

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

I. Course Information

Semester/Year & Location: Spring 2024, WEIM 1076

Meeting Day/Time: T 4th period (10:40 a.m. to 11:30 a.m.) and R 4th and 5th (10:40 a.m. to 12:35 p.m.)

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 hours and location: MW 11:30 a.m. to 12:30 p.m. and T 9:30 a.m. to 10:30 a.m. in person in TUR 2215 & by appointment (specify in person or over Zoom)

Phone: (352) 352-846-1138 (University Writing Program (UWP) office—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; no additional warrants or 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 address problems in clothing manufacture and marketing. 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?” In their individual research, students will research one issue and word a research question. Learning research techniques in the social and behavioral sciences, they will conduct survey research in groups. Then, they will explore potential fixes to the issue their projects explore, and they will find a practical sustainable strategy. At course's end, students will create a public facing argument to offer a sustainable strategy to a specific group of people or sector of the fashion industry and communicate this argument in an Infographic for general readers.

Required Texts (to purchase/rent): None

Recommended Texts:

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/1000
Annotated Bibliography	Having identified one sustainability problem in clothing manufacture or marketing, students will begin research in this area. In this assignment, they will identify and analyze 8 credible sources. Each source 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.	1000 words	100
Research Question or Hypothesis	Based on their research in the annotated bibliographies, students will create a research question or hypothesis for their hypothetical survey research project.		5
Sustainability Problem Prospectus	Having researched one sustainability problem in clothing manufacture and marketing, students will write a prospectus for a social or behavioral research project. This prospectus must be organized using the proper order covered in lectures and must include a) a short literature review using the sources from the AB and 2) a research question or hypothesis.	1000 words	160
GROUP Research Project	Having conceptualized and researched a hypothetical individual research project, students will turn to group work. As a group, they will pitch and complete survey research in the social and behavioral sciences. This project must identify a sustainability problem in the fashion industry. Each team will choose a focus, collectively craft a research question or hypothesis, write out survey questions, and write a research report in LMRD format.		200
Research into Creative Strategies or Solutions to Individual RP	Students will research possible strategies or solutions to the issue they identified for their initial 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 effectively reusing old clothing.	700 words	100
Public Facing Argument	Given the findings from their group's 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> They may write a letter to the editor, a social media infographic, or video (w/script) posted on a particular social media page. Language and appeals should be suited to the target readers.	500-700 words	160
Exploratory Writings	In these writings, students will consider their agency as writers, brainstorm ideas, or prepare to transition to a different genre.	5 @ 250 wds. =1250 (not WR ct.)	35
Reflective Writings	Students will reflect on the processes of academic inquiry and problem-solving. They will reflect on the ability of their research and writing to possibly effect changes in the fashion industry.	4 @ 250 words = 1000 words	60

Activities	Like the Exploratory and Reflective Writings, Activities will help prepare students for their individual and collaborative writing.		100
Tests		2 @ 12.5 pts each	25
Drafts & Peer Reviews	For every major assignment, students will give feedback on their peers' writing by completing the appropriate peer review sheet. <i>Both the student's draft and completed peer review sheet must be submitted on time to receive full credit.</i>	3 @ 100 wds. = 200 words (not in WR ct.)	30
Attendance & 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.		25

2. Weekly Course Schedule

This brief schedule is an overview of the plan for the semester. For readings and assignment prompts, see our Canvas page. Schedule is subject to change, so use the modules in Canvas for the most up-to-date schedule.

Week/ Date	Activity	Topic/Assignment (Question/Subject)
Module 1		Introduction to the Fashion Industry
Week 1	Topic	Introduction to class and overview of expectations
Jan. 8-12	Summary	Review syllabus; start identifying student knowledge/interest in the fashion and clothing industry.
	Assignment	<u>Reflection Writing 1</u>
Week 2	Topic	Introduction to the Fashion Industry
Jan. 15-19	Summary	Brief history of fashion industry; overview of the interconnected processes of global clothing manufacture and fashion promotion, especially in the U. S.
	Assignments	<u>Activity: Fashion Analysis</u>
Week 3	Topic	Introduction to Sustainability Relative to Clothing and Consumer Desire
Jan. 22-26	Summary	Learn the aims of the sustainability movement; See how writers discuss the problems within clothing manufacture/fashion industry's consumerist rhetoric.
	Assignment	<u>Exploratory Writing 1</u> 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.
Module 2		Introduction to the Social and Behavioral Sciences
Week 4	Topic	Introduction to Social and Behavioral Sciences
Jan. 29-Feb. 2	Summary	Learn the basics of qualitative and quantitative research in the social and behavioral sciences. Focus on survey research. Library Orientation.
	Assignment	<u>Test 1</u>
Week 5	Topic	Theories and Methods in Social and Behavioral Sciences

Week/ Date	Activity	Topic/Assignment (Question/Subject)
Feb. 5-9	Summary	Introduction to the AB; Practice reading research reports
	Assignment	<u>Annotated Bibliography</u>
Week 6	Topic	Planning the Research Project
Feb. 12-16	Summary	Write Annotated Bibliography, Work on Survey Questions; Form Research Support Groups relative to Research Questions asked.
	Assignment	<u>Research Question</u> <u>Exploratory Writing 2</u>
Week 7	Topic	Writing the Introduction to the Research Report
Feb. 19-23	Summary	Having written the Annotated Bibliography, start writing the Introduction to the Research Report. Consult w/group members.
	Assignment	<u>Sustainability Problem Prospectus</u> <u>Peer Review of Sustainability Problem Prospectus</u>
Module 3		Exploring Sustainable Strategies for the Fashion Industry
Week 8	Topic	Articulating New Clothing Solutions
Feb. 26- Mar. 1	Summary	Explore some current and smaller-scale solutions being used to address problems in the clothing industry.
	Assignment	<u>Group Research Question and Survey Questions</u>
Week 9	Topic	Exploring Further Solutions
Mar. 4-8	Summary	This week will be dedicated to hand- and machine-sewing during class as well as students' pursuit of other experiential learning opportunities.
	Assignment	<u>Exploratory Writing 3</u> <u>Reflection Writing 2</u>
Week 10	Mar. 9-16	SPRING BREAK—NO CLASSES
Week 11	Topic	Writing for Change
Mar. 18-22	Summary	Having researched some solutions, especially relative to the experiential aspect of clothing production, students will create a creative project and rationale.
	Assignment	<u>Research Into Creative Solutions</u>
Module 4		Writing Survey Research and Practical Solutions
Week 12	Topic	Writing the Research Report
Mar. 25-29	Summary	End survey. Writing the Methods and Results sections. Consult with group members.
	Assignment	<u>Exploratory Writing 4</u> <u>GROUP Methods and Results sections</u>
Week 13	Topic	Writing the Research Report, con't.
Apr. 1-5	Summary	Writing the Conclusion, Abstract. Consult with group members.

Week/ Date	Activity	Topic/Assignment (Question/Subject)
	Assignments	<u>Exploratory Writing 5</u> <u>GROUP Discussion and Abstract</u>
Module 5		Communicating with Consumers, Industry Insiders, and/or Academics
Week 14	Topic	Reflecting on Research and Solutions
Apr. 8-12	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.
	Assignment	<u>Reflection Writing 3</u>
Week 15	Topic	Communicating with the Public
Apr. 15-19	Summary	Introduction to Letters to the Editor, Infographics, and Videos to discuss their use value in reaching out to a target readership.
	Assignment	<u>Public-Facing Argument</u> <u>Peer Review of the Public-Facing Argument</u>
Week 16	Topic	Reflecting on Our Research and Writing
Apr. 22-24	Summary	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>Activity: Infographic for Social Media</u> <u>Reflection Writing 4</u>

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.

General Writing Assessment Rubric (see Individual Assignment Rubrics)

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion w/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 adequate or appropriate sources.
ORGANIZATION /COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	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 structure.	Documents rely on word usage inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. May use words incorrectly.
MECHANICS	Papers feature a correct or error-free presentation of ideas. At the weak end of satisfactory, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure 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

We will use class time for academic inquiry and the generation of practical solutions to the fashion industry's harms. 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 need to engage as members in the learning process. Class experiences are difficult or impossible to replicate, and frequent absences will hurt students' success.

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 without incurring deductions to the Attendance & Participation 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. Recording of Class by Students. The State of Florida has passed a law regarding the recording of classes by students. If you choose to record lectures, be careful! Legal allowances and prohibitions 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. Students should be active class participants in their individual work and 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.

A first infraction will get a warning. A second violation will result in class dismissal and an absence charged.

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.

1a. 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)

1b. ChatGPT.

Use of ChatGPT for INDIVIDUAL writing assignments is NOT allowed as these assignments require the student's own original writing to earn writing credit. For some assignments, use of ChatGPT will be allowed. Read assignments carefully for permission. **If in doubt, do not use ChatGPT!**

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.

If you are struggling with deadlines and need to talk, e-mail me at mmellon@ufl.edu. Do not resort to plagiarism to submit an assignment on time (see "Late submissions" policy below).

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

Assignments are due online at the appropriate Canvas assignment at the assigned deadline. Given

COVID-19 and its related issues, though, late work will be accepted under the following provisions:

a. Completion. If an assignment does not meet the minimum word count, it will receive a zero (“0”).

b. Late submissions. All assignments should be submitted on time. Even so, any first major paper that is submitted late will be accepted without explanation. You have a week to complete it and turn it in without loss of points.

If you are in a position where you might submit a second major paper late, schedule a time to meet with me so we can complete a coursework completion contract.

Requirements for class attendance, make-up exams, assignments, and other work are consistent with UF policies 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. Also, **I do not accept e-mailed papers to review; students must arrange an appointment to speak with me to get a paper reviewed.**

12. University Writing Program (UWP) 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. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

General Learning Outcome and Their Application	Assessment
Content: Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline(s).	
<ul style="list-style-type: none">Identify, describe, and explain the cross-disciplinary dimensions of the pressing sustainability issue in the fashion and clothing industryIndividually research one sustainability issueIn groups, create a research project in the social and biological sciences, conduct survey research, and collaboratively write a research report	Test, Prospectus, IMRD Research Report
Critical Thinking: Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).	

<ul style="list-style-type: none"> • Critically analyze research reports and lay writing about sustainability problems in the fashion and clothing industry • Individually research one sustainability issue and create a research question for a hypothetical survey research project • In groups, craft a research question from members’ research, write survey questions, collect responses, and analyze results relative to research question • Analyze existing fixes to the sustainability problem • Argue that a creative solution be enacted 	Prospectus, IMRD RR, Public-Facing Argument, Reflective Writings, Activities
Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).	
<ul style="list-style-type: none"> • Develop and communicate plans for academic survey research • Present argument for creative solution to a chosen readership/audience • Summarize research/solution in an infographic (activity) • Present research orally in class (activity) 	Prospectus, Intro. to RR, Public-Facing Argument, Activities
Connection: Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.	
<ul style="list-style-type: none"> • Understand the use value of social and behavioral study to help understand consumer practices relative to the fashion and clothing industry • Connect research to real-world creative solutions to an issue in sustainability in the fashion and clothing industry • Consider one’s knowledge as a researcher (or similar expert), especially relative to problems one may encounter in one’s professional field • Value one’s individual agency communicating to the general public and lay readers 	Prospectus, IMRD RR, Public-Facing Argument, Reflective Writings, Activities

V. 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. Our hand- and machine-sewing work will be required, but students are also encouraged to participate in additional opportunities. For this course, experiential learning components give students a chance to consider the social and physical dimensions 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,
- 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,
- attending a free wardrobe exchange to experience an alternate way of “buying” and valuing clothes, or
- meeting with Sarah Goff of the Repurpose Project to discuss “trash-ion” reuse of clothing.

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.

VI. Required UF Policies

15. 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>.

Given this and other legal policies UF is bound to uphold, I and most other instructors are “required reporters.” This designation means that we are required to report any activity that we witness or are told about that violates the law or UF policies. Our disclosure would then make this activity “actionable,” meaning that it would be investigated by the proper law enforcement or UF administration officers.

16. 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.

17. 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 they may 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/>.

18. Personal Student Concerns

During the semester, you may face problems that I am not trained to address. If you need help managing stress, depression, family illness, or physical or mental abuse, visit the appropriate source listed below. You are not alone: counselors can help with these concerns.

Suicide and Crisis Hotline: The new phone number for immediate mental health issues is 988.

UF Health Shands Emergency Room/Trauma Center: For immediate medical care call 352-733- 0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#)

University Police Department: [Visit UF Police Department website](#) or call 352-392- 1111 (or 911 for emergencies).

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352- 392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352- 392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or [visit the Student Health Care Center website](#).