



DEPARTMENT OF CONSUMER, APPAREL

AND RETAIL STUDIES

GUIDELINES FOR STUDENTS

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## STUDENT'S RIGHTS AND RESPONSIBILITIES

1. You have the right to be treated with dignity and respect as an individual.
2. You are entitled to fair and impartial evaluation of your academic performance. You will never be evaluated, but your performance will be.
3. You have the right to ask the reasons for any grade, assignment, or activity and to receive a straightforward response. Questions about individual grades only and other personal issues will be addressed privately.
4. You have the right (indeed, the obligation) to ask reasonable, relevant questions, whether in class or outside of class.
5. You have the right to have questions answered or be advised where to find the answer.
6. You have the right to expect that grades are determined in relation to assignment standards and guidelines.
7. You have the right to appeal a grade using the established HES and university grade appeal process when a situation **merits** an appeal.
8. You have a responsibility to get to know your academic advisor (see section on academic advising).
9. You have the responsibility to attend class regularly, and to arrive and depart on time.
10. You have the responsibility to be courteous to others.
11. You have the responsibility to be prepared for class. This responsibility involves doing the required reading, research, and other tasks that are expected.
12. You are responsible for being attentive, alert, and focused in class (not engaging in activities unrelated to the class).
13. You have the responsibility to do your own work and to complete it on time.
14. You have the responsibility to take pride in your work by preparing carefully and to the best of your ability.

15. You have the responsibility to seek help in and outside of class when you do not understand assignments.
16. You have the responsibility to maintain a record (e.g., copy) of all work completed as well as the evaluation of that work given by the professor.
17. You have the responsibility to read carefully all e-mail sent to you from the CARS Department.  
All e-mail sent from the CARS Department is deemed important.

Adapted from Dr. Roy's Bill of Student Rights and Responsibilities

# GENERAL EXPECTATIONS OF ALL CARS STUDENTS

## **Respect for faculty**

- Faculty are called by their title in the classroom and other public areas unless they have invited you to call them by some other name.
- Titles are used in all correspondence and contact (phone, e-mail, etc.)
- You are expected to understand and appreciate the time involved in making the learning experience relevant (e.g., selecting examples from historic costume collection, articles, visual examples, guest speakers, field trips – time to find them and the time they take from their work to speak to the class.)
- You are to respect the speaker, whether it is the regular teacher, a guest, or another student.

## **Respect the teaching/learning environment**

- All discussions are public and for the benefit of the entire class. Private conversations are disruptive and you may be asked to leave the class.
- Cell phones/beepers/PDAs are to be turned off or silenced and are not to be answered in class.
- Cell phones and computers are not to be used for personal communication, entertainment or web browsing during class.
- Respect studio equipment including dress forms, irons and sewing machines – use carefully, replace when done, report breakages
- Respect the extra work it takes to set up labs. You are expected to keep your own space organized and clean up after yourself.
- Respect the fact that labs and studios are shared spaces – other students may rely on the same equipment and space that you use.
- Food and drinks are not allowed around lab equipment (including the computer center).

- Wear appropriate clothing. Attire should not reveal inappropriate body parts or be distracting to classmates.
- You are expected to attend each class session. Attendance, punctuality, and productive participation are required. Absences will have an effect on your final grade. Excused absences require documentation. Absences for religious holidays and certain university functions (like an athlete participating in a game/match) will be excused, but students are expected to notify class instructor at least two weeks prior to the planned absence and work due may be expected to be turned in before the planned absence.

## EXPECTATIONS FOR TEAM WORK

*“Students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes.”<sup>1</sup>*

The faculty in the Department of Consumer, Apparel, and Retail Studies require students to work in teams or small groups to complete various learning experiences. Faculty agree that there are numerous benefits to working in small groups, among which are:

- more thorough understanding of the subject matter.
- engagement with multiple perspectives.
- practice of essential social, problem solving and communication skills needed for success in the workplace.
- support for the completion of complex tasks.
- participants learn actively and remember more.
- increased accountability, and
- opportunities to engage with the topic at a very personal level.

### Why do group work?

- Graduates with good team working skills are valued highly by employers.
- Group work promotes critical thinking by discussion
- Information is retained far longer than it would be if working alone.
- Group work enhances and develops the ability to learn.
- Many subjects are mastered through dialogue and discussion.

**Responsibilities:** It is your responsibility as a group and as individuals to do the following:

- Attend all meetings and arrive on time
- Achieve success in completing allocated tasks.
- Achieve success in fulfilling allocated roles.
- Help other individuals achieve success.
- Ensure that all members contribute as equally as possible.
- Make progress in every group session.
- Help to achieve the aims set out by the group in the initial stages.
- Prepare before the team meeting
- Actively participate during the sessions in ways that further the work of the group
- Provide assistance, support, and encouragement to group members
- Be involved in periodic self-assessments to determine whether the team is working successfully

References:

<sup>1</sup>Gross, B. D. (1993) *Tools for Teaching*. San Francisco, California: Jossey Bass.

Adapted from the following university websites:

- Ashton University: <http://www1.aston.ac.uk/current-students/student-support/studyskills/groupwork/>
- University of Delaware: <http://cte.udel.edu/TAbok/groups.htm>.
- \*Collaborative Learning: Group Work and Study Teams  
<http://teaching.berkeley.edu/bgd/collaborative.html>

## ACADEMIC INTEGRITY

The UNCG community subscribes to the following fundamental values of academic integrity: honesty; trust; fairness; respect; responsibility. All violations of the *Policy* are violations of the value of honesty but may also create questions related to trust, fairness, respect, and responsibility. The violations of the *Academic Integrity Policy* listed below are typical, but not exhaustive, examples of the acts that constitute breaches of the *Policy*. Both the academic experience and the classification of the student should be considered in the assignment of sanctions. To aid in the assignment of appropriate sanctions for various violations negotiated between the faculty and student, the following examples are provided for first violations. Faculty has discretion in assigning any grade-related sanction. When a student is found responsible for a first violation, whether by accepting responsibility during the Faculty-Student Conference, or through the panel process, the faculty member makes the final decision about any grade related sanctions. Additional sanctions, including suspension or expulsion, may only be assigned by a hearing panel.

1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Cheating includes but is not limited to unauthorized copying from the work of another student, using notes or other materials not authorized during an examination, giving or receiving information or assistance on work when it is expected that a student will do his/her own work, or engaging in any similar act that violates the concept of academic integrity. Cheating may occur on an examination, test, quiz, laboratory work report, theme, out of class assignment or any other work submitted by a student to fulfill course requirements and presented as solely the work of the student.
  - a. **"Spontaneous" cheating** *range of sanctions:* From redoing an assignment/retaking a test to F in course  
Includes such violations as copying from another student's work

- b. **"Non-Spontaneous" cheating** *range of sanctions:* From F on assignment/test to a recommendation for expulsion

Includes the following as typical but not exclusive examples:

Premeditated copying individually or in conspiracy to copy from another student's work, obtaining unauthorized copies of the examination to be administered prior to the time of examination, employing unauthorized materials during any academic exercise

- 2. **Plagiarism:** Representing the words of another, as one's own in any academic exercise.

Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including Web sites, as one's own work. Faculty should take into account whether the student has had the opportunity to learn appropriate citation procedures based on previous course work successfully completed before formalizing Academic Integrity charges.

- c. **Failure to cite references** *range of sanctions:* From requiring the student to re-do the paper to a zero on the paper

Includes intentional or obvious failures to properly cite sources.

- d. **Submitting, as one's own, work done by or copied from another** *range of sanctions:* From F on assignment to a recommendation for expulsion.

Includes work done by a fellow student, work done by a previous student, or work done by anyone other than the student responsible for the assignment.

- e. **Copying a design**

Apparel designs are the product of a designer's creative thoughts and ideas, and therefore are similar to written words or drawings. Hence,

copying a design and not crediting the source of the idea constitutes plagiarism. In fact legislation has been proposed in the country to protect fashion designers from the practice of producing knock-offs so rampant in the industry. The Design Piracy Prohibition Act was introduced August 2, 2007 as an amendment to the copyright Act of 1976. The amendment was put into place to provide protection for fashion designers and their designs. The Act defines fashion design as “the appearance as a whole of an article of apparel including its ornamentation.” “Apparel” is defined as including “men’s women’s or children’s clothing, including undergarments, outerwear, gloves, footwear, and headgear;,” “handbags, purses and tote bags;”, and “belts and eyeglass frames”. This means that if an individual copies and protected design or recreates anything that is substantially similar; he/she is liable for infringement and violation of the law. To look more closely at this bill go to: <http://www.opencongress.org/bill/110-s1957/show>  
*range of sanctions:* From F on assignment to recommendation for expulsion.

3. **Misuse of Academic Resources:** the intentional use, misuse or alterations of University materials or resources so as to make them inaccessible to other users. Such misuse includes the unauthorized use of computer accounts, alteration of passwords, violation of library procedures or other intentional misuse or destruction of educational materials. This violation is differentiated from a conduct violation in that the primary result of actions is the inaccessibility of resources to other students.
  - a. *range of sanctions:* From loss of privileges to use of materials for a set period of time, to repayment of costs of repair or replacement of materials to a recommendation for expulsion.

4. **Falsification:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that either the process or the product is shown to be different from what actually occurred; falsely reporting having met responsibilities of attendance or participation in class, practicum, internship, or other types of field work experience; or submission of falsified excuses for attendance or participation in such experiences. **Falsification also includes submitting work to meet the requirements of one course when it was done, in whole or in part, to meet the requirements of another course.** Exceptions to this provision must be given prior approval by the instructor to whom the work is to be submitted.
  - a) For Undergraduates, *range of sanctions:* From requiring the experience to be re-done to an F in the course
  - b) For Graduate Students, *range of sanctions:* From F on assignment to a recommendation for expulsion
  
5. **Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Facilitating academic dishonesty includes acts that may not directly benefit the accused but assist another student in violations of the *Policy*.
  - a) *range of sanctions:* From F on assignment/test to a recommendation for expulsion

### **Student Obligations**

Students should recognize their responsibility to uphold the *Academic Integrity Policy* and to report apparent violations to the appropriate persons. Students who do not understand the *Policy* or its application to a particular assignment are responsible for raising such questions with their faculty member.

By enrolling in the University, each student agrees to abide by the *Academic Integrity Policy*. At the faculty member's discretion, each student may be required to attest to abiding by or sign the Academic Integrity Pledge given below on all major work submitted to an instructor. A student's work need not be graded until he/she has signed the statement. In signing the pledge, the student indicates his/her knowledge that the *Academic Integrity Policy* governs his/her academic activities at the University.

Academic Integrity Pledge:

I HAVE ABIDED BY THE UNCG ACADEMIC INTEGRITY POLICY ON THIS  
ASSIGNMENT.

Signature \_\_\_\_\_ Date \_\_\_\_\_

### *Syllabi Statement on Academic Integrity*

In lieu of students signing the above pledge for each class assignment, the following statement may be included in course syllabus.

*The UNCG Academic Integrity Policy States; "If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated." By choosing to enroll in this course and by completing the assignments, projects, examinations, etc., you are by default held to the standards of the Academic Integrity Policy, and you are subject to sanctions should you violate the policy in any manner.*

## DISABILITY SERVICES

The mission of The Office of Disability Services at The University of North Carolina at Greensboro is to provide, coordinate, and advocate for services which enable students with disabilities to receive equal access to a college education and to all aspects of university life. Academic growth, disability management and self-advocacy skills for students are supported and enhanced. The Office of Disability Services broadens disability awareness within the university community.

### *Syllabi Statement*

The following statement is included on each course syllabus in the Department of Consumer, Apparel, and Retail Studies:

*Accommodations: UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Disability Services in 215 Elliott University Center, 334-5440, <http://ods.dept.uncg.edu/>, [ods@uncg.edu](mailto:ods@uncg.edu).*

## ACADEMIC ADVISING

1. **Assigned Academic Advisor.** During the first semester in which you are enrolled as a CARS major, you are assigned an academic advisor. By mid semester, you should be able to learn the name of your advisor by going into UNCGenie, enter Secure Area, click on Student Services, then on Registration, Look up Advisor, and View Advisor. If this doesn't work, you may contact the CARS office for your advisor's name. When you have need of advice, you should go first to your **assigned** advisor.
2. **Academic Advising Day.** A day is set aside each semester for the sole purpose of advising students concerning courses to be taken the next semester. All students are **required** to attend their designated advising session. Students are notified by e-mail in advance of the date set for **academic** advising and given detailed information concerning preparation for advising. On the designated day, CARS classes are canceled and all faculty members engage in advising simultaneously. At that time students may be advised by the available faculty member, or they may choose to wait to see their **assigned** advisor. If you fail to attend your required advising session, you must make an appointment to meet with your advisor, at your advisor's convenience. This means that if you wait until the last minute before your registration window opens to schedule an appointment, you may not be able to register for classes on time.
3. **Preparation for Academic Advising.** On advising day, students are required to bring to the advising site, a) an **advising form**, b) a **completed plan of study** form, and c) the most recent **detailed audit sheet** or **detailed degree evaluation** (See #2).
4. **Advising Code.** In order to register for classes, students must have an advising code. You will receive your advising code when you are advised by a CARS faculty member. Advising codes **will not** be given to **anyone** by phone. You will **only** receive it when advised.

5. **Importance of the University Bulletin.** The information in the Undergraduate Bulletin under which you entered the CARS department will be used as the audit criteria for clearance at the time of graduation. For example, if you were a freshmen Fall 2006-2007, and you chose to major in CARS at that time, the program information in the Fall 2005-2006 Bulletin is your “contract” and you will be expected to follow that program unless **you** decide to change to an updated version of the curriculum. If, however, you entered UNCG Fall 2006-2007, but enrolled in CARS Fall 2008, then the Fall 2008-2009 Bulletin serves as the basis for your degree audit. Therefore, keep a copy of the Bulletin under which you **entered the CARS program**. Your catalog term can also be found at the top of your degree evaluation.
6. **Course Prerequisites.** All course prerequisites **will be followed**. You will **not** be allowed to take courses out of sequence. Programs of study are developed sequentially in order for you to build your knowledge base in a manner that will prepare you for global careers. At the beginning of each semester, class rosters will be checked and persons who have not fulfilled the specified prerequisites will be dropped from the class. Faculty advisors are human beings who do make mistakes. Please know that the **program information in your Bulletin takes precedence over misinformation one receives from a faculty advisor**. Therefore, **you** must always check your Bulletin for course descriptions and always be aware of course prerequisites.
7. **Suggested Four Year Programs of Study.** Suggested programs of study are kept in the CARS office (Stone 210). You should have received one when you first enrolled in CARS. Major course requirements are listed sequentially on these program sheets. While one’s program may differ for various reasons, the model plans do serve as guidelines and may help you plan your program of study effectively. Always use as a guide, the model plan for the Bulletin on which you entered the CARS program.
8. **Proficiency Exam.** Students in the APD concentration are required to pass a proficiency exam to enroll in the first APD studio (APD 250). Information about the proficiency exam

may be found on the CARS website ([www.uncg.edu/crs](http://www.uncg.edu/crs)). Students choosing the APD concentration are notified of the times when the proficiency exam is being administered.

### **Transfer Students**

- **Program Plan.** Students who transfer into the CARS department from other departments or other institutions should work with the CARS Master Advisor, as soon as possible, to develop a program plan. Please remember that **course sequence must be followed**; thus, we make **NO** promises about the length of time it will take for you to complete the degree.
- **Transferred Courses.** The CARS Master Advisor, in consultation with relevant faculty, will evaluate courses which have transferred into UNCG for credit, to determine if any of the courses can be counted for credit in your major concentration. You will need to provide course syllabi for courses being evaluated for credit in your major.

## GRADING POLICIES

A grade of C (2.0) or better must be earned in all courses in the major. A grade of C or better is not required in general education courses; however, you must have at least a 2.0 average in general education courses in order to graduate.

### Grading Scale:

A+ = 97-100

B- = 80-82

D = 63-66

A = 93-96

C+ = 77-79

D- = 60-62

A- = 90-92

C = 73-76

F = Below 60

B+ = 87-89

C- = 70-72

B = 83-86

D+ = 67-69

### *CARS Late Assignment Policy*

Faculty will set definite due dates and times for assignments and students are expected to meet these deadlines. Each faculty member sets his/her own policy concerning whether or not late assignments are accepted and the consequences concerning such.

## GRADE APPEAL POLICY

The CARS Department follows the university grade appeal policy, which states as follows:

“If a student wishes to appeal an assigned grade, the student should first discuss the concerns with the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

*The following amendment to the appeal policy was approved by the UNCG Faculty Senate on November 17, 2007.*

Grade Appeals will be considered only in the most exceptional circumstances, and are approved only in cases where the evidence strongly supports the student’s claim. Appeals must be filed no later than the first six months after the grade has posted.

### **Examples that do merit a grade appeal include:**

- The instructor has miscalculated a final grade;
- The instructor has violated the grading policies outlined in the syllabus without reasonable cause;
- The instructor has not provided a reasonable explanation of how the student’s work was evaluated.

### **Examples that do not merit a grade appeal include:**

- The instructor’s grading policies differ from other instructors in the Department, College/School, or University.
- The instructor’s attendance policy differs from other instructors in the Department, College/School, or University.
- The instructor’s Late Work policy differs from other instructors in the Department, College/School, or University.
- The grade distribution in the class in question is lower than in other sections of the same course.

- The student's grade in the course is significantly lower than grades the student earned in similar courses.
- The grade in question will trigger Probation, Suspension, loss of Financial Aid or delay of graduation.

*Please note that simple disagreement about what constitutes fair grading is not grounds for an appeal. Department or School Handbooks and/or the Instructor's syllabus define standards for grading in that course. When a student elects to remain in a class after reading these materials, the student is understood to have accepted the grading terms for the course. The instructor is not obligated to deviate from grading standards outlined in the Department or School Handbooks and/or the syllabus.*

*Taken from the 2008-09 UNCG Undergraduate Bulletin*

To obtain a copy of the grade appeal form visit the following website:

[http://web.uncg.edu/adv/forms/Request\\_Form.pdf](http://web.uncg.edu/adv/forms/Request_Form.pdf)

## ASSESSMENT CRITERIA-CLASS PARTICIPATION

**Participation Grade:** The following characteristics describe participation and non-participation.

### **Characteristics of Participation**

- Prepares for class by doing assigned readings and assignments, recording key points and/or questions for further clarification or discussion.
- Maintains a positive attitude about the class and treats other students and the professor with respect.
- Shares ideas, experiences, beliefs and knowledge during class sessions.
- Questions the professor and other students for deeper meaning and understanding.
- Uses discussion, debate, questioning, evaluation, etc. as a means to gain greater insight into the content area.
- Is open minded when he/she considers various view points.
- Listens when another student is speaking; absorbs and processes the ideas of others in order to move the discussion forward.
- Demonstrates a willingness to engage in creative activities.
- Avoids using “creativity killers” during class and team activities.
- Respects the class environment and leaves classroom organized and clean.

### **Characteristics of Non-Participation/Inappropriate Behavior**

- Appears to be unprepared for class.
- Comes to class with negative attitudes and shares his/her negativity with other students and professor.
- Rarely discusses or share experiences, beliefs or knowledge.
- Does not question information presented by the professor, texts, journals or other students.
- Depends solely on the professor to initiate and maintain class discussion.

- Assumes there is always “one right answer” and fails to discuss multiple possible solutions to problems.
- Listens only when professor speaks; when other students speak become inattentive. Talks only to professor during discussion, as if he/she is not addressing other students in the class.
- Fails to engage quickly (individually or during group work) in the “activity of the day”
- Does not accept his/her role as an important team member and fails to contribute his/her share.
- Frequently arrive late to class or departs early.
- Fails to learn from previous errors on assignments.
- Wearing earphones, or Bluetooth, and using cell phones or computers for communication or personal entertainment.

ASSESSMENT CRITERIA-CLASS PARTICIPATION

Criteria	Assessment			
	Grade of D	Grade of C	Grade of B	Grade of A
Prepared for Class	Appears to be unprepared	Seems to be prepared but not comprehending current or appropriate topic.	Prepared but not fully grasping topic	Fully prepared; record of key points and questions
Maintains a Positive Attitude	Negative attitude shared with others	positive attitude is occasionally exhibited	Positive attitude is present	Positive attitude is evident to class and professor
Appropriately Shares Ideas and Experiences	Rarely or never shares experiences, ideas or beliefs	Shares ideas in inappropriate manner; talks for talking's sake	Shares ideas upon instructors request	Appropriately shares experiences, ideas and beliefs
Questions Course Concepts	Does not question information presented in course materials	May question professor or students to clarify questions	Usually questions professor and students to understand	Questions professor and other students for deeper meaning and understanding
Participated in Discussion, Debate and Questioning	Depends solely on professor to initiate and maintain class discussion	Depends on classmates to maintain class discussion and agrees with what is presented	Participates with limited understanding of current topic	Uses discussion, debate, questioning and evaluation as a means to gain greater insight into the content area
Is Open Minded	Assumes there is always one correct answer; fails to discuss multiple possibilities	Limited ability to understand other's perspectives	Usually considers other viewpoints	Open-minded; considers various view points
Pays Attention	Inattentive; disruptive	Seems to be unengaged in discussion	Listens to professor and students but is unable to move discussion forward	Listens to professor and students; absorb and processes ideas of others in order to move discussion forward
Participates in Group Efforts	Fails to engage quickly in activities	Does not participate in groups	Engages in group participation	Demonstrates eagerness to engage in activities
Values Team Efforts	Does not accept role as team member and does not contribute to the group effort	Contributes to group but does not move group forward	Engages in group work but occasionally creates barriers	Engages in group work and avoids "creativity killers" during class activities
Respects the Class Environment	Disrespectful behavior; frequently arrives late	Talks under breath and bothers surrounding classmates	Acknowledges authority of professor and sometimes peers	Respectful of peers and professor; leaves classroom clean and organized

## **ASSESSMENT CRITERIA-ORAL PRESENTATIONS**

### **Grade of A**

- Excellent command of subject matter. Demonstrates in-depth knowledge.
- Clear explanation of ideas presented. Good reasoning.
- Independent thoughts and analysis of ideas presented.
- Thorough and persuasive arguments brought forth. Major points supported.
- Introduction catches listeners' attention and gives rationale. Effective beginning and ending.
- Good eye contact. High quality vocal qualities and gestures.
- Overall poise and professionalism in self-presentation.
- Uses stipulated amount of time well.
- Visuals are professionally prepared and managed well.

### **Grade of B**

- Good command of subject matter.
- Capacity to explain ideas relevant to the assignment; yet not fully realized.
- Organizes and references ideas. Capacity for independent analysis of ideas presented; yet not fully realized.
- Oral arguments brought forth. Major points not always fully supported.
- Clear beginning and ending to presentation.
- Uses eye contact. Uses voice and gestures to create interest.
- Shows some self assurance.
- Presentation is appropriate but a bit long or short.
- Visuals are appropriate, yet could be improved by selection, design or use.

**Grade of C**

- Reasonable command of subject matter.
- Some weakness or inconsistency in explaining ideas related to subject matter.
- Minimal references to sources. Relative absence of independent thought and analysis.
- Major points not supported with acceptable evidence.
- Introductions and summary are ineffective.
- Topics covered in random, disjointed manner. Cursory use of voice and gestures.
- Presentation tends to wander.
- Incorrect length- too long or short.
- Visuals need improvement.

**Grade of D**

- Adequate command of subject matter.
- Insufficient explanation of ideas related to subject matter.
- Major points difficult to determine. Lack of support.
- Lacks introduction and summary.
- Poor, hard to follow organization.
- Presentation lacking overall organization and incoherent.
- Visuals unprofessional.

**Grade of F**

- Inadequate command of subject matter.
- Topic not addressed in presentation and major points not presented or supported.
- Guidelines are not followed.
- No use of vocal qualities or gestures.
- Presentation lacks organization.
- Visuals lacking or unprofessional.

ASSESSMENT CRITERIA-ORAL PRESENTATIONS

Criteria	Assessment			
	Grade of D	Grade of C	Grade of B	Grade of A
Command of Subject Matter	Adequate	Reasonable	Good	Excellent; demonstrates in depth knowledge
Explanation of Ideas	Insufficient; no reasoning; subjective	Some but subjectivity still present; weaknesses and inconsistencies	Capacity not fully realized understanding	Excellent; clear; good reasoning
Independent Analysis of Ideas	Insufficient	Some	Organizes and references ideas; capacity not yet fully realized	Independent thoughts and ideas are clearly represented
Thorough and Persuasive Argument	Major points difficult to determine	Major Points not supported with sufficient evidence	Oral arguments brought forth; major arguments moderately supported	Thorough and persuasive; data are accurately and thoughtfully applied
Introduction and Conclusion	Lack of both	Both exist but are ineffective	Clear beginning and ending to presentation	Introduction catches listeners' attention and provides rationale
Presentation Style	Little connection with audience through eye contact, gestures and vocal quality	Some eye contact, gestures and vocal quality, though ineffective	Uses eye contact, voice and gestures to create interest	Good eye contact, good vocal qualities (inflection, rhythm, volume and tone) and gestures
Professionalism of Presentation	Unprofessional	Attempts to be professional	Evidence of self-assurance and professionalism	Overall poise and professionalism in presentation
Organization of Presentation	Incoherent and lacking in overall organization	Tends to wander; incorrect length (too long or short)	Appropriate	Uses stipulated amount of time well
Visuals	Inadequate; few and no connection with presentation	exist but do not connect to or reinforce presentation	Good; connections with presentation are evident yet could be improved in selection, design or use	Excellent; strong connections with presentation; professionally prepared and managed

## WRITING AND REFERENCING PAPERS

Students should be aware of the minimum requirements for written assignment in CARS. The following list is a guideline for students as they prepare written assignments in CARS courses.

- APA style of referencing is to be used in all work. (A copy of this manual is available in the library and on-line at <http://apastyle.apa.org/>)
- Any time someone else's ideas are used, they must be referenced.
  - If you are restating their idea in your own words, you need to reference the source immediately following the idea.
  - If you are copying their idea, you need to use quotation marks and then insert the reference information.
  - If you are inserting different words, but still keeping the same idea you need to reference it.
- Plagiarism of any kind is prohibited. (See section 2 under Academic Integrity)
  - The first plagiarism occurrence in a course will result in a zero for the project.
  - The second plagiarism occurrence in the same course will result in failure of the course.
  - The third plagiarism occurrence in the CARS program will result in expulsion from the major.
- Minimum requirements for written work/projects provided by professors in the CARS department represent "C" work.
- All assignments are turned in on time.
- Every written assignment should have a header with either the paper title or authors' names and page number.
- Use appropriate computer technology to complete the assignment (Microsoft Word, Excel, PowerPoint, scanned images, tables, etc.)

- If using images they should be carefully mounted/ inserted; designs and tables should be carefully developed.
- Technology failures/problems are not acceptable excuses for tardy work. Plan ahead – give yourself time for corrections, problems, etc.
- All projects should be proofread, as incorrect spelling or word usage are not always picked up by spell check. Work may need to be edited. Poor grammar, spelling, etc., will lower your grade.
- Students are also expected to follow the specific instructions of the professor
  - Please note that some professors require folders, no staples, copies of rubrics, etc.

**Assistance in writing is available through the UNCG Writing Center**

**<http://www.uncg.edu/eng/writingcenter/>**

## **ASSESSMENT CRITERIA-WRITTEN WORK**

### **Grade of A**

- Excellent command of subject matter. Demonstrates in-depth knowledge.
- Clear explanation of ideas presented. Good reasoning.
- Modifies written work based on own beliefs, attitudes and values in comparison with current literature. Independent thoughts and analysis of ideas presented.
- Thorough and persuasive documentation of claims.
- Provides synthesis of major concepts in introduction and summary.
- Clear organization of topic.
- Consistently follows written guidelines for grammar, punctuation, form and style.

### **Grade of B**

- Reasonable command of subject matter.
- Capacity to explain ideas relevant to the assignment; yet not fully realized.
- Accepts current literature as proper world view and organizes and references it appropriately. A capacity for independent analysis is present but not yet fully realized.
- Sufficient documentation of claims.
- Clear organization of topic.
- Consistently follows written guidelines for grammar, punctuation, form and style.

### **Grade of C**

- Adequate command of subject matter.
- Some weakness or inconsistency in explaining ideas related to subject matter.
- Collects and summarizes current literature in cursory, disjointed manner with minimal reference to sources. Relative absence of independent thought and analysis.
- Inconsistent documentation of claims.

- Somewhat organized in summary of topic.
- Introduction and summary fail to capture major concepts.
- Topics covered in random, disjointed manner.
- Consistently follows written guidelines for grammar, punctuation, form and style.

**Grade of D**

- Inadequate command of subject matter.
- Insufficient explanation of ideas related to subject matter.
- Fails to recognize frames of reference of current literature, includes opposing ideas without attempts to juxtapose or reconcile viewpoints. Unexamined, clichéd thinking.
- Inadequate documentation of claims.
- Lacks introduction and summary.
- Poor, hard to follow organization.
- Written guidelines for grammar, punctuation, form and style are not followed.

**Grade of F**

- Topic not addressed in paper.
- Fails to recognize own values, or those of authors in paper.
- Written guidelines are not followed.
- Paper lacks organization.

## ASSESSMENT CRITERIA-WRITTEN WORK

Criteria	Assessment			
	Grade of D	Grade of C	Grade of B	Grade of A
Command of Subject Matter	Adequate	Reasonable	Good	Excellent; demonstrates in depth knowledge
Objectivity	No reasoning; subjective	Some; though subjectivity still present	Good	Excellent
Explanation of Ideas	Insufficient	Weak and inconsistent	Capacity present but not fully developed	Clear; good reasoning
Use of Literature	Fails to recognize frames of reference; includes opposing ideas without attempts to juxtapose or reconcile viewpoint; unexamined, clichéd thinking does not meet minimum number of resources; collects and summarizes in cursory disjointed manner with minimal reference to resources; relative absence of independent thought	Meets minimum number of resources but not the variety of sources needed to cover subject; clichéd thinking	Organized and references resources appropriately; capacity for independent analysis of ideas presented, yet not fully realized; exceeds minimum number of resources needed to cover subject	Modifies written work based upon own beliefs, attitudes and values; presence of independent thought; analysis of ideas presented; substantially exceeds number of required resources; includes variety of resources needed to cover subject
Documentation of Claims and Accuracy of Data	Inadequate; many data inaccuracies	Inconsistent; some data inaccuracies but overall adequate	Sufficient and accurate	Thorough and persuasive; data are accurate and thoughtfully applied
Strong introduction	Lacking	Introduction present but fails to capture major concepts; thesis statement is vague	Captures most concepts; good thesis statement	Synthesizes major concepts; strong and clear thesis statement
Organization and Writing Style	Poor; difficult to follow; tedious to read	Topic covered in random and disjointed manner, difficult to read	Good organization of topic; clear writing style	Clear organization of topic; excellent writing style
APA Guidelines	Not followed	Seldom followed	Frequently followed	Consistently followed
Abstract APA (if Required)	Inadequate	Adequate	Good	Excellent
Works Cited/ Bibliography (APA)	Inadequate and inappropriate	Exists but not properly documented; not all sources are appropriate	Good; properly documented and appropriate sources	Excellent; varied, appropriate, properly documented
Visuals (if Required)	Inadequate; few and no connection to topic	Exists but don't connect or reinforce topic	Good; connections with topic are evident	Excellent images and strong connections to topic
Length of Paper	Inadequate	Inadequate	Inadequate	Meets criteria Length

## PORTFOLIO DEVELOPMENT

Consumer, Apparel and Retail Studies students are encouraged to develop a portfolio of work. This collection of a student's work (both individual and group projects) should be gathered throughout one's career in the major.

Faculty members may identify projects that they feel should be included in a student's portfolio. Students should also identify projects from courses in the major or outside courses that they believe showcase their abilities and the exceptional work they have completed.

A clean copy of each project should be used for the portfolio. After a project is graded and returned, the student should make corrections to the portfolio copy.

Complete assignments for the portfolio as if a prospective employer were looking at each one. In other words, make it your goal to not simply complete an assignment to turn it in, but to complete it as a way of demonstrating your talent. A valid reason for doing one's best on each assignment is that it will be placed in your portfolio.

During the CRS 331 Professional Development course, students will be prompted to develop their portfolios for job hunting purposes.

## GENERAL MEDIA AWARENESS

CARS students should be aware of current events and read a newspaper or watch the national news daily. Every day you will see, hear or read something that reflects or could influence a fashion trend. *Women's Wear Daily (WWD)* and *Daily News Record (DNR)* are the newspapers of our field. These resources can be found in Jackson Library and are available online through Jackson Library; however, you may wish to invest in your own subscription. Certain resources, such as *The New York Times*, *The Washington Post* and *The Los Angeles Times*, can be read daily on the Web free of charge (with registration).

Other Publications you may find valuable include:

*(Insert list of CARS media recommendations here)*

## INTERNATIONAL STUDY OPPORTUNITIES

Studying abroad offers students a broad range of opportunities to develop global competencies one might not otherwise receive during their college experiences, but which will give a competitive edge in the job market. By its nature, education takes place in a cultural context. There is much to be gained from understanding the history and traditions of cultures outside one's own. Study abroad is one very exciting way to begin to discover new approaches and build one professional skills. By studying aboard, students:

- understand apparel, textiles, and retailing industries from a global perspective.
- impress employers in a competitive job market.
- develop skills needed to navigate in today's global society.
- expand cross cultural communication and problem-solving skills.
- expand career opportunities.
- prepare for working in an increasingly diverse world.

The Department of Consumer, Apparel, and Retail Studies strongly encourages students to take advantage of study abroad opportunities by participating in the student exchange program offered by the International Program Center, and/or participating in the short term study abroad opportunities offered by the CARS department.

### **Set Goals and Plan for Results**

Most CARS students can study abroad at any time during their four years, but some concentrations have stricter eligibility requirements than others. Studying abroad at UNCG is a complex process, similar to selecting your major or minor.

- It is never too early to begin planning; start at least one year before intend to study abroad.
- Set some goals. There are many excellent study abroad programs and the best one will match your objectives.
- Prioritize your goals. Consider you long-term academic and professional goals as well as your degree requirements.
- Prepare academically. You may need to take language or prerequisite classes for your program.
- Consider short-term and long-term programs.
- Give yourself time to do research; talk to advisors and students who have studied abroad.

### **Map your academic plan with your advisor**

Once you have decided to study abroad, it is time to choose the exact courses you will take at the foreign university.

- Select 8-9 possible courses based on your current UNCG Degree Evaluation.
- Meet with your advisor to make sure that the courses you plan to take abroad will fulfill your program/UNCG general education requirements.
- Provide a course description or syllabus for all courses.
- Work with your advisor to develop/revise your 4 year plan of study.

- Have your advisor complete the “Transfer Credit” form before you leave on your adventure.

## **You Can Afford to Study Abroad**

### Student Exchange Program

- You pay UNCG tuition and fees, and exchange places with a student from a foreign country.
- Financial aid applies to all semester and year-long study abroad programs.
- Travel grants are available to cover your cost of transportation.
- Early planning for study abroad helps you make cost-effective program decisions and allows you to prepare finances through saving, scholarship and financial aid.
- Contact the International Programs Center (IPC) to discover ways to receive some of the \$100,000 UNCG offers in study abroad scholarships.

### Short-Term Study Trips

Short-term study trips are planned by CARS faculty and generally focus on concentrated study in a particular country. These trips are offered for credit and vary in cost. Trips are planned and announced approximately one year in advance so that students may have time to arrange for funding the cost of the trip.

## **Your Next Steps...**

- Stop by the International Programs Center  
Learn about study abroad resources by browsing their website: [www.uncg.edu/ipg/ipc](http://www.uncg.edu/ipg/ipc)  
and call (336)334-5404 to schedule an appointment
- Talk to your advisor in the CARS Department  
Tell your advisor you are interested in study abroad. Discuss coursework and terms that will work best for the situation.
- Think about your Four-Year Plan  
You can study abroad at anytime during your academic career- even as a freshman or sophomore. As a junior or senior, more study abroad options will be available to you.
- Investigate programs
  - Print your degree evaluation
  - Visit the websites of schools you are interested in and list classes you want to take
  - Use study abroad materials at the library’s reference desk
  - Visit IPC for more information.

## **STUDENT CONDUCT CODE: INTERNATIONAL TRAVEL STUDIES**

1. Traveling abroad is a privilege, not a right.
2. Travel Studies are an academic experience with goals to be accomplished, not a vacation or random, superficial travel.
3. The rules that apply to student conduct while I am on campus at UNCG also apply during Travel Studies.
4. I am a guest of the countries and cities I will visit. I will show respect for the people and cultures though I know they may not be the same as those in Greensboro, NC. I will be a goodwill ambassador for UNCG, North Carolina and the United States.
5. Faculty members who lead Travel Studies invest countless hours and resources in planning. They assume responsibility above and beyond regular assignments to plan and conduct travel. I will show respect and appreciation for their effort by adhering to all rules and time schedules without complaining or engaging in insubordinate acts.
6. Group travel requires compromise and patience. It does not allow for individual behaviors that are deviant. Although I may be accustomed to operating as an individual, I must forgo some independence for the good of the group.
7. Unacceptable behavior includes the following, though this list is not exhaustive:
  - a. Wandering away from the group on my own.
  - b. Failing to be on time and at designated meeting points.
  - c. Loud talking and/or laughter that interferes with the ability to hear guides and/or attracts unfavorable attention to the group.
  - d. Consumption of alcoholic beverages.
  - e. Interference with time schedules and plans caused by excessive picture taking and videotaping.
  - f. Rudeness exhibited to service providers in buses, tours, hotels, restaurants, etc.

- g. Lack of respect for another culture exhibited through words, actions or body language.
  - h. Foul language.
  - i. Late bedtimes and/or loss of sleep that interferes with ability to function effectively the next day.
- 8. The casual dress typical on the UNCG Campus is not an acceptable standard of appearance in many places I might visit. In general shorts, sleeveless blouses, low necklines and bare midriffs project undesirable symbolic messages. T-shirts with logos will brand me. I will not wear clothing with suggestive or offensive messages. If my apparel does not meet an acceptable standard, I can expect to be required by the tour leader to change my clothing or to be barred from a particular tourist site where my appearance is not appropriate.
- 9. Unless I have dietary restrictions because of health or religious beliefs, I will sample new foods as well as foods prepared in ways I am unaccustomed to.
- 10. For those individuals (businesses, museums, etc.) that are hosts for the tour group, I will:
  - a. Refrain from chewing gum during the visit.
  - b. Listen intently to the information the presenter provides.
  - c. Refrain from making remarks or engaging in conversation with other tour members during any presentation.
  - d. Ask intelligent questions that indicate I am interested and have been listening to the presentation.
  - e. Thank the presenter at the conclusion of the presentation.
- 11. During group meals, I will seize the opportunity to practice table manners that demonstrate that I am an educated person with good social skills.
- 12. Travel schedules usually provide some allowance for shopping. However, the trips are academic and are not designated for participants to engage in extended shopping expeditions. Such behavior represents obsessive consumerism that gives Americans a bad reputation. I will exercise

discipline and moderation. I also recognize that excessive purchasing can also lead to difficulty clearing customs at the point of re-entry into the United States.

13. I understand that I cannot re-enter the United States with fresh food, live plants, seeds, soils or sand. I will adhere to the rules and regulations of U.S. Customs and Immigration Services.

**I have read all of the above rules of conduct and will abide by them during the Travel Studies.**

**I also recognize that if I do not abide by these rules, I may be sent home early and have to pay my own costs for re-ticketing or purchasing new transportation arrangements.**

Name \_\_\_\_\_

Date \_\_\_\_\_

## DOMESTIC STUDY OPPORTUNITIES

Domestic study trips to retailing and apparel design and production centers are offered annually through the CARS Department. Since New York City (NYC) is the fashion capital of the United States, study trips are offered to NYC at least once every other year. Study trips are also made to locales such as Los Angeles, Seattle, Dallas and Chicago. In addition, faculty lead study trips to trade shows and sourcing fairs such as the MAGIC show, held in Las Vegas. These opportunities allow students to observe many aspects of the apparel, retailing, and related industries of which they study, but are not available locally.

Visits are made to design centers, fiber, fabrics and apparel manufacturers, retailing establishments, factory showrooms, sourcing companies, forecasting agencies, and industry organizations. Activities may also include guest speakers, cultural performances, museums, and runway shows.

Short term domestic study trips offer students opportunities to:

- become immersed in industry activities and practices
- enhance understanding of concepts and principles through industry immersion
- observe business processes
- interact with professional in the field
- develop networks and industry contacts for internship experiences

## STUDENT CONDUCT CODE: DOMESTIC TRAVEL STUDIES

1. Travel Studies are a privilege, not a right.
2. Travel Studies are an academic experience with goals to be accomplished, not a vacation or random, superficial travel.
3. The rules that apply to student conduct while I am on campus at UNCG also apply during Travel Studies.
4. I am a guest of the cities I will visit. I will show respect for the people and cultures though I know they may not be the same as those in Greensboro, NC. I will be a goodwill ambassador for UNCG.
5. Faculty members who lead Travel Studies invest countless hours and resources in planning. They assume responsibility above and beyond regular assignments to plan and conduct travel. I will show respect and appreciation for their effort by adhering to all rules and time schedules without complaining or engaging in insubordinate acts.
6. Group travel requires compromise and patience. It does not allow for individual behaviors that are deviant. Although I may be accustomed to operating as an individual, I must forgo some independence for the good of the group.
7. Unacceptable behavior includes the following, though this list is not exhaustive:
  - a. Wandering away from the group on my own.
  - b. Failing to be on time and at designated meeting points.
  - c. Loud talking and/or laughter that interferes with the ability to hear guides and/or attracts unfavorable attention to the group.
  - d. Consumption of alcoholic beverages.
  - e. Interference with time schedules and plans caused by excessive picture taking and videotaping.
  - f. Rudeness exhibited to service providers in buses, tours, hotels, restaurants, etc.

- g. Lack of respect for another culture exhibited through words, actions or body language.
  - h. Foul language.
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- 9. Unless I have dietary restrictions because of health or religious beliefs, I will sample new foods as well as foods prepared in ways I am unaccustomed to.
- 10. For those individuals (businesses, museums, etc.) that are hosts for the tour group, I will:
  - a. Refrain from chewing gum during the visit.
  - b. Listen attentively to the information the presenter provides.
  - c. Refrain from making remarks or engaging in conversation with other tour members during any presentation.
  - d. Ask intelligent questions that indicate I am interested and have been listening to the presentation.
  - e. Thank the presenter at the conclusion of the presentation.
- 11. During group meals, I will seize the opportunity to practice table manners that demonstrate that I am an educated person with good social skills.
- 12. Travel schedules usually provide some allowance for shopping. However, the trips are academic and are not designated for participants to engage in extended shopping expeditions.
- 13. I will adhere to the rules/laws governing the modes of travel used for the study tour.

**I have read all of the above rules of conduct and will abide by them during the Travel Studies.**

**I also recognize that if I do not abide by these rules, I may be sent home early and have to pay my own costs for re-ticketing or purchasing new transportation arrangements.**

Name \_\_\_\_\_

Date \_\_\_\_\_