Annotated Bibliography on Writing-Intensive Course Design and Students Writers
Compiled: September 2012

A very practical "nuts-and-bolts" guide, written for busy faculty in the disciplines (and the most frequently recommended book for instructors seeking to include more writing in their courses). Bean's focus is on learning to design interest-provoking writing and critical thinking activities, to encourage inquiry, exploration, discussion, and debate. Bean demonstrates how teachers from any discipline can incorporate these activities into their courses.

- An outline of Chapter 7, “Designing Tasks for Active Thinking and Learning” can be found at: http://web.grinnell.edu/Dean/Tutorial/Skills/Writing/JohnBeanAdvice.pdf

In this intensive study of a college writer (Tim), Beaufort notes that writing development is often a non-linear process and continues well after the first year composition course (and often even beyond the undergraduate degree). Beaufort notes that writing expertise draws on a number of different skill sets, not just grammar and thinking skills, but comfort and familiarity with content, genre conventions, and the heuristics of a field of study.

- A sample chapter can be found at the publisher's web site: http://www.usu.edu/usupress/books/index.cfm?isbn=6592

A piece that describes "low stakes" approaches to writing, asking instructors to consider ways that writing assignments might allow student to think their way into more complex understandings of subject material.

A provocative piece that suggests difficulties with and alternatives to the traditional research paper. Engaging, interesting, and accessible.

A piece that asks instructors to consider the ways they think about and work with multi-lingual students, particularly English language learners.
Keller presents recent findings from Writing Studies scholars that the literacies students bring with them to college have changed.

Is student writing worse than it ever has been? Musgrove argues that the response is more complicated than yes or no.

In this provocative book, Thaiss and Zawacki present findings from a study of undergraduate writers and faculty across the curriculum. Among their findings: that students prefer to learn about writing from faculty in their majors, that students are often confused by the many competing messages about what counts as "good" writing they encounter when they take different classes, and that students state they learn more when they are asked to write in the disciplines.
- A sample chapter can be found at the publisher's web site: http://college.heinemann.com/shared/products/0556.asp

Links to Writing Across the Curriculum Instructor Resources and Programs

The Bedford Bibliography for Teachers of Writing
http://www.bedfordstmartins.com/bb/
Often considered the definitive bibliography for all things writing, this comprehensive bibliography is available online. Now in its fifth edition, the bibliography is compiled/updated by Patricia Bizzell, Bruce Herzberg, and Nedra Reynolds and maintained by Bedford St. Martin's.

George Mason University
http://wac.gmu.edu/
A site that offers a number of faculty resources, including strategies for teaching writing, a newsletter, and resources for students.

Haswell's "Minimal Marking" (A Time Saving) Technique
A method of noting surface-level issues in student papers, that saves time in the commenting process and asks students to be more responsible for understanding and "correcting" their own work.
- The original essay by Richard Haswell: http://www-rohan.sdsu.edu/~digger/609/haswell.html
- A description of one professor's adaptation of this technique: http://ctl.utexas.edu/teaching-resources/teach-your-course/keep-feedback-flowing/minimal-marking-a-sane-method-for-dealing-with-errors/
**OWL Purdue**

http://owl.english.purdue.edu/owl/resource/671/02/

A site that offers numerous resources to writing-instructors and students—from discussions of college-level writing to "writing across the curriculum," grammar notes, hand outs, and how-to's.

**Project Information Literacy.**

http://projectinfolit.org

A recent study of student research habits drawn from interviews with students at multiple campuses and at many stages of degree completion. Findings are relevant for anyone who plans to ask students to use library services, conduct information gathering using library and/or online resources, and to write research-based papers.

**Quinnipiac University Writing Across the Curriculum Program**

http://www.quinnipiac.edu/institutes-and-centers/writing-across-the-curriculum

A site with resources and information for faculty (including handouts on writing assignment design, how to respond to student writing, and sample assignments). Quinnipiac also annually hosts a conference and several events for instructors of writing-intensive courses.

**WAC Clearinghouse**

http://wac.colostate.edu/index.cfm

A comprehensive site with links to online journals, full manuscripts and collections related to Writing Across the Curriculum. This site also hosts links to programs, an accessible guide to Writing Across the Curriculum and a number of other excellent resources. The go-to place for many concerns related to writing-instruction beyond the first year.