and is inspired by Guest Curator Monica L. Miller's 2009 book *Slaves to Fashion: Black Dandyism and the Styling of Black Diasporic Identity*. Watch The National Arts Club's lecture with Monica L. Miller about her research.

https://youtu.be/4tsFpvDN_Xs?si=X08XRugn8mwTeNEh

In addition, watch Sacha Jenkin's 2015 documentary, [*Fresh Dressed*](#) about the history of Hip-Hop fashion.

- Write a five-page essay about the relationship between dandyism and the impact it has had on hip-hop fashion over the last fifty years.
- Also prepare an accompanying visual presentation that supports the writing. It should be five – seven slides in PowerPoint, Canva or Google Slides. Think more photos than words.

- **Iconic Designer Essay & Presentation**

Write a five-page paper profiling the iconic designer of your choice from the accompanying list. The paper should include a history of the designer (biographical as well as their company) and significance to the industry (iconic designs & styles, celebrity clients, any noteworthy events, etc.). A minimum of eight credible sources should be used to research your chosen designer.

- Also prepare an accompanying visual presentation that supports the writing. It should be five – seven slides in PowerPoint, Canva or Google Slides. Think more photos than words.