Writing in Fashion: An Exploratory Case Study Examining Fashion Faculty Use of Writing and the Transmission of Industry Specific Genres

Elizabeth Sara Whitehead
Indiana University of Pennsylvania

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WRITING IN FASHION: AN EXPLORATORY CASE STUDY
EXAMINING FASHION FACULTY USE OF WRITING AND
THE TRANSMISSION OF INDUSTRY SPECIFIC GENRES

A Dissertation
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Elizabeth Sara Whitehead
Indiana University of Pennsylvania
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Indiana University of Pennsylvania

School of Graduate Studies and Research

Department of English

We hereby approve the dissertation of

Elizabeth Sara Whitehead

Candidate for the degree of Doctor of Philosophy

June 12, 2015

Signature on File

Michael M. Williamson, Ph.D.
Professor of English, Advisor

June 12, 2015

Signature on File

Sharon K. Deckert, Ph.D.
Associate Professor of English

June 12, 2015

Signature on File

Brian J. Fallon, Ph.D.
Associate Professor and Writing Studio Director
Fashion Institute of Technology

ACCEPTED

Signature on File

Randy L. Martin, Ph.D.
Dean
School of Graduate Studies and Research
This dissertation explored the ways faculty report that they use writing in their fashion education courses at a publically funded post-secondary institution. This project also examined faculty beliefs about how writing will equip fashion students for their careers in the professional world. In order to accomplish these research goals, the researcher used a qualitative, single case study methodological approach. Multiple forms of data were collected and analyzed including focus group interviews, in-depth follow-up interviews, and course documents.

Relevant literature for the project was drawn from the areas of genre theory, Writing Across the Curriculum (WAC), Writing in the Disciplines (WID), professional writing, and fashion writing. These areas were supported by genre theory, which provided the theoretical framework for the project. This study described what a particular group of fashion merchandising professors do when they teach writing, and it examined the genres they use in teaching as well as how they say they are using these genres. Study results indicate that writing is an important component in preparing students for their entry into the workforce. Writing is used by faculty as a learning tool, as a way to develop critical thinking skills, and through varied assignment types intended to develop student skills and subject matter knowledge. Study results also indicate the transmission of industry specific genres takes place through faculty who gained professional industry experience then
became professors in a fashion merchandising program. These faculty members transfer genre specific conventions to their students, preparing them for the workforce.