

Quest 2 IDS 2935 Changing Clothes: Writing for Sustainability in the Fashion Industry

I. Course Information

Semester/Year: Spring 2022

Meeting Day/Time: MWF 6th period (12:50 p.m. to 1:40 p.m.)

Location: ARCH 0213

Primary General Education Designation: Social & Behavioral Sciences

Writing Designation (WR) 4000 words; A minimum grade of C is required for general education credit.

Instructor

Melissa L. Mellon, Ph.D. – mmellon@ufl.edu

Office location: 2215 Turlington Hall

Office hours: TR 9:00 a.m. to 10:30 a.m. in TUR 2215 & by appointment

Phone: (352) 352-846-1138 (emergencies only)

E-mail Response Policy

I respond to e-mails in business standard time—within 24 hours of their receipt (not including weekends). Plan carefully so you may ask for clarification or advice in time for me to give feedback.

This syllabus details all policies for our section. No additional warrants/promises are implied. You are responsible for reading and following all policies herein.

Course Description

In the United States, the rhetoric of the fashion industry informs consumer desire. Even if one does not read fashion magazines, keep current with international fashion weeks, or follow Instagram influencers, one's clothes buying is influenced by appeals to buy more, even when new garments are not needed.

This thoughtless consumerism has consequences. Because the global system of clothing production has no central regulation, nearly every step of the process yields economic, social, and environmental harms. Some companies, including H&M and Zara, claim to have started using more sustainable procedures. Often, though, these claims amount to "greenwashing," a rhetorical technique used to hide damaging practices.

In this course, students will explore their ability to address problems in clothing production and promotion. They will ask the questions "how might consumers write to advocate for sustainable strategies in the fashion industry?" and "to which target readers might consumers communicate their concerns?"

After examining the rhetoric of fashion writing and identifying a critique of a problem associated with clothing manufacture and marketing, students will articulate one question to focus their research. Learning research techniques in the social and behavioral sciences, they will conduct survey research. Then, they will explore potential fixes to the issue their project explores, and they will fashion a creative and practical sustainable

strategy. At course's end, students will create a public facing argument to offer their survey results and sustainable strategy to a specific sector of the fashion industry and communicate this argument in an Infographic for general readers.

Required & Recommended Course Materials (to purchase/rent)

Rebecca Arnold. *Fashion: a Very Short Introduction*. New York: Oxford University Press, 2009.

Richard Bullock, Michal Brody, Francine Weinberg. *The Little Seagull Handbook*. 3rd edition.

Available Online

Yuniya Kawamura. *Doing Research in Fashion and Dress: an Introduction to Qualitative Methods*. Oxford: Berg P, 2011. 2020.

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	Points
Fashion Writing Analysis	<p>Students will find a piece of writing in a fashion magazine such as <i>Vogue</i>, <i>Harper's Bazaar</i>, <i>Elle</i>, <i>InStyle</i>, etc. This writing can be an article about a type of clothing, a clothing trend, or a celebrity's style. The student will discuss the article's rhetoric, especially relative to increasing readers' desire to buy clothing or accessories. They will ask:</p> <ol style="list-style-type: none">1. How does the writing "locate" and/or address its readers? What wording choices or visual cues tell you this?2. How does the writer created a shared expectation for clothes wearing or buying among readers?3. What products or practices are being promoted?	500-600 words	75
Sustainability Problem Analysis	<p>Given the harms caught up in clothing manufacture and marketing, students will identify one issue writers have started to critique. This criticism may come from publications for lay readers or from academic or trade journals. Students will ask:</p> <ol style="list-style-type: none">1. Which writers are identifying the ecological, economic, or humanitarian problem?2. Which readers do the authors address?3. Is the critique of this issue occurring within the general readership? In specific academic fields or trades? Some combination of areas?4. Given the area(s) in which critique is occurring, how do authors consider readers' ability to effect change? <p>Students will analyze the implications of these critiques relative to the agency of the general clothing consumer. This analysis will eventually lead them to a research question.</p>	500-700 words	100

Research Project Question or Hypothesis and Survey Questions	Based on the issue presented in their Sustainability Problem Analysis, students will create a research question or hypothesis for their survey research. Given the focus they choose, they will write out the questions to ask in their survey. As they craft their questions, students should be mindful of the kinds of survey respondents they are likely to find and the place of these respondents' agency relative to the fashion industry.	~ 200 words (not included in WR count)	25
Annotated Bibliography	Drawing on their Sustainability Problem Analysis, students will examine how and in which areas the issue they identified is being studied. For this set of notes, they will find 6-8 credible sources. Each entry will include a citation, a summary of the source's argument, and the student's feedback about the source's relevance to the proposed project.	500-700 words	100
Research Report Draft	To present their survey research, students will write a draft of their research reports in IMRD format. The report draft will come in three parts--Introduction, Methods & Results sections, and Discussion & Abstract sections (worth 15 pts. each).	~ 800 words (not included in WR count)	45
Creative Strategy or Solution	Students will research possible strategies or solutions to the issue they identified for their research. These strategies can range from offering a rhetoric of sustainability to counter consumerism to a new system for making clothes in a more sustainable way to a means of more effectively reusing old clothing. For the chosen strategy, students must identify the audience to which they plan to communicate this solution (general consumer, design student, manufacturer, fashion writer, etc.). To explain their creative solutions, students may write a paper or create a video.	500-700 words	100
Research Report Final	Having written a draft of the research report and gotten peer feedback on their writing, students will draft their final report in three parts--Introduction, Methods & Results sections, and Discussion & Abstract sections (worth 85 pts. each).	1000-1100 words	255
Public Facing Argument	Given the findings from their survey research, students will consider how to communicate its results and their creative solutions to a target readership. <i>Though this communication will generally constitute a public facing argument, students must choose the specific magazine or journal in which they wish to publish or social media page upon which they wish to post.</i> Students' arguments may take the form of a letter to the editor of a fashion magazine, an open letter to a manufacturer in a trade journal, a letter to academics in an academic journal, or a social media infographic or video (w/script) posted on a particular organization's or person's social media page. Language and appeals should be suited to the target readers.	500-700 words	100
Infographic	The Infographic will distill the Public Facing Argument into a one- page sheet of information that presents the writer's point for readers on social media. As with the Public Facing Argument, the writer should identify the intended reader of this		25

	infographic, which may include the particular social media platform they wish to use.		
Exploratory Writings	In these writings, students will consider their agency as writers, brainstorm ideas for their study, or prepare to transition from one writing genre to another.	5 @ 250 wds. = 1250 words (not in WR ct.)	25
Reflective Writings	Students will think about their role in the processes of academic inquiry and practical problem-solving. They will reflect on the ability of their research and writing to possibly effect changes in the fashion industry.	3 @ 250 words = 750 words	30
Peer Reviews	For every major assignment, students will give feedback on their peers' writing by completing the appropriate peer review sheet. <i>This sheet must be submitted on time to receive credit.</i>	7 @ 100 wds. = 700 words (not in WR ct.)	70
Attendance and Participation	Students will act as colleagues in the classroom. Their individual engagement includes giving input in classroom discussions, engaging with peers' ideas, and asking questions. In addition, as they work in small Research Support Groups, they will work to complete group activities including brainstorming activities, responses to readings, ideas for creative, solutions, etc.		50

2. Weekly Course Schedule

This schedule is our initial plan for the semester, but it is subject to change. Follow the schedule within the modules on our class's Canvas page for the most up-to-date schedule.

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Module 1		Introduction to the Fashion Industry	
Week 1	Topic	Introduction to class and overview of expectations	
Jan. 5-7	Summary	Introduction to course and syllabus review. Brief history of rhetoric of the fashion industry and overview of the manufacturing process.	
	Readings/Works	Syllabus and Canvas page; <i>Fashion</i> pps. 48-84; Overview from Textile Machinery Collection at the American Textile History Museum (~20 regular pages)	
	Assignment	<u>Reflection Writing 1</u> : Write about your relation to the fashion industry. What media do you follow—fashion magazines, blogs, social media posts? To what degree do you feel influenced by the rhetoric surrounding clothing trends, buying practices, seasons, etc.? What kind of rhetorical strategies do you find most persuasive as a consumer?	M 1/10
Week 2	Topic	Introduction to the Fashion Industry	
Jan. 10-14	Summary	Learn more about the interconnected processes of global clothing manufacture and fashion promotion, especially relative to the U. S.	
	Readings/Works	<i>LSH</i> , Rhetorical & Academic Contexts and Rhetorical Analysis pps. 1-8, 63-71; "Why Analyze Advertising?" handout	
	Assignment	<u>Fashion Analysis</u> : Find a piece of writing in a fashion magazine. Discuss the rhetoric—including visuals—the author uses to stimulate or guide consumer desire. <u>Peer Review of Fashion Analysis</u>	Draft & PR F 1/14 Final W 1/19
Week 3	Topic	Introduction to Sustainability Relative to Consumer Desire and the Use of Clothes	
Jan. 17-21	Summary	Learn the aims of the sustainability movement and discover how writers discuss the problems within clothing manufacture and the fashion industry's consumerist rhetoric.	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings/Works	<i>Fashion</i> pps. 85-123; “ History of Sweatshops ” from Smithsonian National Museum of American History; Wicker, Alden. “ Fashion has a misinformation problem. That’s bad for the environment. ” <i>Vox</i> . 27 Jan 2020.	
	Assignment	<u>Exploratory Writing 1</u> : Write about your decision-making process when buying, wearing, and discarding your clothing? To what degree are your choices guided by a concern for the environment, the plight of garment workers, or the practicality of wearing what you buy?	M 1/24
Module 2		Introduction to the Social and Behavioral Sciences	
Week 4	Topic	Introduction to Social and Behavioral Sciences	
Jan. 24-28	Summary	Learn the basics of qualitative and quantitative research in the social and behavioral sciences. Focus on survey research. Library Orientation.	
	Readings/Works	<i>LSH</i> , Reading Strategies, Annotated Bibliographies, and Doing Research pps. 9-16, 106-110, 116-129; “Theory and Practice” from <i>Doing Research in Fashion and Dress: an Introduction to Qualitative Methods</i> pps. 17-29	
	Assignment	Find 3-5 sources focused on a problem with sustainability within the clothing/fashion industry with an eye toward a topic for your survey research.	
Week 5	Topic	Theories and Methods in Social and Behavioral Sciences	
Jan. 31-Feb. 4	Summary	Introduction to the Annotated Bibliography and practice reading research reports	
	Readings/Works	Jacobs, K., Petersen, L., Hörisch, J., & Battenfeld, D. (2018). Green thinking but thoughtless buying? An empirical extension of the value-attitude-behaviour hierarchy in sustainable clothing. <i>Journal of Cleaner Production</i> . Vol. 203, p1155-1169. 15p. DOI: 10.1016/j.jclepro.2018.07.320; individual research sources for your Annotated Bib.	
	Assignment	<u>Problem Analysis</u> : What area of the fashion industry would you like to explore? What problem in rhetoric or manufacturing? Which writers discuss this problem? For which readers? <u>Peer Review of Problem Analysis</u> <u>Exploratory Writing 2</u> : How might you shape your interests into a survey research project? Keep collecting studies for your research project.	Draft & PR M 1/31 Final W 2/2 F 2/4

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 6	Topic	Planning the Research Project	
Feb. 7-11	Summary	Write Annotated Bibliography, Work on Survey Questions; Form Research Support Groups relative to Research Questions asked.	
	Readings/Works	LSH, Evaluating Sources pps. 129-138; individual research sources for your Annotated Bib.	
	Assignment	<u>Research Question and Survey Questions</u> : What central question will guide your research project? Having stated this question, what questions will you ask of the responders to your project questionnaire to address the research question?	Draft & PR F 2/11 Final M 2/14
Week 7	Topic	Writing the Introduction to the Research Report	
Feb. 14-18	Summary	Having written the Annotated Bibliography, start writing the Introduction to the Research Report. Consult w/group members.	
	Readings/Works	LSH, Developing Paragraphs, Integrating Sources, and Avoiding Plagiarism pps. 27-39, 138-149; handout explaining strategies for strong Introductions	
	Assignment	<u>Annotated Bibliography</u> : List of sources within which you contextualize your research project. You will use these sources to help write the Intro. to your research report.	W 2/16
Module 3		Exploring Sustainable Strategies for the Fashion Industry	
Week 8	Topic	Articulating New Clothing Solutions	
Feb. 21-25	Summary	Explore some current and smaller-scale solutions being used to address problems in the clothing industry.	
	Readings/Works	Simone Preuss. "33 Sustainability Efforts of the Fashion Industry in May and April 2020" from Fashion United, May 29, 2020 .	
	Assignment	<u>Introduction to the Research Report</u> <u>Peer Review of the Introduction section</u>	Draft & PR M 2/21 Final F 2/23

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 9	Topic	Exploring Further Solutions	
Feb. 28-Mar. 4	Summary	This week will be dedicated to meeting with local people who are addressing problems with clothing manufacture or buying patterns. These may include a visit to the Pima Company (small scale clothing manufacturers) in Jacksonville, FL, a meeting with Sarah Goff of the Repurpose Project, Fiber Arts Gathering at the Harn Museum of Art, and/or a visit to a local clothing closet.	
	Readings/Works	Rachel Cernansky. “The Voices Missing from Fashion’s Sustainability Goals.” VogueBusiness. 2020. Michael Richetti and Roberta De Palma. “Will COVID-19 Accelerate the Transition to a Sustainable Fashion Industry?” from United National Industrial Development Organization, Oct. 9 2020. Hyejune Park and Cosette Marie Joyner Armstrong. “Secondhand Clothing Sales are Booming—and May Help Solve Fashion’s Sustainability Crisis” from Quartz. Nov. 17, 2020.	
	Assignment	<u>Exploratory Writing 3</u> : Think creatively about a possible solution you might create or describe for the issue you researched for your survey. What relation does your proposed solution have to the problem you researched? Is the change rhetorical, an alternate business model, a creative reuse of fashion waste, etc.? How does this solution communicate sustainable principles?	F 3/4
Week 10	Mar. 7-11	SPRING BREAK—NO CLASSES	
Week 11	Topic	Writing for Change	
Mar. 14-18	Summary	Having researched some solutions, especially relative to the experiential aspect of clothing production, students will create a creative project and rationale.	
	Readings/Works	LSH, Getting Responses, Editing, Proposals, pps. 20-25, 98-101	
	Assignment	<u>Creative Solution</u> : Solidify your statement of the creative solution you propose to the problem you studied in your research. In your statement, answer the questions posed in the last exploratory writing.	Final F 3/18
Module 4		Writing Survey Research and Practical Solutions	
Week 12	Topic	Writing the Research Report	
Mar. 21-25	Summary	End survey. Writing the Methods and Results sections. Consult with group members.	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings/Works	<i>LSH</i> , Skim APA Style, Language pps. 201-238, 384-403; handout “Strategies for Wording the Methods and Results Sections”	
	Assignment	<u>Exploratory Writing 4</u> : Read over the results of your questionnaire and start considering the answers you received. How many people answered the survey? What relevance do their answers have to the research question you asked? What were the biggest surprises? This initial writing should help you draft your Methods and Results sections. <u>Methods and Results sections</u> <u>Peer Review of the Drafts of Methods and Results sections</u>	W 3/23 Draft & PR F 3/25 Final M 3/28
Week 13	Topic	Writing the Research Report, con’t.	
Mar. 28-Apr. 1	Summary	Writing the Conclusion, Abstract. Consult with group members.	
	Readings/Works	Review parts of “Edit” section from <i>LH</i> based on most frequent grammar and usage problems indicated in evaluations, handout “Strategies for Abstracts and Conclusions”	
	Assignment	<u>Exploratory Writing 5</u> : Having written the Introduction, Methods, and Results sections, consider two last parts of your research report. First, how would you explain the results of your survey to your readers? What relation do these results have to your initial research question and Introduction? What are the most important “takeaways” of your research relative to moving scholarship on sustainability in the fashion industry forward? <u>Discussion and Abstract</u> <u>Peer Review of the Drafts of the Conclusion and Abstract</u>	W 3/30 Draft & PR F 4/1 Final M 4/4
Module 5		Communicating with Consumers, Fashion Industry Insiders, and/or Academics	
Week 14	Topic	Reflecting on Research and Solutions	
Apr. 4-8	Summary	Students will consider relation between their research topic and creative solution as they consider how to communicate information about their research projects and creative solutions to different readers.	
	Readings/Works	Nikki Ogunnaike. “How to Fix Fashion” from Elle. Oct. 9, 2018, handout on Public-Facing Writing	
	Assignment	<u>Reflection Writing 2</u> : What relation do your survey results have to the issue you explored? In what areas might your research matter? To which readers? In this writing, talk about which sets	W 4/6

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		of readers you might want to address in your Public-Facing Argument and Infographic (our last major writing assignments). Remember: the points of these assignments are to identify the <i>best</i> context—i.e., the type of writing and choice of readers—that will give your writing the best chance of changing hearts and minds.	
Week 15	Topic	Communicating with the Public	
Apr. 11-15	Summary	Introduction to Letters to the Editor, Infographics, and Videos to discuss their use value in reaching out to a target readership.	
	Readings/Works	Samaneh Beheshti-Kashi. "Development of a Social Media Process Model for Fashion and Apparel Supply Chain Decisions." <i>Cyber-Physical Systems</i> . June 2020. Madison Feller. "Can Instagram Influencers Help Save the Planet?" from Elle, Jan. 23, 2000.	
	Assignment	<u>Public-Facing Argument</u> : Letter to the Editor or Video. <u>Peer Review of the Public-Facing Argument</u>	Draft & PR W 4/13 Final F 4/15
Week 16	Topic	Reflecting on Our Research and Writing	
Apr. 18-20	Summary	During the last days of class, students will reflect on what they have learned about research and writing in the class. They may comment on the findings of their projects and on their agency in effecting change through different types of writing.	
	Assignment	<u>Infographic for Social Media</u> <u>Reflection Writing 3</u> : Look back over the research and writing that you generated over the semester. Then, reread your first Reflection Writing. What have you learned over the semester about the role of academic inquiry in helping us learn more about an issue? What research and writing skills have you gained or strengthened? How do you feel about your agency—your ability to create change—as a writer?	M 4/18 W 4/20

III. Grading and Course Policies

3. Grading Scale

While writing is the principal graded element in the course, group activities and participation also receive grades. The list of assignments appears above in “Coursework and Schedule” and a fuller explanation of how grades break down is available in the rubrics below. The grade point distribution by letter grade is as follows:

A	93 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Note: A final course grade of C- does not qualify for major, minor, Gen Ed, or College Basic distribution credit. For more information on UF's Grading Policy, see: <http://www.isis.ufl.edu/minusgrades.html> and <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades>

4. WR Statements and Grading Rubric

Because this course carries WR credit, we will practice and refine our writing throughout the semester. The general rubric for writing assessment is attached below. Each individual assignment will have its own specific rubric, and you will find its details under the assignment prompt in Canvas.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback, on all the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Writing Assessment Rubric:

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.

ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

5. Statement on Attendance and Participation

Attendance and Participation:

Throughout the semester, the instructor and students will use class time as a shared space for academic inquiry and the generation of practical solutions to the fashion industry's harms. In this course, learning occurs through mini-lectures, class discussions, practice writing, group activities, and peer review sessions. The element used on a given day is tailored to our needs related to the readings, writing assignment, and progression of the course. Plus, students are expected to act as engaged members in the learning process. As a result, class experiences are difficult or impossible to replicate outside of class, and frequent absences will hurt students' success in the class.

a. Attendance. Attendance is required, and students should monitor attendance on Canvas. The only excused absences—i.e., will not count against one's attendance grade—are those taken for university-sponsored events and religious holidays. For university-sponsored events, I require a copy of a sponsor's letter. Also, students are still responsible for doing work assigned for an absence day.

Students may miss THREE (3) classes TOTAL without incurring deductions to their grade.

Students should save absences for illness and emergencies and keep documentation of them. **If facing a medical, family, or personal crisis affecting attendance, they should e-mail me immediately and contact the Dean of Students Office (DSO).**

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

i. Late entry. All students should enter class on time. If entering late, it is the student's responsibility to make sure your presence was recorded on Canvas. (See me at the class's end.) A first late entry is excused. **Entering 10 or more minutes after class has begun a second or consecutive time counts as ONE (1) absence per late entry.**

ii. Poor attendance. After three free absences, any additional absences will incur a penalty of 5 points each.

b. Participation. Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. This Participation Grading Rubric covers expectations for individual input into class discussions and work in smaller group discussions and collaborative group activities. I will inform students of participation grades to date midway through the semester. Students should schedule a conference if earning below 70% of the possible points. For any questions about participation before that point, feel free to email me.

NOTE: If a student has personal issues that prohibit them from joining freely in class discussion, e.g., shyness, language barriers, etc., they should see me as soon as possible to discuss alternative modes of participation.

c. Illness Policy. Students must be CLEARED according to ONE.UF to attend in-person classes. **Students who have not been cleared by Screen, Test, & Protect and show a red “not cleared” notice on ONE.UF will not be allowed in the classroom.** Clearance will be checked before admittance into each face-to-face class.

Students who feel unwell should remain at home, notify me as soon as possible, and follow instructions from Screen, Test, & Protect. Please provide me with medical documentation of illness or a status from Screen, Test, & Protect. Students may return to in-person classes after being cleared.

d. COVID-19 Information. In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- **If you are not vaccinated, get vaccinated.** Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. For details on where to get your shot, including no-appointment options, visit <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- **You are expected to wear approved face coverings** at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- **If you are sick, stay home** and self-quarantine. Visit the UF Health Screen, Test, & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

e. Maintaining contact. More than ever, you should keep current with me. Plenty could happen in the next months, and we need to be sure we are on the same page.

f. Recording of Class by Students. As you may know, the State of Florida has passed a law regarding the recording of classes by students. If you choose to record lectures, be careful! Doing so requires a very clear set of legal allowances and prohibitions. They are as follows:

Allowances:

- A student may record a class lecture for three specified purposes as outlined in House Bill 233/Section 1004.097 Florida Statutes:
 - For the student's own personal educational use;
 - In connection with a complaint to the university where the recording is made; or
 - As evidence in, or preparation for, a criminal or civil proceeding.
- Student may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission or to provide notice to record.
- A "class lecture" is defined as an educational presentation intended to inform or teach enrolled students about a particular subject and is delivered by faculty (instructor of record) or guest lecturer as part of a UF course. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.
- **A class lecture *does not include* lab sessions, student presentations, clinical presentations such as patient history, **academic exercises involving student participation**, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the instructor during a class session. **I bolded academic exercises involving student participation here because you may not legally record any of your fellow students without their consent.****

Prohibitions and Repercussions:

- **A recording of a class lecture may not be published without the consent of the instructor.**
- **"Publish" is defined as sharing, transmitting, circulating, distributing, or providing access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.**
- A recording, or transcript of the recording, is considered to be published if it is posed on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper, or leaflet.

A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or disciplined under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Participation Grading Rubric:

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	Speaks often and productively in class to discuss assignments relative to class discussions.	Speaks occasionally and/or in general terms in class to discuss assignments relative to class discussions.	Speaks rarely in class, and/or comments have little or no relevance to assignments and class discussions.
Thoughtful: Shows evidence of having understood and considered issues raised.	Speaks often and productively in class about readings, lectures, and/or their own research.	Speaks occasionally and/or in general terms in class about readings, lectures, and/or their own research.	Speaks rarely in class, and/or comments have little or no relevance about readings, lectures, and/or their own research.
Considerate: Takes the perspective others into account.	Often puts themselves in conversation with comments made by others in current class discussion or recounting previous class discussions.	Tends to talk about their ideas only. May occasionally talk over other students or take up too much time talking about own ideas.	Speaks rarely about the ideas of others. May ignore other people or may dominate the conversation.

6. Classroom Conduct

Our writing and speaking work in class anticipates professional work in the legal field. To that end, students must be mentally present. Students are expected to be active class participants in their individual work and, when working with peers, to work successfully in support of the group. Classroom conduct should comply with UF's Student Code of Conduct ([see http://regulations.ufl.edu/wp-content/uploads/2012/09/4041.pdf](http://regulations.ufl.edu/wp-content/uploads/2012/09/4041.pdf)) so that all students show respectfulness toward me and each other. More particularly, students should do the following:

1. set phones to vibrate at the start of class and put them away (in purse, backpack, etc.),
2. use laptops, notebooks, etc. only when given express permission,
3. remove all backpacks and purses from your desktop,
4. limit your talking to classroom discussions, and
5. do not read newspapers, text-message others, do homework for other classes, pass notes, or sleep.

For a first infraction, I will give a warning. For a second violation, the student will be dismissed from class and charged with an absence.

7. Academic Honesty

As a University of Florida student, your performance is governed by the UF Student Honor Code, <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>. The Honor Code requires

students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

8. Plagiarism

UF students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The UWP takes plagiarism seriously. We treat instances of plagiarism as dishonesty and a failure to comply with the class's scholarly requirements. Each student's work may be tested for its originality by anti-plagiarism sites. Negative reports from such sites may constitute proof of plagiarism.

1. Definition. Plagiarism is a violation of the Student Honor Code, which defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(University of Florida, Student Honor Code, 8, October, 2013)

Important tip: Incorrect citation of electronic material can count as plagiarism. Never copy and paste material from the Internet without providing the source's exact location and citation information.

2. Penalty for Plagiarism.

If a student plagiarizes all or any part of any assignment, they will be assigned a failing grade on the assignment. Additionally, instructors may impose a course grade penalty and report any incident of academic dishonesty to the Dean of Students Office. Other forms of academic dishonesty (i.e., cheating on a quiz, citing phony sources or quotations) will also result in a failing grade on the assignment.

9. Due Dates, Make-up Policy, and In-Class Work

Assignments are due online at the assigned deadline. **Late papers will not be accepted without a valid excuse (such as documented accident, sickness, or injury).** In these cases, students *must* consult with me to turn in the work as soon as feasible. Note that failure of technology is not an excuse.

Requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

10. Readings and Associated Homework

Readings and assignment preparation are listed on the schedule as homework (HW) to be completed before the next class meeting. Students should complete this work before coming to class that day.

11. Office Hours--Policy Questions and Paper Conferences

Students should see me during office hours if they have questions about progress in the course, writing issues, or other course concerns. If having a conflict with office hours, they should contact me to find a better time.

Having conferences on assignments can often improve the quality of final drafts. Be advised, though: my purpose in reviewing a paper is neither to proofread students' work nor to ensure that they have scored 100%. Instead, it is to help them develop their writing and begin to assess its success themselves. I do not accept e-mailed papers to review; students must arrange an appointment to speak with me to get a paper reviewed.

12. Writing Studio Paper Conferences

The Writing Studio (<http://writing.ufl.edu/writing-studio/>) offers one-on-one assistance on writing projects and is available to students of all levels. In a consultation, a Writing Tutor will give feedback on the student's writing and suggest improvements. They do not proofread papers or guarantee a particular grade on a student's work.

IV. Quest Learning Experiences

13. Details of Experiential Learning Component

Students will be given many opportunities to have out-of-classroom learning experiences, especially during Module 3. One of these will be required, and students will be encouraged to participate in more of them. For this course, the out-of-class learning components give students a chance to consider the social and physical elements of clothes-making and fashion "community." These opportunities include:

- working hands-on to experience yarn spinning with Fiber Arts Gathering at the Harn Museum of Art,
- meeting with Sarah Goff of the Repurpose Project to discuss "trash-ion" reuse of clothing,
- visiting representatives from the Pima Company in Jacksonville, FL in-person or over Zoom to discuss their small-scale clothing manufacturing model,
- interviewing a fashion buyer at a local department store to learn their buying strategies,
- interviewing the manager of a Goodwill thrift store about how they dispose of unpurchased clothing,
- visiting a local clothing closet to learn about the process of donating and clothes-lending, or
- attending a free wardrobe exchange to experience an alternative way of "buying" and valuing clothes.

14. Details of Self-Reflection Component

Reflection Writings help students reflect on the research and writing practices they learned throughout the semester. Placed beside the academic and public-facing assignments, the reflective writings guide students to consider their agency both as writers and as possible agents for change. In addition, these writings should help students think forward to ways they may continue writing for change in the future.

V. General Education and Quest Objectives & SLOs

15. This Course's Objectives—Gen Ed Primary Area and Quest

Social and Behavioral Sciences Objectives →	Quest 2 Objectives →	This Course's Objectives → (This course will...)	Objectives will be met by → (This course will accomplish the objective in the box at left by...)
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences.	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	<p>...introduce the methodological processes of the social and behavioral sciences.</p> <p>...show how researchers in the social and behavioral sciences have begun to study the reasoning for and effects of unsustainable practices in the fashion industry.</p> <p>...enable students to construct a unique survey research project that examines a question about unsustainable practices in the fashion industry.</p>	<p>... examining the interconnected system of clothing production from resource to buying to discarding clothing.</p> <p>...questioning the agency of those working at each stage in this system and considering how one part of this system may be studied in the social or behavioral sciences.</p> <p>...creating a research project to examine a particular problem in rhetoric, manufacturing, marketing, or waste practices within the fashion industry.</p>
Students will learn to identify, describe, and explain social institutions, structures, or processes.	Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.	<p>...explore the rhetoric of the fashion industry, which influences consumers' clothing practices.</p> <p>...consider which academics are researching clothing consumers' desire and possible sustainable solutions to problems in clothing production.</p>	<p>...analyzing fashion industry rhetoric that promotes overconsumption.</p> <p>...explaining how interconnected system of clothing production and fashion promotion can continue, even as calls for more sustainable practices abound.</p>

		...ask how information gained in survey research may help students change fashion industry rhetoric or practice.	...considering how best to “put oneself in conversation” with ongoing research/critique relative to the research question posed.
These courses emphasize the effective application of accepted problem-solving techniques.	Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	<p>...position students to enter an existing field of inquiry relative to sustainability and clothing within academic journals.</p> <p>...guide students to craft survey questions relative to their hypothesis or research question with the aim of learning more about education, beliefs, or practices of clothing consumers.</p>	<p>...thinking about what has been studied within the social or behavioral sciences and considering what existing questions may be extended or new questions may be posed.</p> <p>...posing a research question that considers the place of “change” or “agency” relative to one’s specific topic relating to sustainability in the fashion industry.</p> <p>...researching and evaluating multiple academic sources to establish an area of shared inquiry.</p>
Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior.	Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students’ undergraduate degree programs.	<p>...question why existing inquiry into the nexus of sustainability and clothing manufacture in the social and behavioral sciences is so limited relative to what is known and studied about the harmful effects of other unsustainable products.</p> <p>...show the role of social and behavioral sciences in understanding clothing consumers’ decision-making processes.</p>	<p>... writing to effect changes to fashion industry’s rhetoric, manufacturing, or waste process by</p> <p>...writing a traditional research report of survey findings in one of the social or behavioral sciences of survey research findings, and</p> <p>....translating the research report into a public-facing argument intended to be published for a target readership.</p> <p>...considering students’ agency as writers both within specific</p>

			academic disciplines and as part of a wider global community.
Students are expected to assess and analyze ethical perspectives in individual and societal decisions.	Explore or directly reference social and/or biophysical sciences resources outside the classroom and explain how engagement with those resources complements classroom work.	<p>...emphasize the use value of the social and behavioral sciences to give us greater knowledge about education, beliefs, and/or practices of clothing consumers.</p> <p>...explore how to reconcile the desire of business owners to profit and consumer desires to overconsume with the environmental and humanitarian harms of global clothing production.</p>	<p>...considering the findings of survey relation, especially relative to responders' practices versus their beliefs.</p> <p>...asking how survey results can help us think of newer ethical frameworks to address sustainability in the fashion industry.</p>

16. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

	Social and Behavioral Sciences SLOs → (Students will be able to...)	Quest 2 SLOs→ (Students will be able to...)	This Course's SLOs → (Students will be able to...)	Assessment (Student competencies will be assessed through...)
Content	...identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	...identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences incorporated into the course.	<p>...identify, describe, and explain the rhetorical language of the fashion industry.</p> <p>...analyze pushback to consumerist appeals by writers' critiques in lay-reader, academic, and/or trade publications.</p> <p>...identify a specific area within the larger global fashion industry and the social and behavioral sciences for their project.</p>	Class participation, In-class Activities, Fashion Rhetorical Analysis, Problem Analysis, Exploratory Writings, and articulation of Research Question and Survey Questions

Critical Thinking	...communicate knowledge, thoughts, and reasoning clearly and effectively.	...critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge	<p>...understand research reports in the particular social or behavior science within which they are engaging.</p> <p>...articulate a research question for their survey research and place this question in the context of ongoing research in the field.</p> <p>...compile the results of their survey research and discuss the importance of their findings relative to the context of their research projects.</p>	Class participation, Problem Analysis, Exploratory Writings, Annotated Bibliography, and Research Report
Communication	...identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world	...develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.	<p>...reflect on what they have learned in the individual research project.</p> <p>...develop and present a strategy for use in fashion writing or manufacture, which they communicate to a specific readership.</p> <p>...put forward this same proposal to lay readers.</p>	Class participation, Reflective Writings, Creative Solution, Public-Facing Writing, and Infographic
Connection		...connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	<p>...identify, describe, and explain the range of ways fashion rhetoric influences' clothing consumer's—and the student's—beliefs, sense of community, and buying habits.</p> <p>...reflect on their present and think about future agency as writers and professionals both within their professional fields and to the general public.</p>	Class participation, Reflective Writings, Creative Solution, Public-Facing Writing, and Infographic

VI. Required UF Policies

17. Harassment

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041>.

18. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

19. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

20. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.