

## JOHN CHARLES BEAN

### ADDRESS

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### EDUCATION

Ph.D. University of Washington, Seattle, December, 1972.

Dissertation: *Chastity and Visions of Order in Spenser, Shakespeare, and Chapman*. Supervised by Professor Frank J. Warnke.

B.A. with Distinction and with Honors in English, Stanford University, June, 1965.

### EXPERIENCE

1986-2016: Seattle University, Seattle, Washington. Consulting Professor for Writing and Assessment. Promoted to Full Professor, 1987. Tenured, 1989. Emeritus 2016

1979-1986: Montana State University, Bozeman, Montana.

Associate Professor of English. Director of Writing, 1970-1986. Tenured, 1983.

1973-1979: College of Great Falls, Great Falls, Montana.

Assistant, then Associate Professor of English. Tenured, 1979

1972-1973: Gonzaga University, Spokane, Washington.

Visiting Lecturer in English

1967-1972: University of Washington, Seattle, Washington.

Teaching Assistant (1968-72); Graduate Assistant, University of Washington Study Abroad Program, London, England (1971).

### PUBLICATIONS

#### *Books and Textbooks:*

Bean, John C, and June Johnson. *Writing Arguments: A Rhetoric with Readings*. 12th ed. New York: Pearson, 2026. [Previous editions included John D. Ramage as co-author]

Bean, John C. and June Johnson. *Thinking Rhetorically: A Guide to College Writing*. 9<sup>th</sup> ed. New York. Pearson 2023, [Previous editions under title *The Allyn and Bacon Guide to Writing* included John D. Ramage as co-author]

Bean, John C., Virginia Chappell, and Alice Gillam. *Reading Rhetorically*. 4th Ed. New York: Longman, 2014.

Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass, 2011. 1<sup>st</sup> ed. 1996 [Chinese translation. Trans. Rhenduo Zhang. Jiangshu Education Press, 2004. Dutch translation: *Schrijvend Leren: En Andere Didactische Werkvormen Voor Actief Leren*. Trans. Rob Van der Peet. Spruyt, Van Mantgem & De Does. Leiden, The Netherlands, 1998.]

Bean, John C. and Dan Melzer. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. 3<sup>rd</sup> ed. John Wiley and Sons. 2021

Bean, John C. *The McGraw-Hill College Workbook* and *The McGraw-Hill Self-Study College Workbook*. 2nd Ed. New York: McGraw-Hill, 1988.

Bean, John C. and John D. Ramage. *Form and Surprise in Composition: Writing and Thinking Across the Curriculum*. New York: Macmillan, 1986.

*Articles, Book Chapters, or Peer-Reviewed Website:*

- Bean, John C., Larry C. Nichols, and Jeffrey Philpott. "Jesuit Ethos, Faculty-Owned Assessment, and the Organic Development of Rhetoric across the Curriculum at Seattle University." *Traditions of Eloquence and Sites of Innovation: The Jesuits and Modern Rhetorical Studies*. Eds. Cynthia Gannett and John C. Brereton, Fordham University Press, 2016: 332-345
- Green, Gareth P., Stacey Jones, and John C. Bean (2015) "Teaching Real-World Applications of Business Statistics using Communication to Scaffold Learning." *Business and Professional Communication Quarterly*, 1-22.
- Green, Gareth P., Brian D. Kelly, Dean J. Peterson, and John C. Bean (2015) "Using Integrative Graphic Assignments to Promote Deep Learning of the Market Mechanism." *The Journal of Economic Education*, 46:1, 28-44.
- Green, Gareth P., John C. Bean, and Dean J. Peterson. "Deep Learning in Intermediate Microeconomics: Using Scaffolding Assignments to Teach Theory and Promote Transfer." *The Journal of Economic Education*. 44.2. 2013: 142-157
- Bean, John C., David Carrithers, Dean Peterson, and Trileigh Tucker. "Quantitative Writing: Using Short Writing Assignments to Teach Data-Based Argumentation." *In the Trenches: The News Magazine of the National Association of Geoscience Teachers*. 2.2 (April 2012): 6-7. [Invited article for special number: "By the Numbers: Improving Quantitative Literacy"]
- Bean, John C. "'Backward Design: Towards an Effective Model of Staff Development in Writing in the Disciplines.'" In *Writing in the Disciplines*, Ed. Mary Dean and Peter O'Neill. London: Palgrave, 2011: 215-236
- Alaimo, Peter J., John C. Bean, Joseph Langenhan, and Larry Nichols. "Eliminating Lab Reports: A Rhetorical Approach for Teaching the Scientific Paper in Sophomore Organic Chemistry." *WAC Journal* 20 (November) 2009: 17-32
- Bean, John C. and Nalini Iyer. "'I Couldn't Find an Article That Answered My Question': Teaching the Construction of Meaning in Undergraduate Literary Research." In *Teaching Literary Research*, Ed. Kathleen A. Johnson and Steven R. Harris. Chicago, Association of College and Research Libraries: 2009. 22-40.
- Carrithers, David, John C, Bean, and Teresa Ling. "Messy Problems and Lay Audiences: Teaching Critical Thinking within the Finance Curriculum." *Business Communication Quarterly* 71.2 (June 2008): 152-170. Awarded the 2009 McGraw-Hill – Magna Publications Award for the year's best "scholarly work on teaching and learning."
- Carrithers, David and John C. Bean. "Using a Client Memo to Assess Critical Thinking of Finance Majors." *Business Communication Quarterly*. 71.1 (March 2008): 10-26.
- Robertson, Fiona, Dean Peterson, and John C. Bean. "Promoting High-Level Cognitive Development: Bringing "High Bloom" into a Financial Institutions and Markets Class." *Journal of Financial Education*, 33 (Fall, 2007): 56-73.
- Bean, John C. "Quantitative Writing." *Science Education Resource Center*. Carleton College. 2006 <[http://serc.carleton.edu/sp/carl\\_ltc/quantitative\\_writing/index.html](http://serc.carleton.edu/sp/carl_ltc/quantitative_writing/index.html)> (commissioned, peer-reviewed website)
- Bean, John C. "Montana, Mina Shaughnessy, and Microthemes: Reflections on WAC as a Community." In *Creating a Community: The Beginnings of WAC in U.S. Higher Education*. Ed. Susan McLeod and Margot Saven. West Lafayette, Ind.: Parlour Press, 2006. 115-125.
- Bean, John C., David Carrithers, and Theresa Earenfight. "Transforming WAC through a Discourse-Based Approach to University Outcomes Assessment." *WAC Journal: Writing Across the Curriculum*, 16 (2005): 5-21.
- Robertson, Fiona, Dean Peterson, and John C. Bean. "Using Federal Reserve Publications in Institutions and Markets Courses: An Approach to Teaching Critical Thinking." *Journal of Finance Education* 2 (2004): 15-25.
- Rutz, Carol. "Up Close and Personal with a WAC Pioneer: John Bean" [interview]. *WAC Journal*, 14

- (2003): 7-17.
- Hasseler, Terri and John C. Bean. "Designing Writing Assignments for Exploring Diversity." *Contested Terrain: Exploring Cultural Diversity Through Writing*. Eds. Phyllis Kahaney and Judy Liu. Ann Arbor: U of Michigan P, 2001. 111-132 .
- Bean, John C. "Seeking the Good: A Course in Advanced Argument." *Coming of Age: The Advanced Writing Curriculum*. Eds. Rebecca Howard, Sandra Jamieson, Robert Schwegler, and Linda Shamoon. Boston: Boynton Cook, 2000. 76-80.
- Peterson, Dean and John C. Bean. "Using a Conceptual Matrix to Organize a Course in the History of Economic Thought." *Journal of Economics Education* 29.3 (1998): 262-273.
- Bean, John C. and Dean Peterson. "Grading Classroom Participation." *Changing the Way We Grade Student Performance and the New Learning Paradigm*. Eds. Bruce W. Speck and Rebecca S. Anderson . New Directions for Teaching and Learning, 74. San Francisco, Jossey-Bass, 1998. 33-40.
- Bean, John C. "Evaluating Teachers in Writing across the Curriculum Programs." *Evaluating Teachers of Writing*. Ed. Christine Hult. Urbana, IL.: 1994. 147-166
- Bean, John C. "The Role of Writing-Across-the-Curriculum in General Education: A Guide for Administrators and Curriculum Planners." *Perspectives: Journal of the Association of General and Liberal Studies* 22 (Fall, 1992): 138-59.
- Bean, John C. and John D. Ramage. "Teaching Composition in Large Sections: Seven Years Later at Montana State University." *ADE Bulletin: Association of Departments of English* (Winter, 1990): 18-25.
- Bean, John C. "Summary Writing, Rogerian Listening, and Dialectic Thinking." *College Composition and Communication* 37 (1986): 330-333.
- Lehrer, Glenn H. and John C. Bean. "Improving Communication Skills of Undergraduate Engineers and Technologists." *Challenges to Civil Engineering Educators and Practitioners--Where Should We Be Going?*. Ed. George K. Wadling. Proceedings of the Conference on Civil Engineering Education, Ohio State University, April, 1985. New York: American Society of Civil Engineers, 1985. 164-174.
- Bean, John C. and John D. Ramage. "An Experimental Program to Increase the Efficiency of Freshman Composition at Montana State University: An Initial Report." *WPA: Writing Program Administration* 7 (1983): 15-31.
- Goodman, W. Daniel and John C. Bean. "A Chemistry Laboratory Project to Develop Thinking and Writing Skills." *Journal of Chemical Education* 60 (1983): 483-485.
- Bean, John C. "Computerized Word Processing as an Aid to Revision." *College Composition and Communication* 34 (May, 1983): 146-148.
- Bean, John C., Denny Lee, and Dean Drenk. "Microtheme Strategies for Improving Cognitive Skills." *New Directions for Teaching and Learning: Teaching Writing in All Disciplines*. C. William Griffin (ed), no. 12, San Francisco: Jossey-Bass, December, 1982. 27-38. Summarized and favorably reviewed by Curtis Miles, "Microthemes: Writing and Thinking Intertwined." *Journal of Developmental and Remedial Education* 6 (Fall 1982): 9.
- Bean, John C. "Involving Non-English Faculty in the Teaching of Writing and Thinking Skills." *International Journal of Instructional Media* 9 (1981-82): 51-69.
- Bean, John C. "Comic Structure and the Humanizing of Kate in *The Taming of the Shrew*." In *The Woman's Part: Feminist Criticism of Shakespeare*. Eds. C. Lenz, G. Greene, and C. Neely. Urbana: University of Illinois Press, 1980. 65-78; rpt. In *Shakespearean Criticism*. Eds. M. Scott and S. Williamson. Vol. 9. Detroit: Gale Research, 1989, 426-29.
- Bean, John C. "Making the Daimonic Personal: Britomart and Love's Assault in *The Faerie Queene*." *Modern Language Quarterly* 40 (1979): 237-255.
- Bean, John C. "A Method for Peer Evaluation of Student Writing." *College Composition and Communication* 30 (1979): 301-02.
- Bean, John C. "Cosmic Order in *The Faerie Queene*: From Temperance to Chastity." *Studies in English Literature* 17 (1977): 67-79.
- Bean, John C. "Passion Versus Friendship in the Tudor Matrimonial Handbooks and Some

- Shakespearean Implications." *Wascona Review* 9.1 (1974): 231-40.
- Bean, John C. "The Poet Borne Darkly: The Dream-Voyage Allegory in Shelley's *Alastor*." *Keats-Shelley Journal* 23 (1974): 60-76.
- Bean, John C. "John Barth and Festive Comedy: The Failure of Imagination in *The Sot-Weed Factor*." *Xavier University Studies* 10 (1971): 3-15.

Notes and Reviews:

- Bean, John C. "Empowering Writing in the Disciplines by Making It Invisible." Rev. of *Local Knowledges, Local Practices: Writing in the Disciplines at Cornell*, ed. by Jonathon Monroe. *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* 7.2 (2007): 275-284.
- Bean, John C. Review of *Read to Write: A Writing Process Reader* by Donald M. Murray, *College Composition and Communication* 38 (1987): 366-367
- Bean, John C. and John D. Ramage "A Comment on 'Reality, Consensus, and Reform in the Rhetoric of Composition Teaching.'" *College English* 49 (1987): 209-211.
- Bean, John C. Review of *Computers in Composition Instruction* by Joseph Lawlor, *College Composition and Communication* 34 (1983): 368-369.

**SELECTED RECENT PRESENTATIONS AT PROFESSIONAL CONFERENCES**

- "How Writing Based Assessment across the Disciplines Promotes Faculty Development and Evidence-Based Research." Conference on College Composition and Communication, Portland, April, 2017.
- "Using Short Scaffolded Writing Assignments to Teach Argumentative Writing and Information Literacy in Empirical Disciplines." European Association of Teachers of Academic Writing, Budapest, June 2013.
- "Using Short Scaffolded Writing Assignments to Teach Argumentative Writing and Information Literacy in Empirical Disciplines." Conference on College Composition and Communication, Las Vegas, April, 2013.
- "'Closing the Loop': Using Scaffolding Assignments Early in the Curriculum to Teach Undergraduate Research." Conference on College Composition and Communication, St. Louis, March, 2012
- "Teaching Rhetorical Reading of Primary Scientific Literature to First-Year Undergraduates: A Two-Stage Writing Assignment." European Association of Teachers of Academic Writing. Limerick, Ireland, July 2011.
- "What Do We Mean by Meaning-Constructing Assignments?" Conference on College Composition and Communication. Atlanta, April 2011.
- "Developing Meta-Rubrics That Serve Multiple Goals: Assessing General Education Within Disciplinary Assignments." General Education and Assessment Conference (AAUC), Chicago, March, 2011 (with Bob Duniway).
- "When Numbers Make You Nervous: Resolving the Tension between Psychometric and Discourse Approaches to Assessment." Conference on College Composition and Communication. Louisville, April 2010.
- "Creating Students as Expert Insiders: Using Backward Design and Library/Faculty Partnerships to Teach Disciplinary Writing and Research." Oregon Information Literacy Summit, Corvallis, April 3<sup>rd</sup>, 2010 (invited keynote address with Lynn Olsen Deeken).
- "The Practical Proposal as Target Genre: Teaching Critical Thinking in Bangladesh." European Association of Teachers of Academic Writing. Coventry, England, July 2009. (with Rosalie R. Bean and Sheikh Shams)
- "Taking an Epistemological/Rhetorical Approach to Quantitative and Scientific Literacy." Conference on College Composition and Communication. San Francisco, April 2009.
- "How a 'Discourse' Approach to Assessment Revitalized Discussions of Pedagogy in the Literature

- Curriculum at Seattle University.” Invited Paper. Association of Departments of English Summer Workshop. Santa Fe, New Mexico, June 2008.
- “Linking WAC and Quantitative Literacy: Theory and Praxis.” 2008 International Writing across the Curriculum Conference. Austin, Texas, May 2008..
- “Bringing WAC Pedagogy to Quantitative Literacy through Numbers-Based Writing Assignments.” Conference on College Composition and Communication. New Orleans, April 2008
- “Teaching Experimental Report Writing to Science Novices.” European Association of Teachers of Academic Writing. University of Bochum, Bochum, Germany, July 2007.
- “Arguing with Numbers: How a WAC Program Can Promote Quantitative Literacy across the Curriculum.” Conference on College Composition and Communication. New York, March 2007.
- “From Piaget to Rhetorical Mathematics: A History of My Critical Thinking Life.” Invited Keynote Address. Quinnipiac University’s First International Conference on Writing and Critical Thinking across the Disciplines, November 2006.
- “Writing Assignments as Ill-Structured Problems: Accelerating Students’ Growth as Writers and Critical Thinkers.” Invited Featured Speaker. The Teaching Professor Conference 2006. Nashville, TN. May 2006.
- “Promoting WAC and WID through a Discourse Approach to University Outcomes Assessment.” Conference on College Composition and Communication. Chicago, March 2006.
- “Teaching Audience Adaptation and Critical Thought in Business Case Assignments.” Athens, Greece: European Association of Teachers of Academic Writing, June 24, 2005. (With David Carrithers)
- “How University Outcomes Assessment Has Revitalized Writing-Across-the-Curriculum at Seattle University” (Featured Session). International Conference on Writing-Across-the-Curriculum, St. Louis, May 2004. (With David Carrithers and Theresa Earenfight)
- “Teaching Proposal Writing to Engineering Students: A Writing Center/Engineering Collaboration.” The European Association for Teaching of Academic Writing. Central European University, Budapest, Hungary, June 2003. (With Teodora Rutar Shuman).
- “Catholic Social Teaching and Market Economies: Connecting Economic Theory and Social Justice.” Conference on Catholic Social Teaching Across the Curriculum. University of St. Thomas, St. Paul, Minnesota, October 2003. (With David Carrithers and Dean Peterson).
- “Writing Assignments as Ill-Structured Problems.” National Conference on Teaching Writing and Critical Thinking in Agriculture and Food Science, Jackson Hole, WY, April, 2003 (Keynote address).

**WORKSHOPS IN WRITING-ACROSS-THE-CURRICULUM OR ASSESSMENT,  
CONSULTANCIES, AND INVITED ADDRESSES**

*International*

- Ashesi University, Barakusa, Ghana. “Backward Design of the Curriculum and the Assessment of Capstone Projects.” Three days of workshops for Faculty. June 2014
- University of Bielefeld, Germany. “Writing in the Disciplines to Promote Deep Learning.” One day workshop for more than 100 educators from German universities
- Ashesi University, Barakusa, Ghana. “Ashesi University Critical Thinking Workshop”: Four days of active learning, inquiry, and discussion on critical thinking and writing across the curriculum,” June 25-28, 2012 (with Kit Bean)
- BRAC University, Dhaka, Bangladesh. Six days of full-day or half-day workshops for post-secondary educators in Bangladesh. September 2008 (with Kit Bean)
- University of Groningen (Netherlands) European Association for the Teaching of Academic Writing. “From Novice to Expert: Accelerating Student Growth as Academic Writers.” Invited keynote address., June 18, 2001
- University of Utrecht (Netherlands) "Putting Writing-Across-the-Curriculum (WAC) into Practice in Different Educational Cultures: Problems and Promises." Fourth International Conference for Global Conversations on Language and Literacy August, 2000.

*United States and Canada*

Oberlin College (January 2016) University of the Fraser Valley (September, 2014); Wilfred Laurier University, May 2014); Univeresity of Waterloo (May 2014); University of Toronto (May 2014); Indiana University (February, 2014); New Mexico State University, September 2013; Carleton College, April 2012; University of Kansas, April 2012, Miami University of Ohio, November 2011; University of Puget Sound, May 2011; Marquette University, April 2011; Carleton College, December 2010; Southern Illinois University Carbondale, August 2010; University of Texas San Antonio, August 2010; Columbia University, February 2009; Carleton College, February 2009; St Olaf College, February 2009; University of Nebraska, Omaha, February 2009; University of Washington, November 2008; Baruch College, CUNY, October 2008; Bridgewater State College (MA), October 2008; BRAC University (Dhaka, Bangladesh), September 2008; Wilfred Laurier University (Canada), August 2008; Carleton College, December 2007; California State University, Bakersfield, May 2007; Gonzaga University, January 2007; University of Delaware, October 2006; University of New Mexico, August 2006; Carleton College, December 2005; University of Victoria, September 2005; Miracosta College (California), August 2005; LeMoyne College, October 2004; Miami University of Ohio, October 2004; University of Wyoming, August 2004; consortium of Montana Independent Colleges, August 2004; Southern Illinois University-Carbondale, September 2003; Southern Illinois University-Edwardsville, September, 2003; Washington State University, May 2003; University of Washington-Bothell Campus, May 2003; Clemson University, February, 2003; Berry College (Georgia), February 2003; Carleton College, December 2002; Bellevue Community College (keynote address), November 2002; Purdue University, October 2002; Hawkeye Community College (Iowa), October 2002; Kansas State University, October 2002; LaGuardia Community College (Queens, NY), June 2002; Highline Community College, April 2002; Salem State College, December 2001; University of New Hampshire, November, 2001; University of Wisconsin Oshkosh, August 2001; Evergreen State College, May 2001; DePauw University, March, 2001; Ohio State University, September 2000; Northwest Nursing Educator's Conference, Oregon Health Sciences University, June 2000; Central Washington University, May 2000; Wellesley College, May 2000; Walla Walla Community College, March, 2000; Western Washington University, February, 2000; University of Oklahoma, December, 1999; Washington State Higher Assessment Conference, May 1999; Northwest Economic Educators Conference, May, 1999; Maharishi University of Management, January 1999; Tacoma Community College, August 1998; Old Dominion University, May, 1998; Central Washington University, December, 1997; Seattle Pacific University, September 1997; University of Mississippi, August, 1997; Vanderbilt University, April 1997; University of Portland, May 1997; Albers School of Business and Economics, Seattle University, May 1996; Mount Angel Seminary, October 1995; Boise State University, May 1994; Indiana University, October 1993; Pacific Lutheran University, November 1993 and June 1993; South Seattle Community College, October 1993; Santa Clara University, February 1993; University of Alaska Southeast, Juneau and Ketchikan, August 1992; Tacoma Community College and Pierce Community College (nine 2-hour workshops), 1992-93; Weber State University, September 1991; Spokane Falls Community College, October 1992; Tacoma Community College, January and May 1991; John Abbott College, Montreal, Quebec, May 1991; Dawson College, Montreal, Quebec, May 1991; Capilano College, Vancouver, B.C., January 1991; University of Texas at Austin, July 1991; Weber State College, September 1990; Provo Public Schools, Provo Utah, June 1990; Dawson College, Montreal, Quebec, January 1990; Gustavus Adolphus College, St. Peter, MN, January 1990; Arizona State University, November 1989; Utah State University (graduate course "Using Writing to Enhance Learning"), summer 1989; Heritage College, Topenish, Washington, April 1989; Lewis Clark State College, Lewiston, Idaho, March 1989; Arizona State University, March 1989; University of Washington Freshman Writing Program, March 1988; Northern Arizona University, January, 1988; University of Missouri, January, 1988, August, 1986; Dawson College, Montreal, Canada, November 1987; University of Montevallo, Montevallo, Alabama, January 1987, January 1986, May 1985; University of Mississippi, August 1986; Seattle University, April 1986; Northwest Community

College, Powell, Wyoming, January 1983; Gonzaga University, summer 1982, 1981, 1979; Weber State College, September 1981; Montana College of Mineral Science and Technology, February, 1981.

### SUCCESSFUL GRANT PROPOSALS

- "Using Embedded Assignments to Create Cultures of Assessment in the Majors and the Core of Gonzaga University and Seattle University." Funded by the Teagle Foundation, \$300,000, 2009-11. (With Bob Duniway, Jeff Philpott, Michael Herzog, and Dan Bubb)
- "A Discourse Approach to Assessment at the Departmental and University Levels." A consortium planning grant proposal from Seattle University and Gonzaga University funded by the Teagle Foundation, \$25,000, 2007. (with Bob Duniway, Michael Herzog, and Dan Bubb)
- "Teaching Research Skills in the Core Curriculum," funded by the Instructional Technology Program, Seattle University, \$1,000, 1997. (With Fr. David Leigh)
- "Creating a Third Generation Writing Across the Curriculum Program," Seattle University. Funded by the Consortium for the Advancement of Private Higher Education with matching funds from Burlington Northern and the Ackerley Foundation, \$70,000, 1987-89.
- "An Empirical Study of the Impact of Writing upon Students' Learning and Thinking Patterns in Introductory Physics Courses," funded by the Montana State University Faculty Research/Creativity Program, \$1300, 1982-83. (With Larry Kirkpatrick and F.D. Lee, Department of Physics).
- "Computer Applications for the Teaching of Reasoning Skills," funded by Faculty Vitality Program (Northwest Area Foundation), Montana University System \$5,000, 1982. (With Joseph Bourque).
- "Writing As a Mode of Learning: An Interdisciplinary Project for a Large University," later renamed "The Montana State University Thinking Skills and Writing Project," funded by Fund for the Improvement of Postsecondary Education (approximately \$150,000 with additional matching funds from the university), 1981-83.
- "Computer Applications for the Teaching of Composition," funded by Faculty Vitality Program, Montana University System, \$1,061, 1980.
- "Non-English Faculty and the Development of Writing and Inventive Reasoning Skills," funded by Teaching/Learning Program, Montana State University, \$3,500, 1980.
- "Writing as a Campus-Wide Commitment--An Innovative Program at the College of Great Falls," funded by Lilly Endowment Inc., \$42,500, 1977-80 (one of six proposals funded in a nationwide competition).