



# North Central Michigan College

## Master Course Syllabus

### PART 1:

Course Name: Textiles: Structure

Course Number: ARTS 220

Credit Hrs. 3      Lecture Hrs. 3      Lab Hrs. 0      Clinical Hrs. 0      Variable Hrs. 0

Total Hours of Instruction: 3      Total Contact Hours: 52.8

*(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)*

#### Course Description:

An introduction to methods that create textile structures. Students will learn the basics of woven, non-woven (felt) and looping (knitting, crochet, netting) methods and how color influences pattern development.

Prerequisite (s): None

Co-requisite (s): None

#### Course Objectives:

By the end of this course the student should be able to:

- Demonstrate the use of the vocabulary pertinent to working in fibers.
- Demonstrate use of correct class of dyes for each fiber family.
- Demonstrate working knowledge of the parts of a loom.
- Construct fabric using interlacement and looping methods.
- Construct fabric using non-woven method.
- Demonstrate understanding of appropriate finishing techniques for fiber work.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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## **PART 2:**

### **Course Objectives and Linked Lumina DQP Outcomes**

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Demonstrate the use of the vocabulary pertinent to working in fibers. (DQP 2)
- Demonstrate use of correct class of dyes for each fiber family. (DQP 1,3,6,7,10)
- Demonstrate working knowledge of the parts of a loom. (DQP 2)
- Construct fabric using interlacement and looping methods. (DQP 3,6,7,10)
- Construct fabric using non-woven method. (DQP 3,6,7,10)
- Demonstrate understanding of appropriate finishing techniques for fiber work. (DQP 3,6,7,10)



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## **Suggested Methods of Instruction:**

Lecture, demonstrations, slide and video presentations, textbook reading assignments, handouts, sketch book assignments, in-class project assignments, homework project assignments, and field trips.

## **Suggested Methods of Assessment and Evaluation:**

Quizzes, projects and participation in critiques

## **Adopted Text at Time of Course Adoption/Revision:**

None

## **Topics Covered During the Semester:**

*Sequence of topics and time allowance are at the discretion of the instructor*

- Week 1: Intro and Overview, Discuss dyes by class and fabric family. Dye yarn. Simple interlacement, non-traditional materials.
- Week 2: Weft-faced weaves
- Week 3: Weft-faced weaves
- Week 4: Warp-faced weaves
- Week 5: Warp-faced weaves
- Week 6: Weaving with harnesses
- Week 7: Weaving with harnesses
- Week 8: Weaving with harnesses
- Week 9: Looping
- Week 10: Looping
- Week 11: Felting
- Week 12: Felting
- Week 13: Final project
- Week 14: Final project
- Week 15: Final project
- Week 16: Critique Final project

Part 1 & Part 2 approved by CRDAP on: 04 10 15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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## Master Course Syllabus

### **PART 3:**

**LUMINA DQP OUTCOMES** – Use this reference sheet for **PART 2** of Master Course Syllabus.

#### **Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

#### **Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

#### **Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

#### **Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

#### **Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

#### **Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

#### **Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

#### **Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012