ADes 3225                     APPAREL DESIGN RESEARCH

University of Minnesota,
College of Design,
Department of Design, Housing, and Apparel

ADes 3225  APPAREL DESIGN RESEARCH

Spring Semester 2012
1 credit. Prerequisites: Apparel Design major

Lecture and discussion: Every other Wednesday 8:30-10:30 am
146 McNeal Hall
Final Exam: None

Professor Anna Carlson
Office: 348 McNeal
Office Phone: 612-625-8234
E-mail: annac@umn.edu
Office Hours: Alternate W 8:30-10:30
DHA office: 612-624-9700 (or by appointment)

Student Learning Outcomes

- To develop and evaluate professional goals.
- To complete the research to support the development of the
  senior clothing line, a public presentation of your design work.
- To research the target market of the proposed line.
- To research the visual and thematic content of the proposed
  line.

Required Text

Required Supplies
Materials for line research, ideation
11” X 14” sketch book
3 presentation boards

Release of Work
Students understand that enrollment in this course grants consent for
their work to be selected for inclusion in college or departmental
publications (online or in print). Your instructor may select to use
your work to represent her/his skills as an instructor in a teaching
portfolio (online or in print).
Climate of inclusivity
You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help.

Technology
In this class, our use of technology will sometimes make students’ names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact me for further information.

Mental Health Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at http://www.mentalhealth.umn.edu

Expectations of Students
Attendance at all class sessions for the entire class time. If you are not present at the beginning and end of class, you are considered absent. You are responsible for content missed. The instructor is not obligated to repeat a demonstration or presentation. Students with more than 3 absences will receive a reduction of 2 letter grades from their earned grade (i.e. an A becomes a C) and 5 absences will receive an F as the final grade. The following reasons justify absences and makeup requests and must be documented: (a) illness certified by the Boynton
Health Service or another physician (b) death of parent, sibling, or
grandparent (proof of funeral attendance must be supplied), (c)
participation in religious observances with advance instructor
notification (d) participation, certified by the Office for Student
Affairs (Office of the Registrar-St. Paul, 190 Coffey Hall), in
University approved co-curricular activities.

Attention to class activities; Students are responsible for all
information covered in class, including this syllabus. You are expected
to listen respectfully to others and me. Electronic devices may only be
used for participating in a class activity. Cell phones must be turned
off. You are expected to contribute to the class. Participation in
discussion and review sessions is required.

Ask for help if you do not understand something. Inform the
instructor the first week of class course about any special needs or
concerns, such as health issues or athletics. If you have any special
classroom requirements please contact one of the offices listed below.
They will work with you and, if necessary, they will contact the
instructor to work out the details for any necessary accommodations.
Student Academic Success Service, 340 Appleby Hall, Mpls, 612-624-3323
Counseling/Consulting Services, 199 Coffey Hall, St. Paul, 612-624-3323
Disability Services 180 McNamara, Mpls, 612-626-1333
Center for Writing, 10 Nicholson Hall, Mpls, 612-626-7579
*If you have an issue with the course or instructor, contact the instructor first to begin resolution process.*

Authorship and conduct: Project assignments may not be used for
another class without written consent of both instructors. Work done
for other classes may not be used for credit in this course without prior
consent. Students must cite sources for all images and texts used in
assignments, and are encouraged to provide their own images
whenever possible. Students may not make commercial use of their
notes or lectures or University provided materials without the written
consent of the instructor. Professional and ethical behavior is
required. Academic misconduct is defined as any act that violates the
rights of another student with respect to academic work or involves
misrepresentation of a student’s own work. Academic misconduct
includes but is not limited to: cheating on assignments or
examinations, plagiarizing pieces of work, depriving others of
necessary coursework, and sabotaging another’s work. Discovery of
academic misconduct is grounds for an F or N in the course.

Coursework: Present your assignments on time and in a professional
manner. Work not presented at the beginning of class will be deemed
late; late work will be accepted up to one week after the due date but
will be graded 50% less than otherwise earned. Incomplete projects
are considered late until all parts are submitted.
Late work with a justified and documented absence will not be penalized if turned in within one week of original due date. Make-up exams will be arranged only for students with a justified and documented absence (see Attendance).

There are no extra credit assignments.

Incompletes will be given only in cases of your own documented medical or family emergency. At least 75% of coursework completed with a passing grade is required for an incomplete.

**Workload:** Dedicate 5 hours per week outside of class on coursework in order to complete the assignments and receive a “C” grade. (3 credits x 3 hrs = 9 hours per week including 4 hrs class time).

Adhere to the University of Minnesota Student Conduct Code, [http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf)

and sexual harassment code, [http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf](http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf)

and the Academic freedom and responsibility code, [http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf](http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf)

**Instructor will:**

Prepare for class and begin at scheduled time.

Be available during office hour for individual feedback, concerns, grade questions, and chocolate.

Offer in-process feedback, suggestions, and encouragement.

Answer emails within 24 hours between M-F.

Grade projects within one week of the due date, subject to unusual circumstances.

Demonstrate techniques, provide visual examples.

Share knowledge of business world and professional practice corresponding to course.

**Course Format: Lecture and discussion**

**Course Evaluation**

Work is due at the beginning of class.

Specific grading criteria are given with each assignment.

Course Assignments:

All papers WP, double spaced.

Name, course, assignment title, date at top right.

3 presentation boards, same size.

Name, course, assignment title, date on back.

10% Focus Assignment

10% Designer Statement and Bio
### ADes 3225, Apparel Design Research

#### Spring 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>WED</td>
<td>Reading (before this class)</td>
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<tr>
<td>18-Jan</td>
<td>no class</td>
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<tr>
<td>1-Feb</td>
<td>Office Hour</td>
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<tr>
<td>8-Feb</td>
<td>Discussion: Research strategies for target market research.</td>
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<td>DUE: Focus Statement, Preliminary Designer statement and Bio</td>
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<tr>
<td>15-Feb</td>
<td>Office Hour</td>
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<tr>
<td>22-Feb</td>
<td>191-212 Discussion: visual research strategies.</td>
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<tr>
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<td>DUE: Designer statement and Bio</td>
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<tr>
<td>1-Feb</td>
<td>Office Hour</td>
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<tr>
<td>7-Mar</td>
<td>Preliminary research</td>
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<td>Present preliminary target market research and concept/mood visual research</td>
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<tr>
<td>14-Mar</td>
<td>Spring Break</td>
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<td>21-Mar</td>
<td>Office Hour</td>
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<tr>
<td>28-Mar</td>
<td>Discussion: materials research, style board</td>
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<td>DUE and present: Target Market research and profile board</td>
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<tr>
<td>4-Apr</td>
<td>Office Hour</td>
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<tr>
<td>11-Apr</td>
<td>Last Class: Select best ideations for development.</td>
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<td>Discuss fashion show committees, leadership, and show themes.</td>
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<td>DUE and Present: Concept/mood board 50 sketches, Materials Research and Style board.</td>
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<tr>
<td>18-Apr</td>
<td>Office Hour</td>
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<td>25-Apr</td>
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<tr>
<td>2-May</td>
<td>Office Hour</td>
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<td>9-May</td>
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<td>16-May</td>
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Focus Assignment (10 points)

The purpose of this assignment is to have you reflect on both your learning goals for the coming year and your professional goals and direction. Your conclusions should guide your choices as you develop your senior line. Answer the questions based on thoughtful consideration and then summarize your professional direction in a 2 page paper. Consult with faculty as needed.

1. What type of work would you like to do upon graduation? In 5 years? In 15 Years?

2. What areas of the industry are you most interested in pursuing as a career?

3. What categories of apparel or product type are you most interested in pursuing as a career?

4. What type business or company would you like to work for? (i.e. established mass marketer, small independent design company) Give examples.

5. What are your design strengths? Think about what attracts the most compliments regarding your design work.

6. What are your design challenges? Think about what aspects you struggle with or would like to improve. What are the learning goals you want to meet before you graduate?

7. What do you feel most passionate about when it comes to clothing design? Think about what part of the process or elements of the profession give you the most satisfaction and motivation.

8. Do you have any special considerations or limitations to your future career?

9. If you have completed an internship, what were the positive and negative aspects of that experience? If not, what type of experience would you like to plan?
Designer's Bio and Statement (10 points)

Prepare a designer's statement (about your work, point of view, philosophy) and bio (facts about your background, related activities, and strengths). These texts will reflect your strengths, passion and interests in apparel design. Both should be focused, brief and clear. Aim for 100-200 words each. Statement is written in first person, bio in third person. These are used to promote yourself, your work and your business. They may be used as part of your senior line program page, to submit with design competitions, or as copy for exhibitions.

Examples:
Anna Carlson B.S., University of Minnesota, is an artist and designer who creates clothing with distinctive style and elegant details for women with independent spirits. She shows and sells her collection in juried shows and at specialty boutiques and galleries throughout the country, and has authored articles for Threads magazine. Carlson's own work has appeared in Fiberarts Design Book 7 (Lark Publishing, 2002), Fiberarts Book of Wearable Art (Lark Books, 2002), Color and Design on Fabric (Creative Publishing International, 2000), and Surface Design Journal (Spring 1999). In addition, she has taught numerous workshops on artistic garment design and surface fabric techniques across the country. To learn more about Carlson, visit www.annacarlson.com.

http://mariocadenas.com/info.html

http://www.fitnyc.edu/10503.asp

Evaluation Criteria
- Shows understanding between statement and bio forms.
- Thoughtful, unique description, without cliché.
- Clarity, correct grammar, sentence structure and variation.
**Target Market Research and Profile Board** (25 points)

Define, clearly and accurately, who will be buying, wearing, and enjoying your garments. Research your customer in depth, and be able to describe their lifestyle, values, and specific needs and desires. Your information should be current and documented. Personal interviews, observations, and demographic information form the base for this research.

Include gender, socio-economic profile, careers/occupations, when/where garments are worn, what price point will be used, where would they purchase/select the garments.

Why is your line beneficial to these customers and their environment?

**Who is your competition?** Research their markets, customers, prices, image and promotion.

**What makes your customer unique?**

What **differentiation or added value** does your line provide?

1. Organize and document your research. Include copies of interviews (minimum of 5), questions and responses, **observations**, and notes. Be concise and write for a professional audience.

2. Prepare a one-page bulleted summary of your customer, justifying them as a viable market for your line (first page).

3. Collect images that represent the social, cultural and personal values of your target market. **Create a Profile Board** that coordinates visually with your Concept/Mood board (11x17” suggested). Develop a visual narrative about a hypothetical consumer that represents your lifestyle group and engages the audience emotionally with your ideas. Include images that represent your research.

**Evaluation Criteria**

50% Evidence of in-depth investigation of appropriate consumer group.

30% Report of results is comprehensive and gives complete picture of consumer group and competitive market.

20% Summary highlights the most important points about your consumer and justifies them as a viable market for your line.

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Suggested sources:
- James J. Hill Reference library
- Mintel database through the UMN library for lifestyle and consumer behavior information.
Visual Research: Concept/Mood Board and Ideations (25 points)

Select a visual topic/inspiration/direction that will inform the visual elements in your senior line, and is consistent with your target market. Consider color, line, shape, silhouette, texture, proportion, light and shadow, details and embellishment. Use a variety of sources. No fashion silhouettes, minimal use of fashion tears.

Begin sketches based on your research. Rough-loose-quick-gestural.

If you have a definite color direction; is there a painter with a similar color palette that might further inspire your work?

If you use an historic inspiration; go beyond retro apparel styles and delve into the social and cultural themes of the time plus other designed objects of the period.

You may select a non-visual source of inspiration such as poetry or music and translate it into the visual. Use whatever fuels your passion.

Develop a method of collecting and displaying your visual research. This should be portable so you can bring it to class. Keep collecting as you continue your research throughout the semester and summer.

1. Collect many, many images: tears, photocopies, tracings, postcards, paint chips/fabric swatches that represent the color or texture of the inspiration.

2. 50 Ideation sketches, collages, etc.: Collect and record the early ideas that materialize during these beginning stages of research.

3. Write a 1 page narrative that describes the topic of your visual research; translate the visual into a description of your feelings or emotional response to the visual images.

4. Develop a Visual Inspiration Board for your line that coordinates visually with your Profile Board. (11”X17” suggested).

Evaluation Criteria
40% Quantity and quality of images (prelim. and final)
Inspiration board composition and craft
25%  Ideations: Quantity (minimum of 50) and shows direct relationship to research
25%  Narrative: Shows in depth research and understanding of topic; emotional response.
10%  Professional presentation of visual research project
Preliminary Materials Research/Sourcing, Style board  (15 points)

The purpose of this assignment is to get you to start thinking about sourcing and budgeting for your senior line. Be aware of your opportunities and constraints.

What materials (fabrics, trims, support materials, findings) will you use for your line?
Where will you source the materials—local fabric suppliers, mail order, internet, out of town?
Start a collection of swatches recording source, price, fiber, and care information. You'll edit this later.
What is your budget for the line? Do you want/need to develop sponsors?

1. 2 page Preliminary Report: Describe the possible materials you plan to use for the line: fiber types, fabric structures, special finishes including hand dyeing or fabric manipulation. How these relate to Target Market and Visual research. List sources and cost estimate (qty and price), overall budget.

2. Style board: Create a composition of color, texture, material samples that build on your concept/mood board, and is appropriate for your target market. Begin to indicate silhouette.

Evaluation Criteria
50% Evidence of thorough research of materials and sources. Description clearly states materials direction and why.
50% Style board composition and craft, variety and relationship, clear direction following Inspiration board.

Participation  (15 points)

Evaluation Criteria

- Shows interest in course topics and other’s work by asking questions, offering feedback.
- Comes to class on time, prepared with readings, comments and questions, materials, and WIP. Turns in assignments on time (at the beginning of class).
- Has a positive and respectful attitude towards course activities, students, and instructor.