BUF 3100 TREND FORECASTING & SOCIAL MEDIA

Prerequisites: ARTH 1103, BUF 2400
Credits: 3

Instructor:	**Dr. Robert L. Woods**
Class Meeting/Time:	**T/TH: 7:30 - 8:45 PM**
Room #:	**#E150**
Office Hours:	**By Appointment – or shortly before class on T/TH.**
Office Phone:	**(718) 260-5773**
Email:	**For all class related issues and questions about assignments, exams, grades or schedule clarifications, etc., speak with me directly or via my email: Rwoods@citytech.cuny.edu. When using email, please be certain to indicate your class (BUF 1101) in the Subject Area of your Correspondence.**

COURSE DESCRIPTION:

An overview and analysis of current color, fiber, and fashion trends, as well as their impact upon sales forecasting. Students will research, analyze, and develop fashion forecasts related to specific seasons in the apparel industry.

Students will learn how to forecast future trends in color, fabric, silhouettes, and textures and how to incorporate their findings into a specific trend forecast and correlating merchandising plan inclusive of mood boards, flat sketches, and spec details. Students will also learn how to develop those ideas into a format that can be understood by pattern makers and other producers at the primary level of fashion.

LEARNING OUTCOMES:

Learning Outcomes	Assessment
Predict the direction of fashion change through analysis of multiple factors.	Class discussion, course assignments, midterm examination,& *Trend Forecasting Project*
Using knowledge of historical fashion cyclical phenomena, make reasonable predictions about upcoming fashion trends	Class discussion, course assignments & *Trend Forecasting Project*
Employ "diffusion of innovation" in order to predict fashion change.	Course homework & *Trend Forecasting Project/ Presentation/Field Trip*

Perform consumer research using social media, existing databases, timelines, current events and historical artifacts	Class discussion, midterm examination, *Trend Forecasting Project & Presentation*
Identify and employ a variety of research methods to help develop new fashion products and marketing initiatives.	Class Discussion, Library Research for *Trend Forecasting Project*
Generate a two-year forecast of upcoming fashion trends, including color, fabric, silhouette and texture.	*Trend Forecasting Project & Presentation*
Use social media to post trend forecasts to become a change agent	*Trend Forecasting Project & Presentation*

GENERAL EDUCATION LEARNING OUTCOMES

Learning Outcome	Assessment
Analyze nonverbal communication within dress and style and explain their meaning.	Class discussion, midterm examination, quizzes, homework, and *Trend Forecasting Project/Presentation*
Demonstrate an understanding of the similarities and differences of other cultures, people, and place as they impact strategic planning	Class discussions, exams, research & *Trend Forecasting Project*
Understand and appreciate the range of academic disciplines and their relationship to the fields of professional and applied study (Lifelong learning)	Class discussion, *Trend Forecasting Project & Presentation/Field Trip*

RECOMMENDED TEXTBOOK:
Brannon, E., L. (2010). *Fashion Forecasting: Third Edition*. New York: Fairchild Publications. ISBN# 97856367-820-2

ASSESSMENT AND GRADING:
Grades are assigned based on total points earned in the course. The total number of points a student earns is divided by the total number of possible points. The total possible points are 500. A student's score is converted into a percentage and grade will be assigned using the scale listed below.

Grading Criteria

Participation	100 points
Quizzes/Homework(4)	100 points
Project	100 points
Midterm Exam	100 points
Final Forecast Presentation	100 points
TOTAL	**500 oints**

Grade Scale

A	=	93 – 100
A-	=	90 – 92.9
B+	=	87 – 89.9
B	=	83 – 86.9
B-	=	80 – 82.9
C+	=	77 – 79.9
C	=	70 – 76.9
D	=	60 – 69.9
F	=	59.9 and below

TREND FORECASTING PROJECT
Part 1: Developing Trend Reports

You are assigned to a team to develop a two-year fashion forecast for a major fashion forecasting company. This report will focus on one category (for example: men's, women's, children) and one type of fashion product (trench coat, day dress, etc.). From this your team will select and analyze five different trends. **Research** Fashion forecasting is a visual and process, and relies on intuition as much as quantitative analysis.

Sources for your research will include trade publications (such as *Women's Wear Daily*, *DNR*, and *Accessories*) and consumer publications (such as *Vogue*, *In Styles*, *People*). European style is important. Look for international online sources such as www.thelondontimes.com, www.parismatch.com, www.internationalheraldtribune.com, www.instyle.com, and www.style.com. Perform your own first hand research: to visit stores, walk the streets, and look around you at what is currently popular: "people watching" will provide great intuition.

- Identify the basic facts about each trend by using information from past forecasts.
- Research fashion trends from a variety of online and paper sources.
- Explain the trend's appeal to the specific target market.
- Complete a VALS (Values Attitudes and Lifestyles Survey).
- Perform a Market Segmentation Analysis, evaluating geographic, demographic, psychographic and behavioralistic factors.

Evaluation of the Research

- What are the changes?
- What are causes of change (new trend)?
- What are the cultural factors they may have caused change? (economy, war, royalty, death, rise of a celebrity)
- Is this a new or repeating trend?

Generating the Forecast

- Determine the differences in fabric, styling, color, fit and silhouette.
- Determine the factors likely to affect trends in the future.
    - Why will this trend change in the future?
    - How will the trend in 2 years from now? What are the differences?
- Apply forecasting techniques, paying attention to issues of accuracy and reliability.
- Make sure to use correct forecasting terminology such as *pendulum swing, cycles, waves, innovators.*

You will research each trend using the above steps. Reading trade and consumer publications can accomplish this. Popular culture and fashion websites will also be helpful.   In addition, observation will be done by visiting stores to see how the trend is being merchandised. It will be important to observe how consumers are interpreting the trend.

Assembling the Report

Each trend will be presented in a book format (bind it as a real book). Each forecast should include the following

- Create a name for the trend that is descriptive and evocative.
- Create a narrative that tells the story in an exciting way (see www.fashiontrendsetter.com).
- Current Trend Research
- Trend Report (5 pages: 1 for each trend forecast) - Write a descriptive page outlining the importance of the trend and the direction it is taking.
- Sketch of trend for 2 years from now.
- Proposed colors for the season. (Provide paint swatches, but create color names.)
- Proposed fabrics for the season. (Provide fabric swatches.)

Formatting

- The trend research should be at least five pages ☐   Use Times New Roman 12 point font.
- The proposed sketch and trend story should be on the same page
- Consider a foldout to group story, sketch, color and swatches per trend

PART II – FINAL ORAL PRESENTATION

In addition to the book, the project will be presented orally to the class. Provide visual displays (such as PowerPoint, trend boards, or online presentation) to enhance the presentation.

COURSE POLICIES AND PROCEDURES:

QUIZZES, EXAMINATIONS, AND GRADING:
In-class learning assignments are given and completed during class time. These are *unscheduled* but occur frequently. In-class assignments may consist of group activities, short reaction papers and so forth. QUIZZES are in the format of problem solving questions and given at the start of the class. Should you arrive late on that day, you risk missing the quiz. **There are no make-ups on quizzes**. Students who miss any quiz for reasons that are recognized by City Tech (e.g., documented family emergencies, documented illness and the like) need to contact the instructor prior to missing the quiz.

ASSIGNMENTS:
Assignments and projects are due at the beginning of class as scheduled. **NO LATE work will be accepted**. Assignments placed under the professor's door will *not* be accepted. Written work must be **word processed/typed** on standard size 8 1/2" by 11" white paper in Times New Roman 12 font with black ink. **All names must be typed on assignments to be accepted.**

ELECTRONIC DEVICES:
Many people in our society have not yet learned professional, considerate, behavior regarding electronic devices. Turn off all cellular telephones, beepers, wrist watch alarms, etc. before you enter class. **If your electronic device audibly activates during class, you will be deducted 5 points from your final grade.** If you are expecting a life and death announcement from an immediate family member— brother/sister/parent/spouse/child — please notify me *before* class of that situation.

Project Grading Criteria
1) *Initiative* - Students must prove resourcefulness in presenting meaningful information in a well structured package. Students must demonstrate inclusion of supporting information from course materials. Students must show evidence of adequate preparation in the presentation.
2) *Thoroughness* - Students must have covered all topic areas. Students should provide adequate coverage within each topic area.
3) *Accuracy* - Students must have reached appropriate conclusions from the information they received. Students must have applied course material accurately, reflecting knowledge and understanding of the material.
4) *Professionalism and Creativity* – The promotional package and presentation should reflect professionalism in preparation and clarity, and creativity. They should be attractive and eye catching. The promotional package and presentation should show evidence of advanced work and planning.

Class Format:

This is a fully in-the-physical classroom course supported by Blackboard, an online course management system. The course includes individual problem solving and/or participation/discussions; quizzes, a written research report, and two-full examinations. The course uses the Blackboard Learning Management platform for making information available, communicating, and as a means for you to benefit from peer-to-peer learning. All full exams must be physically taken in class. Quizzes may be administered via Blackboard. *If you need special arrangements in order to successfully take this course please contact me immediately.*

Additionally, the Blackboard site contains the following resources:

a) **Course Information (Syllabus, Announcements etc.,)**
b) **Power-point slides**
c) **Instructor Chapter Notes**
d) **Select solutions for problems and exercises**
e) **Peer-peer Student Based Discussion Board**
f) **Occasional articles and industry referenced websites.**

TIME COMMITMENT: Please plan to devote a certain amount of time during each week to completing your assignments, reading the textbook and using the supplemental material occasionally posted on Blackboard. Do not wait until the night before assignments are due to get started. A steady measured commitment throughout the week will enhance the course experience for everyone and better assure you of doing well. If you have questions or concerns, please email me, or make an appointment to see me. You should expect to spend from 4-5 hours a week on this course outside the classroom: depending on your study habits and prior learning.

Course Requirements:
It is essential that you keep up with the course. Each week we will cover a large quantity of material which is interrelated... some of which may, or may not, be included on exams. If you fall behind with the assigned readings, and homework, it will be very difficult to catch up. The best way to learn the concepts of this course is to complete the readings and homework assignments. These assignments will be the basis for in-the-classroom discussion, participation, assignments, exams, and quizzes. In the classroom participation will be monitored in terms of quality, not quantity. You are also required to complete some assignments and projects as part of a team.

You should have access to a compatible computer and software capable of receiving and opening course related documents and programs. Google Chrome and Firefox work well with the learning platform. The on-campus computer labs are available for your use if you do not have sufficient at-home computer technology.

Disabled Students: If you are eligible please contact me or student services for an eligibility determination and necessary accommodations.

Conflict Resolution: It's rare that a single course design or an instructional style will meet the needs of all the students all the time. If you feel a need to discuss issues you have in, or with the class please exercise professional respect and speak with me first to see if we can negotiate a resolution. Please refrain at all cost from discussing personal issues, including grades on the discussion boards and through "to all" emails.

PARTICIPATION

Students are expected to attend each class and participate in class discussions and exercises. Attendance alone is not participation.

There are no make-up exams

Note: Writing and Analysis and Ethics assignments are accessed on clarity of thought – 20%, completeness of your analysis process and conclusion 60% and on writing abilities – 20%. **Avoid turning in simple one phrase, one sentence answers.** Developing effective communication skills is an important objective of this course and these few assignments are the primary way that I have to assess this skill development. **Plagiarized or copied answers get an automatic zero grade. Repeated violations might result in stiffer penalties.** A rubric is provided for your use in doing the final course project and other select writing assignments concluding this syllabus.

There are no make-up exams or quizzes. Please check your schedules now for possible conflicts (holiday travel etc...)

Mid-Term & Final Examinations:
The **Mid-term exam** is generally administered either online or in this classroom. They are timed exams with a window of usually 75 minutes. You are advised to be in class on time for the taking of exams. Exams may contain Multiple Choice Questions, and perhaps Word-Banks, Matching, True/False Questions or Essay questions. The chapters covered in the exams are made clear in advance. **The Final Examination will cover all materials that follow the Mid-Term Examination and will be administered in the classroom. In addition to the above exams, a total of three quizzes and two case studies are given and dispersed throughout the duration of this course. Additionally, one Discussion and/or assignment may be given at one point during the course.** Please check the Course Schedule for the date and time of exams.

Disciplinary & Other Issues:

Due Dates: Must be followed. Late assignments are not accepted.

Group Assignments: When required, failure to work in a group will result in an automatic loss of 100% of the points for the group assignment.

Assignments:　　All written submission (HW, or Case Analysis, or Ethics Reports) should Be in good, professional form with your full name appearing at the top of each page of work submitted.

Rules/Laws:　　College policies on unethical behavior, absences and other issues apply to this class. Please consult the Official Catalog of CUNY for further information.

Communication:　　All changes and other important announcements will be transmitted by **The instructor in the classroom or via Blackboard announcements feature. Please visit the site regularly. You should get a study buddy to Cover for you if you plan on missing classes.** The instructor will take no responsibility for updating you on missed activities or hand-outs provided during your absence.

Etiquette and Netiquette – **When communicating in the classroom and posting comments in Blackboard you are expected to show respect at all times.** Think twice before putting in print anything you would not say and defend in person. Avoid using offensive or attack language and give others the benefit of doubt if you feel offended. Most of your classmates have good intentions and are here to learn. **If you have a problem or issue with the class or the instructor please refrain** from discussing the issue in the open classroom, on the discussion board or by using group emails. Simple send me an email and **you and I will work to resolve** most issues. As a rule, I ignore group complaints and postings but will always respond to emails and comments individually addressed to me.

Contact me immediately if you feel someone has violated etiquette or netiquette.

Disabled Students:　　Cuny has a long-standing policy on reasonable accommodation for students with disabilities. If you are eligible please contact me or student services for an eligibility determination and necessary accommodations.

Respect for all:　　This class is open to all who wish to learn and share ideas. The class you are a part of values the wonderful diversity of people, culture and ideas represented

COLLEGE POLICIES (ACADEMIC INTEGRITY, ADA, RESOURCES):
See standard set of policies document.

SCHEDULE OF TOPICS:

WEEK	TOPIC	ASSIGNMENT
1	Introduction Overview of Fashion Forecasting What is Fashion Forecasting? Fashion Direction Forecasting as a Career	Chapter 1
2	Introduction to Innovation Diffusion of Innovation Characteristics of Innovation The Consumer Adoption Process *Introduction to Stylesight*	Chapter 2 Trend Assignment- Seasonal Forecast1
3	Fashion Change Agents Influentials, Innovators, & Fashion Leaders Roger's Model of Innovation Bass Model & Modis' Model	
4	Evolution of a Fashion Trend Consumer Segmentation	Introduction to Fashion Forecasting Project
	Videos: Isaac Mizrahi Fall 1991 St. John's Fall 2001 Presentation by LIBARIAN	
5	Fashion Movement Theories of Fashion Fashion Pendulum, Fashion Cycles & Wave Dynamics	Chapter 3

6	Cultural Indicators Long-Term Forecasting	Chapter 4
7	*Discussion of Cultural Articles (News)* Chaos Theory Self-Organizing Systems	Select cultural articles from the news
8	Forecasting project overview and discussion Midterm Examination	Three Trends Complete w/ Write-up & Illustrations
9	Color Forecasting Color Marketing & Color Psychology *Paris-Eco Thread Co.* *Cotton Incorporated Forecast Book*	Chapter 5 Personal Color swatches
10	Textile Development Sources of Innovation & Textile Development Trade Organization & Fabric Councils	Chapter 6
11	Design Concepts and Style Directions	Chapter 7
12	Consumer research Sales Forecasting	Chapter 8, 9
13	Competitive Analysis Presenting the Forecast	Chapter 10, 11
14	Fashion Forecast Presentations	
15	Final Review and Exam	

BIBLIOGRAPHY:

Assael, Henry. *Consumer Behavior: A Strategic Approach*. Boston: Houghton Mifflin,
2004 Brannon, Evelyn L. *Fashion Forecasting*, 2nd ed. NY: Fairchild Publications, 2005.
Crane, Diana. *Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing*.
 Chicago: U of Chicago Press, 2000.
Fehrman, Kenneth. *Color: The Secret Influence*. Upper Saddle River, NJ: Prentice Hall,
2004. Feisner, Edith Anderson. *Color Studies*. NY Fairchild Publications, 2006.
Keiser, Sandra J. *Beyond Design: The Synergy of Apparel Product Development*. NY: Fairchild
   Publications, 2003.
Lieberson, Stanley. *Matter of Taste: How Names, Fashions, and Culture Change*. New Haven:
   Yale University Press, 2000.
Stone, Elaine. *The Dynamics of Fashion*, 2nd ed. NY: Fairchild Publications, 2003.

Web Sites:

Fashion Trend Setter, The online fashion forecasting, trend reporting & news E-zine, http://www.fashiontrendsetter.com/

Material Connexion, A good source for information about new and innovative materials, http://www.materialconnexion.com/pa1.asp

Trend Watching, 8,000+ trend spotters scan the globe for emerging consumer trends. http://trendwatching.com/

NOTE: All Written Assignments are Subject to the Following Rubric:

Ethics Assignment – Rubric				
Criteria	**Ratings**			**Points**
Prepare attractive and professionally written document in word or pdf	Very well formed writing and paragraphs. References used and cited correctly into document. Required elements observed i.e., page or word count and, strong executive summary or opinion. (5-pts)	Average formed writing and paragraphs. References are not well used and cited correctly. Missing one element like word or page count and, lacks a strong executive summary or opinion. (4-pts)	Some ill-formed phrases and awkward paragraphs. Two or more required elements missed. (2-pts)	
Effectively address problems and issues presented	Answers or addresses the issue/questions and includes other interesting references/ support/facts. (5-pts)	Answers or addresses all issues/questions and includes no other interesting references/support/ facts. (4-pts)	Fails to answer or address the issue/ questions in the assignment (2-pts)	

Uses and cites the required number of resources (or more to support the writer's position	Uses and cites the required references (5-pts)	Uses and cites references but fails to use the required number (4-pts)	Fails to use and cite any references (2-pts)	
Formulates and expresses conclusions, opinions and recommendations based on research and further readings	Presents a logical explanation for conclusions and addresses all of the questions and issues in the assignment. (5-pts)	Presents an illogical explanation for findings and addresses few questions and issues in the assignment. (4-pts)	Presents an illogical explanation for and does not adequately address any of the questions and issues suggested in the assignment. (2-pts)	
Uses appropriate grammar & spelling when generating written report	Paper follows the conventions of English grammar, spelling, and usage. (5-pts)	Paper follows the conventions of English grammar, spelling, and usage with almost no errors. (4-pts)	Paper does not follow the conventions of English grammar, spelling, and usage with several errors. (2-pts)	
TOTAL POINTS				**25 Max**

Thank you,
Dr. Robert L. Woods