Determining the relevance of adopting the context-specific knowledge domains for writing expertise to teach writing in agriculture

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Introduction

Clear, effective writing skills are necessary for academic and industry excellence in agriculture

Purpose

Use Dudley-Brown's (1997) theory evaluation framework to determine which conceptual model of writing would be the most relevant to teaching writing in agriculture

Method

- Evaluated model using Dudley-Brown's framework
- Accurate
- Consistent
- Fruitful
- Simple
- Broad
- Accepted
- Socio-cultural utility

Findings

Five context-specific knowledge domains for writing expertise
- Met all seven criteria

Findings

Discourse community knowledge
- Grasp complexity and variety of each discourse
- Understanding differing goals and processes for communication mediums
Findings

Genre knowledge
- Linked to discourse community
- Depends on context
- Learning the language
- Same genre differs across discourse communities
- Genre mastery

Subject matter knowledge
- Learn its complexities
- Gain knowledge through library research, subject matter experts, reading, and observing
- On-the-job training

Rhetorical knowledge
- Balance writer's purpose and audience's need
- Attention to message and text
- Tailor to particular situations and institutions
- Understand the purpose of the text

Writing process knowledge
- Procedural writing to meet productivity standards
- Streamlined process adapted to specific tasks
- Working well under pressure
- Adopt ways to be more efficient

Conclusions

Five context-specific knowledge domains for writing expertise
- Career-ready graduates who
  - Understand subject matter
  - Focus on specific audience needs and social context
  - Recognize communication goals
  - Identify communication tools to achieve goals

Career-ready graduates who
- Create content based on knowledge
- Focus on deep structure and purpose of genre
- Streamline the writing process
- Are versatile in many genres
- Work well under pressure
**Recommendations/Implications**

- Evaluate the model's effectiveness in agricultural courses across disciplines
- Have knowledge of each domain

**Recommendations/Implications**

- Teach each domain as unique but overlapping

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**Questions**