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TMFD 123: Clothing & Society (Spring 2020)

Online Engagement and Overall Performance:
TMFD 123: Clothing & Society Benchmark Portfolio

Abstract:

This benchmark course portfolio examines TMFD 123: Clothing & Society, a large enrollment, online delivery course offered in the Department of Textiles, Merchandising & Fashion Design at the University of Nebraska-Lincoln. In addition to detailed discussion of existing course materials, activities, and assessment tools, the portfolio focuses on the issue of student engagement and peer-to-peer interaction. It also tracks the impact of the introduction of a Yellowdig discussion forum assignment in an effort to boost engagement, create a sense of community, and foster connections between course materials and concepts and students' everyday lives. The latter objective intersects with several of the overall course learning objectives. The portfolio concludes with a review of successful and less successful aspects of the course, as well as plans for future course delivery.

Keywords: General Education, Online, Student Engagement, Social Science, Undergraduate

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Objectives of Peer Review Course Portfolio

Purpose of the Benchmark Portfolio

This TMFD 123: Clothing & Society benchmark portfolio provides a broad overview of the course as a whole, but it also drills down on the particular challenges of the online teaching and learning environment for large enrollment courses. Specifically, the portfolio documents and addresses the effectiveness of content delivery, levels of student engagement, and assessment methods for learning outcomes in the asynchronous online environment. I foresee using the course portfolio to document my teaching and refine TMFD 123: Clothing & Society moving forward, as well as a model for development of future course portfolios for other courses I teach in the department. This benchmark portfolio will also be incorporated into my promotion and tenure file as evidence of teaching excellence.

Why TMFD 123: Clothing & Society?

This course has the potential to be the next Happiness 101 course. In many ways, it responds to Socrates' prompt to "know thyself" and to lead a well-examined life – regarding a domain of cultural, social, and economic life that is so often taken for granted and dismissed as unimportant or frivolous (this itself is related to gender bias shaping the trajectory of certain fields of study and the individuals working in those fields). Because TMFD 123 is taught online (asynchronously), it also has the potential to reach students far and wide and it is my goal that every student has the same opportunity to have a rich experience with this course, regardless of their level, disciplinary background, or physical / geographical location.

This course also has the potential to draw students to the department (as majors or otherwise). It serves as a broad introduction to some of the more compelling social and cultural issues within the scholarly field and the fashion / beauty industry itself.

The main challenge I face with this course is convincing students that dress and appearance are important and relevant to their lives, and deserving of rigorous investigation and analysis. The secondary challenge has to do with the large enrollment and online course delivery, which complicate effective and time efficient ways to measure and observe student engagement and understanding.

TMFD 123: Clothing & Society Course Description

Course Overview and Goals

TMFD 123, Clothing & Society: You Are What You Wear is an introductory level, large enrollment, online delivery course about the importance of dress (clothing, appearance, body modifications, etc.) in shaping human experience at both the macro and micro levels. This course fulfills both TMFD major requirements (it is a pre-requisite for some upper-division coursework in the department and is a required course for all degree tracks) and, as an ACE 9 course on human diversity, it also fulfills a general education requirement for students across campus. Within the field of textiles and clothing this course models and teaches social scientific and humanistic approaches to clothing and appearance, rather than merchandising, design, or textile science approaches.

Learning Objectives

- Students will be able to present a case for how dress and appearance shapes and is shaped by cultural and social factors.
- Students will be able to critically reflect on and compare their own habits of dress and appearance with those of people from different cultural and social backgrounds.
- Students will be able to understand how dress and appearance are major elements of the visible markers of human diversity, and discuss several ways that these markers have historically or in the present play a role in grouping and separating groups of people, for better and worse.
- Students will be able to apply different scholarly theories about how dress and culture shape the individual and society to concrete examples from around the world or through time.
- Students will be able to identify and critically engage with the role of the media (communication media, social media, mass communication platforms) in driving consumption patterns or in interpreting the meaning(s) of dress and appearance.
- Students will be able to question and compare the positive and negative impacts of the global fashion industry on themselves, the environment, and individuals working in the industry around the world.

Student Demographic

The student make-up of the course is extremely diverse: out of 100 - 120 students (a typical enrollment range), there is heavier representation of lower level students (both freshmen and sophomores; together these make up about 67% of the total course enrollment), but there are also substantial numbers of juniors and seniors totaling to approximately 32% of overall enrollment. There are typically a very small number of Nebraska Now students (high school

students), who are generally extremely high achieving students (and thus often times perform as well or better than many of the freshmen and sophomore level students). For Spring 2020, course enrollment included 43 Freshman, 37 Sophomores, 27 Juniors, 12 Seniors, 1 Graduate Student, and 1 Visiting Student. Besides the wide distribution of lower and upper division students, there is huge variation in terms of the disciplinary backgrounds of those students. In a given semester, there may be 25% - 27% of total enrollment by TMFD majors or TMFD minors. The total enrollment breaks down according to the following college distribution: **(Fall 2019)** 34 CEHS including ~ 15 TMFD majors; 19 CBA (including ~10 TMFD minors); 14 ASC; 13 JMC; 14 GEN (undeclared); 1 ENG; 2 FPA; 2 CASNR. **(Spring 2020)** 36 CEHS including 20 TMFD majors; 30 CBA (including 3 TMFD minors); 14 JMC (including 7 TMFD minors); 14 GEN (undeclared); 10 ASC (including 2 TMFD minors); 7 FPA (including 1 TMFD minor); ARH 3; CASNR 2; ENG 2; 1 Visiting student; 1 Graduate student.

Based on previous comments made in student evaluations, most students anticipate that this will be an “easy” course. For those outside TMFD, this is partly due to its 100-level course designation, and partly due to broad societal assumptions about clothing and fashion (and the study of these topics) as being superficial, frivolous, and therefore “easy.” Even for students within the department, this course is unusual in that it falls within humanities or softer social sciences perspectives and content: a relatively hard sell to students in design, merchandising (the majority of TMFD students), and textile science.

Curricular Context

As stated earlier, this course is a lower division pre-requisite for all majors in TMFD (all 4 tracks), and satisfies an ACE 9 requirement for both majors and students across campus. It is a course pre-requisite for several upper division courses drawing on history, art history, social psychology, sociology, anthropology, and material culture approaches to dress and textiles (TMFD 410/810 Body, Dress, Identity; TMFD 477/877 Gender & Material Culture; TMFD 407/807 History of Dress). As a person on the fringe of the field (at least initially, given my formal training in cultural anthropology), I view this course as an important component of raising awareness for TMFD majors in the following ways: the impact of apparel and textile designs on people’s everyday lives, relationships, and sense of identity; the cultural and social influences on designs and design process; buying / sourcing choices; communication about apparel and textiles (which they may not already be aware of); the diversity within the global fashion system: in terms of consumer diversity, and inequalities and ethics of this system unevenly impacting different places, communities, and peoples around the world (at different points of the production – exchange – consumption cycle). For non-TMFD students, some version of these same core understandings is also part of the course goals, with less emphasis on the apparel and textile industry itself, and more focus on their roles as consumers and the various ways their lives and choices are impacted by dress, appearance and the fashion industry (and what power they might have to change or influence those impacts in a positive way).

Teaching Clothing & Society: Methods, Materials, Activities

Teaching Methods, Materials, and Course Activities

TMFD 123: Clothing & Society is delivered entirely online in an asynchronous format. The course is divided into Weekly Modules (on Canvas), with assignments and exams serving as “touch points” set to occur every 2-3 weeks, alongside weekly discussion forum-style posts in Yellowdig Engage.

Methods & Materials: For each week students are assigned a chapter to read from the course textbook, *The Meanings of Dress* (approximately 30 pages of reading). This textbook is now in its fourth edition and is edited by well-respected scholars from the anthropological, social-psychological, and sociological areas of the textiles and apparel field. It contains both recent academic scholarship (both theoretical and empirical work), as well as readings from the news media, magazines, and other trade or popular press sources. Students also review a set of Powerpoint slides (created by the Instructor) that distill the textbook material and include supplementary visuals and examples to reinforce the textbook content, as well as links to additional reading for those interested in learning more. In addition to the textbook and Powerpoint slideshows, students are occasionally assigned additional required short articles or videos from news media sources (like the *New York Times*), the fashion industry press (*Business of Fashion* website and content; *Vogue* Youtube series, etc.), and 4 feature length or short films on course-related topics (*Paris is Burning*, *Social Animals*, *Hedi Slimane: Renegades*, *The True Cost*), distributed throughout the semester.

Assignments & Assessment: Achievement of learning objectives was assessed through a number of mechanisms. The following list excludes one 10 question quiz on the course syllabus (10 points), and 3 opportunities to earn extra credit points (up to 20 points: Anonymous mid-semester course evaluation (5 pts), True Cost Film Quiz (up to 10 points), Completion of Peer Review of Teaching consent form (set up as anonymous survey, 5 pts)):

1. Four 50 question multiple choice and true/false exams (100 points each), of which the lowest exam score is dropped (Exams 1-2: 75 minute timed, DLC Exam Commons or Proctored, up to 2 attempts; Exams 3-4 (after pandemic-related campus closure): 30-40 minutes timed, open-book, 1 attempt).

2. Signature ACE 9 assignment 1: Reading Reaction Paper (50 points) + Peer Assessments (10 points): Students select one of the assigned academic journal articles from the semester (by authors Eric Plemons (on Facial Feminization Surgery), Annisa Beta (Modest Fashion in Muslim Indonesia), or Kirsten Dellinger (Gender-Sexuality and Workplace Dress). They read the article and write an approximately 4 page (double-spaced, 12 pt font, 1 inch margins) reading response following assignment prompts related to identifying main thesis and themes, disciplinary perspective and research methods used by author, key terms and definitions, likes and dislikes, and connections to course themes. After submission, each student is randomly assigned 4 other students’ reaction papers to read and provide written feedback (at least one

comment) for each of these 4 reaction papers (the reviewer remains anonymous to other students). However, students' grades on the reaction paper are assigned by the instructor.

3. Signature ACE 9 assignment 2: Media Analysis Report (80 points). For this assignment, students select a fashion blogger/ social media influencer that serves a non-majority target market. Examples include plus-sized, hijab, modest, racial/ethnic minority, non-binary gender identity, age-related minority, differently-abled audience, etc. Students then complete a 5-6 page media analysis report analyzing media representation across the blogger / influencer's website and social media platforms in relation to one or more of the course themes (such as gender, sexuality, race/ethnicity, religion, age, body image, etc.). In addition to using sources from the course textbook and supplementary materials, students must use at least one outside peer-reviewed and/or scholarly source for their analysis. The report is structured around a series of prompts: 1. Demographic of the blogger / influencer's audience (based on evidence from posts, comments, images, etc.); 2. Blogger / influencer's position in the fashion cycle (this is a concept introduced early in the semester); 3. Cultural and social ideals challenged or reinforced explicitly and implicitly by the blogger / influencer (usually these are related to beauty ideals, consumption, etc.); 4. Connections to course themes.

4. Yellowdig Conversation Posts (100 points). Yellowdig Engage is a new external platform (which plugs into Canvas) for online discussion forums. The interface is designed to mimic social media types of platforms, and the grading is automated (with criteria for earning points set up by the instructor). In TMFD 123, for any 10 out of the 15 weeks of the course, students could earn up to 10 points for creating an original post (5 points, 40 word minimum), commenting on another student's post (3 points, 20 word minimum), receiving a comment from another user (2 points), or receiving a reaction from another user (1 point). The topics for the weekly posts followed the sequencing of course modules and themes and were set by the instructor in advance. Students had to respond to the course topic and materials for that particular week, AND/OR could relate the course topic and materials to the student's own experience and personal background in some way. Students were also encouraged to post links to other websites / online content, images, and video.

Pedagogical Rationale

Materials: Given the nature of the course topic (intersection of clothing, appearance, identity, culture, society), visuals (Powerpoint slides) and multi-media course materials (NYTimes articles, Vogue YouTube series, Christopher Wylie's Business of Fashion talk, 3 documentary films) have been added and/or updated over time, since Fall 2018 when I inherited this course. These are used to enhance the impact of textbook readings, and help students connect the course with current events, pop culture, and their own experiences and family history.

Exams: Due to the large enrollment typical of TMFD 123 (100 – 120 students), assessment of basic understanding and familiarity with concepts, key terms, and theories related to dress, appearance, identity, and the fashion and apparel industry is accomplished via multiple-choice and true-false exam questions. The content and questions of the exams cut across all of the

course learning objectives, but test for recall, basic understanding, and simple applications of concepts, rather than complex critical engagement or synthesis. Exams were graded automatically in Canvas. In previous semesters and for the first two exams of the Spring 2020 semester, exams were closed-book and either proctored (for distance students) or taken at the DLC Exam Commons. Students had up to two attempts for each exam (and could see which questions they had answered incorrectly – though not the correct answer), giving them a chance to return to aspects of course materials they were less familiar with in preparation for the second attempt. Prior to the exams, the instructor posted a study guide for each exam, listing key terms and concepts the students should be prepared to define, as well as key points or insights from various course readings or other materials (such as films).

Reading Reaction Paper & Media Analysis Report: These two assignments are critical to performing and assessing the ACE 9-related course learning objectives: 1. Students will be able to present a case for how dress and appearance shapes and is shaped by cultural and social factors; 2. Students will be able to critically reflect on and compare their own habits of dress and appearance with those of people from different cultural and social backgrounds; 3. Students will be able to understand how dress and appearance are major elements of the visible markers of human diversity, and articulate several ways that these markers have historically or in the present play a role in grouping and separating groups of people, for better and worse; 4. Students will be able to apply different scholarly theories about how dress and culture shape the individual and society to concrete examples from around the world or through time. In the case of the Reading Reaction Paper, the student is critically engaging with academic scholarship related to dress, appearance, and diversity and synthesizing and evaluating this scholarship in relationship to other course materials and themes. In the case of the Media Analysis Report, the student is additionally performing their competence vis-à-vis the course learning objective related to critical media analysis: Students will be able to identify and critically engage with the role of the media (communication media, social media, mass communication platforms) in driving consumption patterns or in interpreting the meaning(s) of dress and appearance. Because the fashion blogger / social media influencer is also catering to a non-majority demographic (this is a requirement of the assignment), the student is also obliged to reflect on normative cultural assumptions about beauty ideals, diversity in the fashion industry and media, and again relate their analysis and reflections to course themes and materials. This latter assignment occurs at the very end of the semester, so it is an opportunity for the student to review materials and themes from the course as a whole and integrate these into what is essentially a media studies-style analysis.

Yellowdig Conversation Posts: This assignment was introduced in Spring 2020 with the intention of fostering a more engaged community of learners, peer-to-peer dialogue and learning, and addressing what the instructor perceived as a deficiency in the connection between course materials and concepts to the student's own life. The Yellowdig platform was helpful in 1. Offering the instructor a weekly snapshot of students' impressions and engagement with course topics and materials; 2. Reinforcing all learning objectives through another modality of active learning (i.e. commentary with peers); and 3. Promoting a more robust attainment of the following course objectives: Students will be able to critically reflect

on and compare their own habits of dress and appearance with those of people from different cultural and social backgrounds. Students will be able to understand how dress and appearance are major elements of the visible markers of human diversity, and articulate several ways that these markers have historically or in the present play a role in grouping and separating groups of people, for better and worse. Students will be able to question and compare the positive and negative impacts of the global fashion industry on themselves, the environment, and individuals working in the industry around the world. Students will be able to identify and critically engage with the role of the media (communication media, social media, mass communication platforms) in driving consumption patterns or in interpreting the meaning(s) of dress and appearance.

Relationship to Previous Years and Sections

I have been teaching this course since Fall 2018, when I inherited the basic structure, major assignments, exams, and base Powerpoint lecture slides from the previous instructor. Also in Fall 2018, the enrollment cap for the course was expanded from 80 to 120 students. The two major written assignments (Reading Reaction Paper and Media Analysis Report) were already established as the ACE 9 signature assignments, so I retained the basic format of the assignments but altered the scholarly readings students had to choose from for the Reading Reaction Paper. From Fall 2018 – Spring 2019, I spent most of my efforts modifying and updating the exam questions, Powerpoint lecture slides, and adjusting assignments to include more specific requirements for section prompts and structure (changing the grading rubrics accordingly). The intention was that this would render the grading of written work (a requirement related to the ACE 9 accreditation) more straightforward and time efficient. I also added the Peer Assessment component to the existing Reading Reaction Paper assignment in the hopes that students would benefit from reading and commenting on one another's work (since they had virtually no other contact with one another in other aspects of the course). A new and substantially revised edition of the *Meaning of Dress* textbook (4th edition) was adopted for the Fall 2019 course delivery, resulting in significantly updated and modified exam questions and Powerpoint slides for each chapter.

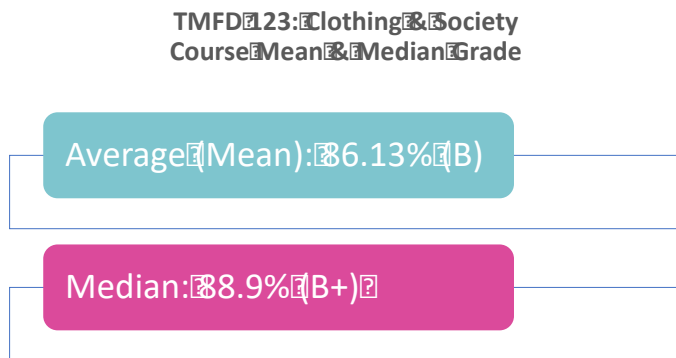
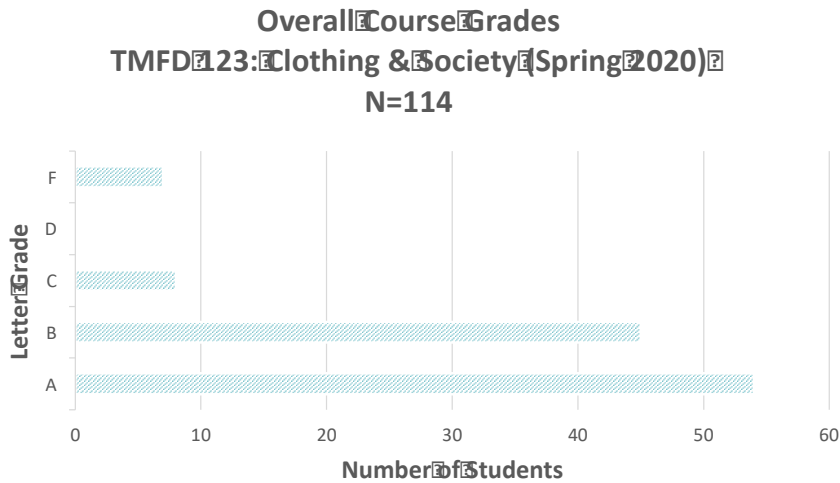
Thus, leading up to Spring 2020, while I was satisfied with course materials and major assignments, I was not happy with gauging student engagement and understanding of most of the course readings and multi-media materials primarily through exams with multiple-choice and true/false comprehension and recall-based questions, along with 2 written assignments that do not permit in depth comments and instructor feedback because of the enrollment size (100 – 120 ~ 5 page papers, twice per semester).

My goal therefore for Spring 2020 was to improve student engagement and my ability to observe that engagement, as well as scaffold more peer-to-peer learning and dialogue (which I believe relates to engagement and ultimately learning outcomes) through the introduction of weekly Yellowdig Conversation Posts.

Analysis of Student Learning and Measuring Engagement

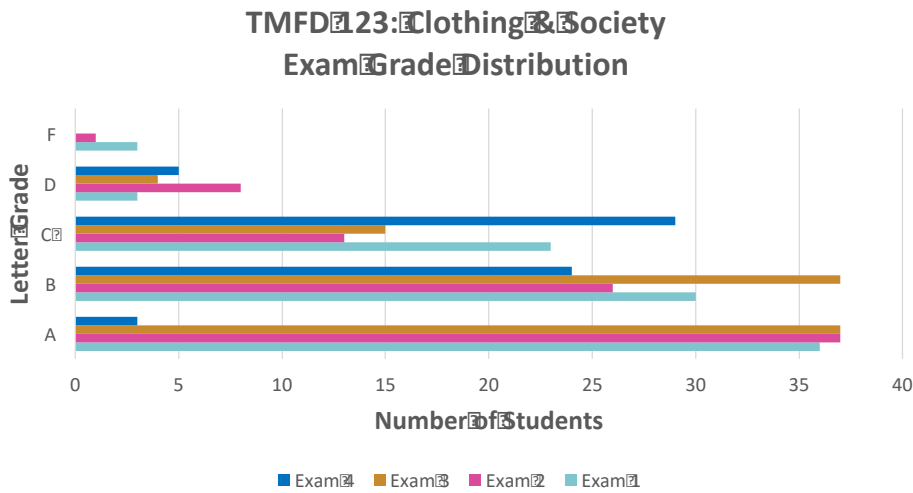
Grade Distribution and Trends

This section begins with a review of grade distribution for overall course performance, as well as that of specific elements and assignments in the course (exams, ACE 9 signature assignments, and Yellowdig Conversation posts).



The grade distribution and median score (B+) for the overall course performance reflects that most students are doing very well in the course as a whole. Most students are receiving a grade in the A or B range of the course, with a handful of Cs, no Ds, and a handful of Fs (the latter are mostly students who did not complete several assignments, and/or missed several exams). This raises questions about whether the degree of difficulty should be increased for the course, but part of the inflation of scores may be related to the addition and weighting of the Yellowdig Conversation Posts (new for Spring 2020) and the relative ease of earning full credit or nearly full credit for this assignment. It was worth 18% of the overall course grade.

Exams



Note: 30 of 41 Exam 3 scores were used in overall course grade, and many students satisfied with grades on Exams 1-3 did not take Exam 4 (thus skewing the grade distribution significantly for Exam 4).

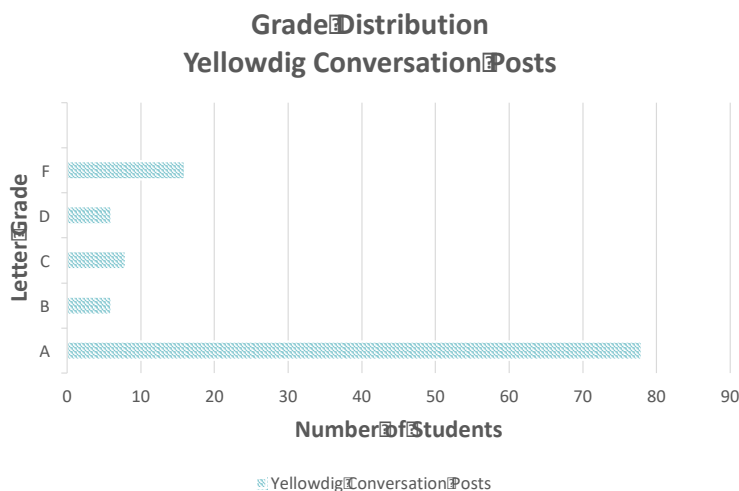
Performance across the first three exams for the course were fairly consistent in terms of grade distribution. The number of A grades remained essentially constant for Exams 1-3 (hovering around 36-37 As per exam). B grades for Exams 1-4 ranged between 24 and 37 students per exam (with 37 Bs on Exam 3 being somewhat of an outlier). C grades were relatively high for Exam 1 (which is logical given that students were learning test format and content for the first time), and reduced to between 13-15 Cs for Exams 2 and 3. There were 29 Cs for Exam 4, which partly reflects that many high performing students did not take Exam 4 because they were satisfied with their scores on Exams 1-3 (and did not need to take the 4th exam). For all four exams, there were consistently very few scores of D or below.

Signature Assignments: Reading Reaction Paper + Media Analysis Report



Grades on the Reading Reaction Paper and Media Analysis Report are clustered for both assignments in the A and B range of the grading scale. Students performed somewhat better on the Media Analysis Report, which may reflect that they adjusted their approach and writing based on feedback and scores on the Reading Reaction Paper. This may also reflect that the subject of analysis for the Media Analysis Report was a fashion influencer / blogger (whereas the Reading Reaction Paper asks students to analyze scholarly writing), or the fact that this was the final assignment for the course and students may have put more effort into the assignment in order to improve their overall course grade. Over the past several offerings of this course, the assignment descriptions for these two assignments have become increasingly prescriptive and detailed, which may also improve student performance.

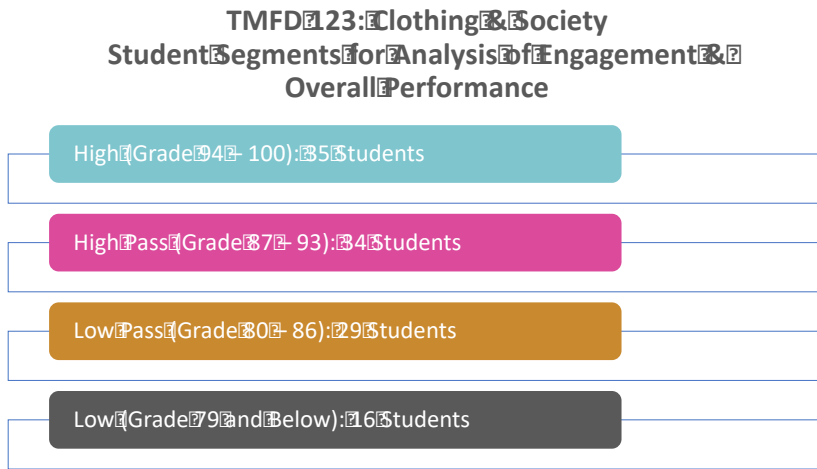
Yellowdig Conversation Posts



The distribution of grades for Yellowdig Conversation Posts is extremely lopsided and weighted towards As (approximately 78 of 114 total students scored in the A range). This is partly explainable by the structure of this assignment, which allocate points for participation only (not quality / depth of participation, though original posts are weighted more heavily than comments or reactions to other students' posts). While Bs, Cs, and Ds were more or less evenly distributed, on the opposite end of the grading scale, 16 students received an F for the assignment. Almost all of these students never even accessed the Yellowdig platform, despite numerous course announcements and reminders.

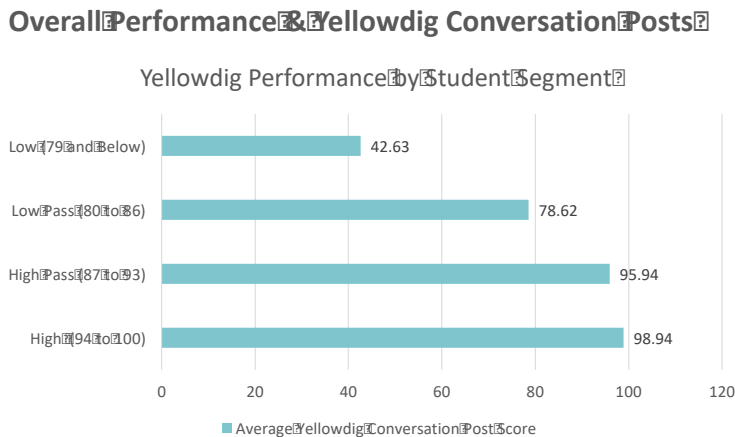
Analysis of Engagement and Overall Course Performance: Distinguishing Student Segments

In order to more easily compare the relationship between overall course performance and performance in Yellowdig Conversation (a proxy for capturing student engagement with the course and peer-to-peer dialogue), students were divided into tranches based on their overall course grade (keeping the median of 88% in mind): High (94-100), High Pass (87-93), Low Pass (80-86) and Low (79 and Below). An attempt to keep the numbers in each tranche (with the exception of the Low tranche) more or less even was also prioritized. The following chart illustrates this segmentation.



Relationship between Course Performance and Yellowdig Conversation Posts Grades

Average performance on Yellowdig Conversation posts were then established for each student segment. The results are presented below.



This chart indicates that Yellowdig scores substantially diminished students’ course grade in the Low segment (course grade of 79 and below, with Yellowdig average score of 43%), somewhat diminished students’ overall performance in the Low Pass segment (80 to 86, with Yellowdig average score of 79%), somewhat lifted students’ overall course grades in the High Pass

segment (87 to 93, with Yellowdig score of 96%), and were consistent with High performers' (94 to 100) work in other areas of the course. In other words, poor performance on Yellowdig injured Low performing students, was not beneficial to Low Pass students, had somewhat of a positive impact on High Pass students, and made little difference to High performing students who were performing well in all areas of the course (including Yellowdig).

Qualitative Analysis of Yellowdig Conversation Posts by Student Segment

In trying to understand the relationship between student engagement and participation in Yellowdig and performance in the overall course, looking only at numerical values did not seem adequate to capturing some of the qualitative richness of what constituted a "high," "high pass," "low pass" or "low" level of engagement on Yellowdig. For the purposes of capturing some aspects of depth and quality of posts, and differences across different course segments, the following analysis was performed:

1. 3 students from each student segment were selected (distributed within the segment at the low, middle, and high end of the segment range).
2. For each student, the frequency and type of participation across the semester was calculated according to the following criteria: How many original posts created, comments given, comments received. This information can be downloaded as a CSV file from the Yellowdig platform (in the Points Report area).
3. Next, the depth and quality of participation content across individual students' posts was assessed using a rubric developed for this purpose, along with representative excerpts from student posts.
4. Finally, differences in frequency and quality across different course segments were compared, based on the sample.

Quality / Engagement Rubric Yellowdig Conversation Posts

Criteria	Excellent	Average	Poor
Addresses Course Material in Post	5	3	1
Engages with Peers' Posts	5	3	1
Depth / Nature of Insight	5	3	1
Relates to Own Experience	5	3	1
Connects to Outside World	5	3	1
Clarity of Expression	5	3	1

Insights drawn from Sample Analysis (Excerpts from sample data set included in [Appendix 2](#)):

1. There was no apparent direct correlation between the level of performance on individual rubric criteria and the student's overall Yellowdig grade. In other words, it was just as likely for a student with a failing grade on Yellowdig as a student with an A on Yellowdig to score high (or low, or average) on any given rubric criteria.

2. Instead, it would appear that frequency of original posts and comments given, and the balance between these two post types, were a better predictor of overall assignment score. Students with higher overall scores tended to create more original posts (40-word minimum, worth 5 Canvas points per post), meeting a threshold of original posts of between 8-10 during the semester. If the student did not meet this threshold, in order to do well on the overall assignment, they needed to post a high volume of comments on other students' posts (20-word minimum, worth 3 Canvas points per comment) to make up for the relative lack of points due to lower numbers of original posts (which were worth more points). "High volume" consisted of 31-33 comments given, versus a more typical number of 10-20, with some variation related to the number of comments received (for which the recipient would receive 2 Canvas points).
3. Only 1 student out of the entire 12 student sample (a student in the high performing segment) performed above average (3.16) for Engaging with Peers' Posts. The next highest score for Engaging with Peers' Posts was 2.78, from a student in the low pass segment (with a Yellowdig score of 50 and an overall course grade of 80). Most of the "engagement" consisted of simply commenting on agreement with another student's post, or discursively acknowledging the other student's idea, without any real dialogue with that student's ideas.
4. Students across all segments scored well above average (with 1 exception, at a score of 3.1) in Connects to Outside World. This criteria focused primarily on instances where a student was remarking on how a given aspect of course topics / materials related to an event, situation, brand, person, company, culture, etc. that had not been covered in class. This indicates that the Yellowdig discussion forum was functioning well in terms of facilitating students' connections of course material to the world around them.
5. Another criteria related to connecting course material to students' own lives was Relates to Own Experience. This criteria focused on instances where a student related topics, readings, and concepts covered in class to their own personal history or experience. Scores on this particular criteria varied a lot WITHIN individual students' posts: at one end of the spectrum, posts were relating mostly information about personal history or experiences, and on the other end of the spectrum, posts focused heavily on external events, situations, issues of concern (such as sweatshops), or relatively superficial statements of personal opinions.
6. The Depth / Nature of Insight criteria gauges the degree of higher order thinking or reflection characterizing a post and the theme, concept, issue discussed within. Scores on this criteria tended to vary more significantly WITHIN an individual students' post. Typically comments on other students' posts were more superficial (scored lower) than original posts (scored higher). This seems to indicate that students were engaging more capably with the course material and its implications when initiating their own participation, rather than reacting to other students' posts. However, it is difficult to

fully grasp what might be provoked by another student's post since those connections are rarely acknowledged or visible.

7. It was more common across all student segments for students to Address Course Material more explicitly and deeply in their own original posts rather than in comments on other students' posts.

The big picture implications of this fine-grained analysis of student engagement, peer-to-peer dialogue / learning, and anchoring course content and concepts to students' everyday life and experiences will be explored in more detail in the next section. These implications will be discussed in relation to another key opportunity for students to provide direct feedback on the course, the Mid-Semester Course Evaluation Survey.

Summary: Looking Back and Forward at TMFD 123: Clothing & Society

In this section, I consider the findings from the previous section on grade distribution and measurements of student engagement (via the Yellowdig Conversation Posts assignment) alongside student feedback provided through a Mid-Semester Course Evaluation. Together, these different kinds of data can be used to identify aspects of the overall course that seem to be working well, components which require modification or elimination, and ideas for new course materials and activities to be added in future offerings of the course. I first present insights from the Mid-Semester Course Evaluation, then relate these to my plans for Clothing & Society moving forward.

Unpacking Direct Student Feedback (Mid-Semester Course Evaluation)

An anonymous survey was distributed through Canvas for 5 points of extra credit (available from mid-February through mid-March). The survey contained quantitative questionnaire items asking for agreement or disagreement with statements about expectations for the course, course materials, and course activities. It also contained two open-ended items asking for the three best / favorite aspects of the course, and the three worst or least favorite aspects of the course. The latter two survey items have proven to be the most useful in terms of relating students' direct comments and opinions about engagement with the course topic, understanding of its relevance to their lives, and reactions to the Yellowdig Conversations assignment. Other general themes are also highlighted below, with illustrative quotes from student survey responses.

98 out of 114 enrolled students completed the survey, and of those, 84 respondents gave permission to use student work for the Peer Review of Teaching analysis and publication. Quotes are drawn from those students only, while overall trends in responses are based on all 94 submitted surveys.

Overall Themes:

1. Relevance of course topic to student's own life:
 - a. "I loved the fact that everything that has been talked about so far in this course is very relevant. The topics are highly talked about in social media and pop culture, so I really enjoyed that everything we learned actually applied to my life."
 - b. "I like the controversial subject matter covered in this course because it is real world issues that most people are too scared to talk about."
 - c. "Three things I like best about this course is how it relates to things that we see everyday throughout our lives, it helps me understand why people dress the ways they do, and it also gives me inspiration on new clothes ideas and how to navigate my own business in today's social climate."
 - d. "I think this class has taught me a lot about many different aspects of not only fashion but overall dress. Coming into this course I didn't know all of the things

that dress included but now I feel like I have a good understanding and I find it fascinating to observe all of the dress in every day life.”

2. Surprisingly students like the textbook content and topics / materials, but some complained of the volume of the reading (varied between 40-50 pages of textbook per week).
 - a. “I enjoy how relevant the book is throughout this course and utilized in tests.”
 - b. “Another thing that I've liked about this course is the actual readings from the text, the way the author wrote the text makes it easy to comprehend. I also really like the authors tone in the text.”
 - c. “I HATE reading but what’s in the reading is interesting and has me reading further in the chapters so I do not mind reading at all.”
 - d. “I also think the readings in the book are very long and drag on a lot.”
 - e. “One thing I do not really enjoy about the course is the long textbook chapters, when I feel like the Powerpoint does a good job of summarizing the material and then reading further helps build understanding. I know it’s nothing you can probably change, but I just wish that they were a bit shorter readings!”
3. Many students appreciated the Powerpoint slides format and content.
 - a. “The PowerPoints provided are summarized well and easy to follow.”
 - b. “I like how there are also powerpoints uploaded with each week briefly going over the week's chapter readings.”
 - c. “I like the PowerPoints because they help me understand and explain what we are learning better.”
 - d. “The PowerPoint slides that explain points more clearly than the book does.”

But, on the other hand:

“I feel like small weekly quizzes would be a better way to recap a chapter.”

- e. “There is somewhat quite a bit of stuff on the power points that distracts from what is on the exam.”
 - f. “I wish there was a video lecture to go along with the powerpoints. Sometimes the format of the powerpoints can get confusing, and I wish there was someone there to thoroughly talk out loud about the topic.”
4. Exams: Responses indicated an even split regarding format of exams and what knowledge they test for / how they test. Some liked the exam format and thought they were fair, others complained that they weren’t adequately prepared for the exams, or were tested on material not adequately covered in Powerpoints or Exam Study Guides. Students appreciated having 2 attempts on the first 2 exams (when taken through the DLC, closed book), and the ability to drop the lowest test score.
 5. Yellowdig: More students than not appreciated Yellowdig in terms of how it functions in the course (enriching engagement, seeing comments from other students, highlighting relevant aspects from the materials). The few who did not like Yellowdig primarily

complained about the learning curve in using the new platform, and the somewhat confusing way it calculates points / passes back points to Canvas.

- a. "The first thing that I like best about the course are the Yellowdig conversations, they allow for discussion about the readings and a view on what we find important in class. I think that allowing Yellowdig to be a part of the course allows the students to apply the ideas in their own lives and words which fosters a deeper understanding of the subject matter."
- b. "I really like the Yellowdig conversations. At first I was confused by them, but now I love the interaction with classmates and it is a great way to reflect on what the readings were about and gain a better understanding of different perspectives from classmates."
- c. "Using Yellowdig is kind of nice, I like to be able to see what other students are thinking even though I probably have never seen any of them in person."
- d. "Yellowdig helps me review what the weekly lesson was about."
- e. "Somethings that I've liked about this course is the yellow dig posts, these make it fun to sum up what I've learned each week in a fun way. I like that yellow dig let's me see what my peers are thinking and their opinions on each weeks content."
- f. "Even though it's an online course, I interact with more students in this class than any other solely due to YellowDig."
- g. "Yellow dig feels a bit confusing and intimidating."
- h. "I dislike the layout of Yellowdig. It is often confusing to naviagate."
- i. "Using Yellowdig. I'm not a huge fan of how it grades, when I post it brings my grade up but once it hits midnight on Saturday it grades for the new week and then it brings my grade down again but it is nice to have it grade right after I post."
- j. "I don't like how I get a notification for everything posted on Yellowdig rather than just getting notifications regarding my posts/reactions."

Taking Stock and Future Plans: TMFD 123: Clothing & Society

Overall, it seems that to a large degree, the course materials, activities, and assessment measures are working synergistically. In both direct feedback and course performance, the learning objectives for the course are being met, and it is particularly encouraging that most students seem to share (or come to share, by the end of the course) my own enthusiasm for the topic and its importance in their own lives, as well as the impact of the fashion, beauty, and apparel industries on societies, cultures, economies, and the environment around the world.

That said, there are certainly opportunities to improve the course in future offerings. Most notably, I plan to build on students' positive feelings about the video / multi-media course materials, and respond to requests for video or audio lectures to accompany the Powerpoints. I will seek out additional externally available video clips / content (partly in order to keep the course fresh and current), and record my own weekly reflections on what I find important and

fascinating about the particular week's themes and readings. The latter will either be voice-over narrations recorded with VidGrid to accompany the weekly Powerpoints, or vlogs posted to Yellowdig. I think this "personal touch" will enable students to feel more connected with me as a professor, convey my enthusiasm for the course, and hopefully encourage them to engage with me directly and more frequently than most currently do.

Additionally, in future versions of this course, I plan to modify the mid-semester course evaluation to a "Keep, Start, Stop" format, which will yield similarly rich responses and perhaps generate more creative ideas (from students themselves) for what to add / how to improve the course.

Yellowdig: The Big Picture

Though Yellowdig automatic scoring tends to reward frequency of posts rather than quality or depth, it is possible to discern some trends within the sample that might be useful in incentivizing certain kinds of posts with greater or lesser numbers of points (or longer minimum word requirements) in the scoring system. Additionally, though the comments given and received among students were typically less insightful than reflections presented in original posts, they do serve the larger purpose of a discussion forum-type of assignment, where one of the main objectives is to create a sense of community and allow students to see where peers stand with regard to various topics and course materials. Whether they are actively "learning" from one another through the Yellowdig conversation is difficult to gauge, but there are most certainly benefits to using the platform for a participation scoring system, especially in the online course delivery format.

Given the above, along with student comments in the Mid-Semester Course Evaluation, I plan to retain Yellowdig as an assignment, but I will likely reduce its weight in the overall course grade, and find more helpful resources to guide students in setting up notifications and explaining the logic of the points and grading system. I plan to explore ways to shut off the passback of points to Canvas, since I feel that this actually further confused students who were unsure of exactly where they stood with the assignment and its impact on their overall course grade. It would be simpler to direct the student to their own points log within Yellowdig in order to keep track of their grade.

Postscript: Reflecting on the Peer Review of Teaching Process

The process of creating a benchmark portfolio for TMFD 123: Clothing & Society has affirmed that my current pedagogical approach and course materials are largely functioning as intended. The PRT process has also provided me with an occasion to conduct thorough analysis and reflection on key aspects of the course, especially the addition of the Yellowdig Conversation Posts assignment in Spring 2020. Given the online course delivery format, as well as the typical large enrollment of this course, in previous semesters I have been displeased with existing strategies for creating a sense of a community of learners, which is a key dimension of face-to-face and small enrollment courses that I believe makes a course memorable, impactful, and potentially transformative. This course portfolio has generated evidence and a strategy for moving TMFD 123: Clothing & Society closer to those objectives.

Appendix 1

Course Syllabus

University of Nebraska-Lincoln
College of Education & Human Sciences
Textiles, Merchandising & Fashion Design 123 (Sections 700 and 800)
Clothing & Society: You Are What You Wear

Spring 2020

CLASS TIME: Online, Asynchronous

INSTRUCTOR: Dr. Claire Nicholas

OFFICE: 203 Home Economics Building

PHONE: (402) 472 – 5435 (email preferred)

EMAIL: cnicholas2@unl.edu

VIRTUAL OFFICE HOURS: By appointment (via Skype, Zoom, In person)

COURSE DESCRIPTION:

This online survey course provides an analysis of social, cultural, aesthetic, and economic influences on clothing and human behavior.

TMFD 123 is an *ACE certified course for Student Learning Outcome #9: Exhibit global awareness or knowledge of human diversity through analysis of an issue.* Reading Reaction Paper and the Media Analysis Report will be used for ACE assessment.

This course counts toward the CEHS International Studies Minor. For more information, see <http://cehs.unl.edu/ism>.

COURSE OBJECTIVES:

1. To analyze the interrelationships between clothing, dress, appearance and culture.
2. To examine the variety and diversity of cultural influences on clothing and dress as they impact appearance.
3. To investigate the manner in which clothing/dress/appearance reflects human behavior and the functions of appearance in interpersonal communication and interaction.
4. To enhance critical thinking and communication skills through participation in course assignments.
5. To enhance global self-awareness.

COURSE OUTCOMES:

1. Students will be able to identify how dress and appearance shapes and is shaped by cultural and social factors.
2. Students will be able to critically reflect on and compare their own habits of dress and appearance with those of people from different cultural and social backgrounds.

3. Students will be able to recognize that dress and appearance are major elements of the visible markers of human diversity, and discuss several ways that these markers have historically or in the present play a role in grouping and separating groups of people.
4. Students will be able to apply different scholarly theories about how dress and culture shape the individual and society to concrete examples from around the world or through time.
5. Students will be able to describe the role of the media in driving consumption patterns or in interpreting the meaning(s) of dress and appearance.
6. Students will be able to recognize and discuss the positive and negative impacts of the global fashion industry on themselves, the environment, and individuals working in the industry around the world.
7. Students will be able to address significant issues in the world and the relationship of these issues to individual decision-making.

TEACHING AND LEARNING METHODS:

Weekly Powerpoint slide presentations; assigned textbook chapters; periodic supplementary readings and films; Yellowdig Conversations postings; short reading reaction paper and peer assessments of others' papers; exams; and a written media analysis report will be employed in exploring the content of this course.

STUDENT'S ROLE: Since online coursework may be a new learning format for you, the following recommendations will help make the course successful:

- 1) Explore and learn how to navigate the Canvas site for TMFD 123
- 2) Designate a time period each day to read, review, and/or complete class work
- 3) Read the assigned textbook chapters and supplementary readings / visual materials
- 4) Review the weekly PowerPoint slideshows and take notes
- 5) Complete requested assignments, including weekly postings to Yellowdig Conversations
- 6) Be aware of timelines and due dates

PROFESSOR'S ROLE: My goal is to help facilitate your learning. The course is organized into weekly modules – which will include assigned textbook readings, additional required readings and/or films, and weekly Powerpoint slide presentations. Our interactions with each other will primarily be asynchronous (not in a face-to-face classroom where immediate dialogue of questions and answers occur). We will communicate online through Canvas, UNL email, and/or videoconferencing platforms such as Zoom (in the case of my “virtual” office hours). You can expect a response to your emails within 48 hours of sending Monday-Friday, and within 72 hours of sending during the weekend. Emails sent late on Friday or on weekends will not be responded to until Monday morning. Clearly label the subject line of each e-mail with the course title and your name. E-mails with a blank subject line, or regarding something that can easily be found on the course syllabus or website (such as, “When is X due?”) will not receive a response. Familiarize yourself with the course schedule and website at the beginning of the semester.

REQUIRED TEXTBOOK / MATERIALS: Be sure to purchase the **4th edition** of this textbook – earlier editions are significantly different. The print edition or ebook are both acceptable for this course.

Miller-Spillman, K., and Reilly, A. (2019). *The meanings of dress* (4th ed.). New York: Fairchild Books, Inc.

- ISBN: 9781501323874
- Available at City & East Campus Union Bookstores (new, used, or rental options). Online sources also carry text (i.e.: Amazon, Barnes and Noble Marketplace).

Please sign up for the University's FREE New York Times Subscription:

<https://nytimesineducation.com/access-nyt/>

Please sign up for a free 1 month trial of Netflix in order to view the documentary “Social Animals.”

<https://www.netflix.com/signup>

OR, Rent the film from Itunes (\$4.99):

<https://itunes.apple.com/us/movie/social-animals/id1438474795?mt=6&ign-mpt=uo%3D4>

STYLE GUIDE:

Please use APA (American Psychological Association) style for all references and citations in your work. I suggest you purchase your own copy of the APA Style Guide. I have also posted a style / citation guide “cheat sheet” that includes APA style conventions (along with Chicago and MLA) on Canvas.

ACADEMIC HONESTY:

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University supports a Student Code of Conduct which addresses the issue of academic dishonesty. (See the *Undergraduate* or *Graduate Studies Bulletin* for complete text.) In accordance with the established procedures as described in the Code, students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

Any questions regarding the procedures for handling incidents of academic dishonesty may be directed to the Dean of Students, 106 Canfield Administration Building (0418), 402-472-2021, who is primarily responsible for administering the Student Code of Conduct.

In addition to currently established procedures, the Academic Senate has passed a resolution which does, in proven cases of academic dishonesty, prevent a student from dropping the course during the semester. If the student has already dropped the course, the instructor has the right to add the name of the student back to the Final Grade Roster and give the student an appropriate grade. **Source: UNL, Academic Services Handbook, Rev. August 2007.**

An excerpt from the UNL Student Code of Conduct concerning cheating and plagiarism is given below (see the Undergraduate Bulletin for complete text):

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions. Academic dishonesty includes, but is not limited to, the following:

Cheating: Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communicating information in an unauthorized manner to another person for an academic test, examination or exercise.

Fabrication or Falsification: Falsifying or fabricating any information or citation in any academic exercise, work, speech, test or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.

Plagiarism: Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person.

DIVERSITY STATEMENT:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787.

***** Note about sensitive course content *****

In this course we will be tackling issues and content of a sensitive nature. Themes touching on dress, identity, and appearance are by their very nature some of the most intimate and often tacit (unspoken) aspects of human experience. By examining these issues in our readings and visual course materials we will inevitably be confronted with different viewpoints, some of which may challenge our assumptions and beliefs about the world. As a general rule, I would ask that we all try to read and view generously – that is, to give other perspectives the benefit of the doubt and exercise mutual compassion.

COURSE REQUIREMENTS AND EVALUATION CRITERIA:

Quiz on Course “Nuts and Bolts” – Syllabus	10 points
Yellowdig Participation Platform (10 weeks @ 10 pts each)	100 points
Reading Reaction Paper (50pts) + Peer Assessments (10 pts)	60 points
Media Analysis Report	80 points
Exams (Best 3 of 4 scheduled exams, 100 points each)	300 points
TOTAL	550 points

ASSIGNMENTS:

Assignments must be submitted on time. In all cases, submissions will be made through the course page in Canvas, by **11:59PM** on the day the assignment is due. If you believe that a grade is inaccurate, please bring this to the attention of the instructor. Virtual office hours can be utilized to discuss and clarify concerns regarding grades or evaluations.

LATE WORK:

If a student misses an assignment or quiz for an **unexcused** reason, a score of zero will be given. Grades will be regularly updated on Canvas throughout the semester. See each individual assignment for further information.

READING ASSIGNMENTS: Reading assignments from the required textbook, as well as supplementary readings and/or films are located in the course schedule. Supplementary articles and other visual materials will be posted on Canvas (either links to articles / films or PDFs).

QUIZ ON COURSE “NUTS AND BOLTS”: Quiz has 10 questions, worth a total of 10 points (1 point per question) and covers information presented in this course syllabus document (posted on Canvas). The objective of the quiz is to double-check students’ knowledge of the basic policies and format of the course. The quiz is taken through Canvas, and students will have 30 minutes to complete the quiz. **Late quizzes are NOT accepted and will be given a score of 0 points.**

YELLOWDIG CONVERSATIONS PARTICIPATION:

For any 10 out of the 15 weeks of the course (Monday-Sunday) students may earn up to 10 points for creating an original post (5 points, 40 word minimum), commenting on another student’s post (3 points, 20 word minimum), receiving a comment from another user (2 points), or receiving a reaction from another user (1 point). The posts should be relevant to the course topic and materials for that particular week, AND/OR should relate the course topic and materials to the student’s own experience and personal background in some way (compare or contrast is a good approach to take). Yellowdig allows for posting links to other websites / online content, and images and video. These are all perfectly acceptable post types, however you **MUST** also meet the minimum word requirement to receive the points for that particular

post. **The instructor will be moderating the community, and will subtract points manually for inappropriate, hostile, off-topic, or disrespectful posts.**

This is a trial use of this platform to improve student engagement in the course. Your feedback on Yellowdig throughout the semester is very welcome. **You can access the Yellowdig Conversations submission area through the Assignments tab. The points in Yellowdig are 10X the value of the points in Canvas. So, you will see “50 points” for an original post, “30 points” for a comment on another student’s post, etc.**

EXAMS: Four 50-question (100 point) exams are scheduled for the semester – three of the four exam scores will count towards your course grade. If you are satisfied with the grades of Exams 1, 2, and 3, you do not need to take Exam 4. If you choose to take all four exams, the “best” three exam scores will be used in grade configuration. If you miss one of the first three exams, you must take Exam 4.

Students in Lincoln:

Exams must be scheduled / reserved online and will be taken under the supervision of a proctor at UNL’s DLC Exam Commons. Tests are online and are proctored and graded. Exam attempts must be scheduled in advance through the DLC website. **Because exams are available for a week and can be taken twice, missed exams cannot be made up unless the student has a documented excusable absence for the entire week and was unable to attempt the exam once.** Forgetting you scheduled an exam, being unable to find parking, etc. are not excusable reasons for not taking an exam. If you have one attempt and miss taking the exam a second time, the first attempt will stand as the exam grade and no make-up exam will be scheduled. Plan accordingly.

Distance and Nebraska Now Students:

Exams must be proctored by a local approved proctor or, in the case of Nebraska Now students, by a proctor at your local high school. The process for getting a proctor approved is described and submitted on the following website:

<https://online.unl.edu/faculty/proctoring-exams>

Exam time limit: You will be given 75 minutes to take the exam.

Attempts: The exam may be taken twice during the examination period. You cannot take the exam twice in one day. Note that scheduling an exam at the DLC counts as an attempt.

Format: Exam format will be multiple-choice and true/false questions. Questions will pertain to textbook chapter content and readings, Powerpoint slideshow content, and supplementary readings and/or visual material (i.e. film, video clips, etc.) posted on the course site. The exam is closed-book.

READING REACTION PAPER + PEER ASSESSMENTS: This assignment has two parts (and 2 different deadlines): **Part 1. Reaction paper (50 points):** Students will select one of the assigned supplementary journal articles from the semester (posted on Canvas). Students will read the article and write an approximately 4 page (double-spaced, 12 pt font, 1 inch margins) reading response according to the template and question prompts provided on Canvas. **Part 2. Peer Assessments (10 points):** Each student will be randomly assigned 4 other students' reaction papers and will read and provide written feedback (at least one comment) for each of these 4 reaction papers (the reviewer will remain anonymous to other students). Students' grades on the reaction paper will be assigned by the instructor. Students' grades on the peer assessments will be determined by degree of completion and care given to evaluating other students' work.

Late reaction papers will be accepted, but for each calendar day late the overall assignment grade will be reduced by 5%. Late reaction papers will NOT be accepted for grading after a week (7 days, including weekends).

Late peer assessments will NOT be accepted.

MEDIA ANALYSIS REPORT: Students will select a fashion blogger/influencer that serves a non-majority target market. Examples include plus-sized, hijab, modest, racial/ethnic minority, non-binary gender identity, age-related minority, etc. Students will then complete a 5-6 page (double-spaced, 12 point font, 1 inch margins, NOT including bibliography) media analysis report analyzing blog and related social media content. The analysis should refer to course materials to assist with the interpretation of the content, as well as at least 1 outside peer-reviewed or scholarly source (such as a scientific journal article, book or book chapter, etc.). Proper citations of referenced material and bibliography is required (using APA style). The full assignment description and grading rubric is available through Canvas. **Late media analysis reports will be accepted through May 5 at 11:59pm; but for each calendar day late the overall assignment grade will be reduced by 5%.**

Grading in Undergraduate / Graduate Courses

Evaluation of assignments will be expressed in raw points throughout the term. Grades will be assigned only to the final distribution of total points for the full course. Assignment of grades will be based on a combination of absolute achievement and relative performance in this class. The overall performance required to earn various grades can be described as follows:

Anyone taking the course as P/NP basis must accumulate sufficient points to earn a grade of C or better to receive a grade of P. **TMFD majors must take this course for a letter grade.**

Internship Qualifications

Reminder: At the time of registration for TMFD 498 Internship, all TMFD majors must, without exception, have a minimum 3.0 GPA in the major, and 2.5 GPA overall.

Excellent: The student has demonstrated excellent understanding of course content.	A ⁺	Outstanding: The student has demonstrated an extraordinary grasp of the course content and performance reflects creativity and innovation, in addition to a high level of analytical ability.
	A	Excellent: The student has demonstrated superior understanding of the course content and a high level of analytical ability.
	A ⁻	The student has demonstrated superior understanding of the course content, but has not shown the same level of analytical ability as students receiving an A.
Good: The student has demonstrated a sound understanding of course content.	B ⁺	The student has demonstrated a sound understanding of course material, with superior understanding being evident in some topics.
	B	The student has demonstrated a uniformly sound understanding of course material.
	B ⁻	The student has demonstrated a generally sound understanding of course material, but there are some areas in which depth of understanding is limited.
Satisfactory/ Adequate: The student has demonstrated awareness of course content.	C ⁺	The student has demonstrated adequate awareness of course content with sound understanding of some topics.
	C	The student has demonstrated adequate awareness of all of the central dimensions of the course.
	C ⁻	The student has demonstrated adequate awareness of most central dimensions of the course, but lacks knowledge of one or two topics.
Poor	D ⁺	The student has demonstrated a lack of knowledge in one or more of the central dimensions of the course, and has very superficial understanding of most topics.
Minimal Pass	D	The student's performance is only minimally acceptable due to a lack of understanding of several central dimensions of course content.
	D ⁻	The student's performance is minimally acceptable and demonstrates a lack of understanding of many of the central dimensions of course content.
Fail	F	The student has demonstrated a lack of knowledge of most of the course content.

Course Grading Scale:

100-97% = A+	89.9-87% = B+	79.9-77% = C+	69.9-67% = D+
96.9-93% = A	86.9-83% = B	76.9-73% = C	66.9-63% = D
92.9-90% = A-	82.9-80% = B-	72.9-70% = C-	62.9-60% = D-
59.9% and below = F			

TMFD 123-700 / 800 SPRING 2020 Schedule

PLEASE NOTE! The following is a general outline and is subject to change: topics may be rearranged, omitted, or added. If significant changes occur, an updated schedule will be provided. **Please make sure you check Canvas for the most recent version of the Course Schedule.**

Week	Lecture Slides (Posted Mondays by 12:00AM CST) + Required Reading/Viewing	Assignments/Exams
Week 1 01/13-01/19	Course Introduction Chapter 1: Introduction to Dress, Culture, & Theory (pp. 1-11); Enclothed Cognition NYTimes article; Why Clothes Matter – School of Life	Quiz on Course “Nuts and Bolts” (Due 1/19; 11:59pm) Weekly Yellowdig Post
Week 2 1/20-1/26	Chapter 1: Introduction to Dress, Culture & Theory, Part II (pp. 12 – 30)	Weekly Yellowdig Post
Week 3 1/27-2/2	Chapter 2: Fashion as Dynamic Process + Hedi Slimane (Renegades Documentary) + History of Fashion Blog; How to Run a Fashion Business	Weekly Yellowdig Post
Week 4 2/03-2/9	Chapter 3: Dress as Nonverbal Communication	DLC Exam Commons Exam 1 (Ch. 1-3 + Supplemental Readings / Videos): 2/03 – 2/09 Weekly Yellowdig Post
Week 5 2/10-2/16	Chapter 4: The Body	Weekly Yellowdig Post
Week 6 2/17-2/23	Chapter 5: Appearance for Gender + “Paris is Burning” Documentary + Pose Trailer (Season 1)	Weekly Yellowdig Post
Week 7 2/24-3/01	Chapter 6: Appearance for Sexuality & Sexual Identity + Plemons, “Formations of Femininity”	DLC Exam Commons Exam 2 (Ch. 4-6 + Paris is Burning / Pose): 2/24-3/01 Weekly Yellowdig Post
Week 8 3/02-3/08	Chapter 7: Race & Ethnicity	Weekly Yellowdig Post
Week 9 3/09-3/15	Chapter 8: Dress & Religion + Beta, “Hijabers”	Reading Reaction Paper (Due 03/15) Weekly Yellowdig Post
Week 10 3/16-3/22	Chapter 9: Dress in the Workplace	Weekly Yellowdig Post

	+ Dellinger, "Wearing Gender & Sexuality on Your Sleeve"	
Spring Break 03/23 – 03/29	No Class	
Week 11 3/30-04/05	Chapter 10: Dress & Media + Social Animals Documentary (2018, Dir. Jonathan Ignatius Green)	<i>Documentary available on Netflix, Itunes</i> DLC Exam Commons Exam 3 (Ch. 7-9): 3/30-4/05 Weekly Yellowdig Post
Week 12 4/06-4/12	Dress & Media, Part II Christopher Wylie, Business of Fashion Talk	Peer Assessments of Reading Response Paper (Due 4/12) Weekly Yellowdig Post
Week 13 4/13-4/19	Chapter 12: Dress & Technology + Campbell-Dollaghan, "History of Invisibility..." NY Times Privacy Project: These Ads Think They Know You NY Times Privacy Project: In Stores, Secret Surveillance Tracks Your Every Move	Weekly Yellowdig Post
Week 14 4/20-4/26	Chapter 13: Ethics in Fashion + NY Times Carolina Herrera Article (Cultural Appropriation), Fashion Revolution Article on Carolina Herrera	DLC Exam Commons Exam 4 (Ch. 10, 12, 13 + Supplemental Readings / Videos): 4/20-4/26 Weekly Yellowdig Post
Week 15 4/27-5/03	Ethics in Fashion: Sustainability "The True Cost" Documentary	True Cost Extra Credit Quiz Media Analysis Report (Due 5/03) Weekly Yellowdig Post
Finals Week 5/04-5/08	No Final Exam / Paper	

Appendix 2

Analysis of Student Yellowdig Performance by Segment

Analysis of Student Yellowdig Performance by Segment Sample (N=2)											
Student	Overall Course Grade	Yellowdig Grade	Original Posts (40 word/min.)	Comments (20 word/min.)	Comments Received	Addresses Course Material Post	Engages with Peer's Post	Depth of Nature of Insight	Relates Own Experience	Connects to Outside World	Clarity of Expression
Low1	70.18	54	6	3	7	4.33	1.89	2.11	2.56	4.11	2.89
Low2	77.45	65	7	9	3	3.75	2.44	3.75	3.38	4.38	3
Low3	79.63	100	11	10	20	3.1	2.14	2.9	2.5	3.1	2.4
LowPass1	80.18	50	2	16	0	3.44	2.78	3.22	3.22	3.89	2.83
LowPass2	83.8	89	10	1	17	4.45	1.36	3.18	4.09	4.45	3
LowPass3	86.3	65	4	18	0	3.27	2.36	2.45	3.72	3.36	3
HighPass1	87.6	98	7	31	3	3.47	2.21	2.68	3.74	3.84	3
HighPass2	88.9	78	8	12	2	3.6	2.2	2.9	3.3	3.7	3
HighPass3	93.09	100	10	11	10	3.38	2.42	3.76	3.24	4.52	3
High1	94	100	4	33	2	3.22	3.16	3.05	2.95	3.81	2.89
High2	96.18	100	10	11	10	3.76	2.71	3.57	3.95	3.67	4.05
High3	99.63	100	8	17	10	4.2	2.52	3.64	2.92	3.72	3.08

Samples of Student Work: Yellowdig Conversation Posts

Criteria	Excellent (5 points)	Average (3 points)	Poor (1 point)
Addresses Course Material and Post	What's too obvious about the new way of branding ourself in today's society? I think the most interesting part of the post is the way it describes the way people are trying to stay relevant in a world where people are constantly being exposed to new things and where people are always looking for something new to try. I think it's interesting how they talk about the importance of staying true to yourself and how that can help you stand out from the crowd.	You explain the difference between going to Walmart and buying boots from an advertisement on Instagram.	I see the difference between the two, but I don't see the significance of it.
Engages with Peer's Posts	Thanks for adding your perspective on how we can move forward. It's interesting to see how you think we can move forward in a world where people are constantly being exposed to new things and where people are always looking for something new to try. I think it's interesting how they talk about the importance of staying true to yourself and how that can help you stand out from the crowd.	I agree that's a super interesting point about the difference between the two cultures.	There's something really interesting about the friendship between the two friends.
Depth and Nature of Insight	As the world continues to embrace change, the effective use of the market is becoming more and more important. It's not just about selling a product, it's about understanding the needs and desires of your target audience. For example, in the fashion industry, it's not just about making clothes, it's about creating a lifestyle that your target audience can relate to. This is why brands like Nike and Adidas are so successful. They understand their target audience and they create products that they can relate to.	I really like the counterfeits products, it sucks for the people who don't have the original because they can't get the same quality.	I agree that the counterfeit products are a big problem. It's really interesting how they talk about the importance of staying true to yourself and how that can help you stand out from the crowd.
Relates to Own Experience	I work in a retail store and I've seen a lot of customers who are interested in a particular product but they don't know where to go to get it. This is why it's important for businesses to have a good understanding of their target audience and to create products that they can relate to. For example, in the fashion industry, it's not just about making clothes, it's about creating a lifestyle that your target audience can relate to. This is why brands like Nike and Adidas are so successful. They understand their target audience and they create products that they can relate to.	We compare ourselves to others and sometimes we feel like we're not doing as well as we want to. It's interesting how they talk about the importance of staying true to yourself and how that can help you stand out from the crowd.	That's a great way to put it. Sarah, another thing I noticed in the surveillance, most of the time it's about the amount of time you spend on your phone. I think it's interesting how they talk about the importance of staying true to yourself and how that can help you stand out from the crowd.
Connects to Outside World	I've always found it interesting that the colors we wear can have a meaning. For example, red is often associated with love and passion, while blue is associated with trust and loyalty. This is why brands like Nike and Adidas use red and blue in their logos. I think it's interesting how they talk about the importance of staying true to yourself and how that can help you stand out from the crowd.	I think it's interesting how they talk about the importance of staying true to yourself and how that can help you stand out from the crowd.	I had this exact same experience. The final experience you mentioned is the one that makes the biggest impact on our lives.