

ENGAGING IDEAS

The Professor's Guide to ••4
Integrating Writing, Critical
thinking, and Active Learning
in the Classroom :

-*** Second Edition

John C. Bean

Foreword by Maryellen Weimer

Contents

| F | oreword by Maryellen Weimer | | | |
|----------|---|-----|--|--|
| P | Preface to the Second Edition | | | |
| A | About the Author | xxi | | |
| | 1 Using Writing to Promote Thinking: A Busy Professor's | | | |
| | Guide to the Whole Book | 1 | | |
| PART 1 U | JNDERSTANDING CONNECTIONS BETWEEN THINKING AND WRITING | | | |
| | 2 How Writing Is Related to Critical Thinking | 17 | | |
| | 3 Helping Writers Think Rhetorically | 39 | | |
| | 4 Using a Range of Genres to Extend Critical Thinking and | | | |
| | Deepen Learning | 52 | | |
| | 5 Dealing with Issues of Grammar and Correctness | 66 | | |
| PART 2 [| DESIGNING PROBLEM-BASED ASSIGNMENTS | | | |
| | 6 Formal Writing Assignments | 89 | | |
| | 7 Informal, Exploratory Writing Activities . | 120 | | |
| PART 3 C | OACHING STUDENTS AS LEARNERS,THINKERS, AND WRITERS | | | |
| | 8 Designing Tasks to Promote Active Thinking and Learning | 149 | | |
| | 9 Helping Students Read Difficult Texts | 161 | | |
| 1 | 0 Using Small Groups to Coach Thinking and Teach Disciplinary | | | |
| | Argument | 183 | | |
| 1 | 1 Bringing More Critical Thinking into Lectures and Discussions | 202 | | |

vi Contents

| | 12 | Enhancing Learning and Critical Thinking in Essay Exams | 211 |
|--------|-----|---|-----|
| | 13 | Designing and Sequencing Assignments to Teach Undergraduate | |
| | | Research | 224 |
| | | | |
| PART 4 | RE. | ADING, COMMENTING ON, AND GRADING STUDENT WRITING | |
| | 14 | Using Rubrics to Develop and Apply Grading Criteria | 267 |
| | 15 | Coaching the Writing Process and Handling the Paper Load | 290 |
| | 16 | Writing Comments on Students' Papers | 317 |
| | Ref | ferences | 337 |
| | Ind | | 353 |
| | | E X | 111 |