

JOHN CHARLES BEAN

ADDRESS

Academic

Department of English
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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-present: Seattle University, Seattle, Washington. Consulting Professor for Writing and Assessment. Promoted to Full Professor, 1987. Tenured, 1989.

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:

The Allyn and Bacon Guide to Writing. 4nd Ed. New York: Longman, 2006. (With John D. Ramage and June Johnson). (In press)

Writing Arguments: A Rhetoric with Readings. 6th Ed. New York: Longman (2004). (With John D. Ramage and June Johnson).

Reading Rhetorically: A Reader for Writers. 2nd Ed. 2005. New York: Longman, 2002. (With Virginia Chappell and Alice Gillam)

Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom. San Francisco: Jossey-Bass, 1996. [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. Chinese translation. Trans. Rhenduo Zhang. Jiangshu Education Press, 2004.]

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

Form and Surprise in Composition: Writing and Thinking Across the Curriculum. New York:

Macmillan, 1986. (With John D. Ramage).

Articles:

- “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. Parlour Press (in press).
- “Using Federal Reserve Publications in Institutions and Markets Courses: An Approach to Teaching Critical Thinking.” Journal of Finance Education 2 (2004): 15-25. (With Dean Peterson and Fiona Robertson).
- “I Couldn’t Find an Article That Answered My Question’: Teaching the Construction of Meaning in Undergraduate Literary Research.” In Teaching Literary Research, Steven R. Harris and Kathy Johnson, eds. New York, American Library Association (forthcoming). (With Nalini Iyer).
- “Up Close and Personal with a WAC Pioneer: John Bean” [interview]. WAC Journal, 14 (2003): 7-17. (by Carol Rutz).
- "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 (with Terri Hasseler).
- “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.
- "Using a Conceptual Matrix to Organize a Course in the History of Economic Thought." Journal of Economics Education 29.3 (1998): 262-273. (With 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. (With Dean Peterson).
- "Evaluating Teachers in Writing Across the Curriculum Programs." Evaluating Teachers of Writing. Ed. Christine Hult. Urbana, IL.: 1994. 147-166
- "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.
- "Teaching Composition in Large Sections: Seven Years Later at Montana State University." ADE Bulletin: Association of Departments of English (Winter, 1990): 18-25. (With John D. Ramage).
- "Summary Writing, Rogerian Listening, and Dialectic Thinking." College Composition and Communication 37 (1986): 330-333.
- "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. (With Glenn H. Lehrer).
- "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. (With John D. Ramage).
- "A Chemistry Laboratory Project to Develop Thinking and Writing Skills." Journal of Chemical Education 60 (1983): 483-485. (With W. Daniel Goodman).
- "Computerized Word Processing as an Aid to Revision." College Composition and Communication 34 (May, 1983): 146-148.
- "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. (With Dean Drenk and F. D. Lee). Summarized and favorably reviewed by Curtis Miles, "Microthemes: Writing and Thinking Intertwined." Journal of Developmental and

- Remedial Education 6 (Fall 1982): 9.
- "Involving Non-English Faculty in the Teaching of Writing and Thinking Skills." International Journal of Instructional Media 9 (1981-82): 51-69.
- "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.
- "Making the Daimonic Personal: Britomart and Love's Assault in The Faerie Queene." Modern Language Quarterly 40 (1979): 237-255.
- "A Method for Peer Evaluation of Student Writing." College Composition and Communication 30 (1979): 301-02.
- "Cosmic Order in The Faerie Queene: From Temperance to Chastity." Studies in English Literature 17 (1977): 67-79.
- "Passion Versus Friendship in the Tudor Matrimonial Handbooks and Some Shakespearean Implications." Wascana Review 9.1 (1974): 231-40.
- "The Poet Borne Darkly: The Dream-Voyage Allegory in Shelley's Alastor." Keats-Shelley Journal 23 (1974): 60-76.
- "John Barth and Festive Comedy: The Failure of Imagination in The Sot-Weed Factor." Xavier University Studies 10 (1971): 3-15.

Notes and Reviews:

- Review of Read to Write: A Writing Process Reader by Donald M. Murray, College Composition and Communication 38 (1987): 366-367
- "A Comment on 'Reality, Consensus, and Reform in the Rhetoric of Composition Teaching.'" College English 49 (1987): 209-211. (With John D. Ramage).
- Review of Computers in Composition Instruction by Joseph Lawlor, College Composition and Communication 34 (1983): 368-369.

SELECTED PRESENTATIONS AT PROFESSIONAL CONFERENCES

- "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.
- "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).
- "From Novice to Expert: Accelerating Student Growth as Academic Writers." The European Association for the Teaching of Academic Writing. University of Groningen, The Netherlands, June 18, 2001 (keynote workshop).
- "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, University of Utrecht, The Netherlands, August, 2000 (with Rob van der Peet).
- "The Role of WPA's at Small Liberal Arts Colleges," Conference on College Composition and Communication, Chicago, April, 1998.

- "From Fecund Breeder to Temperate Mother: Persuasive Typology in the Social Construction of Female Identity in 18th Century America." From *Boundaries to Borderlands: Intersections of Feminism(s) and Rhetoric(s)*. Oregon State University, August, 1997. (With Dean Peterson)
- "Encouraging Writing-Across-The-Curriculum Through Learner-Centered Assessment of Teaching," Conference on College Composition and Communication, San Diego, April, 1993.
- "Using Writing Assignments to Explore Diversity," National Conference on Diversity in Writing, University of San Diego, April, 1993. (With Terri Hasseler).
- "Evaluating Teachers in Writing-Across-the-Curriculum Programs," Conference on College Composition and Communication, Cincinnati, OH, April, 1992.
- "Developing Writing Assignments to Teach Critical Thinking," Conference of the Association of General and Liberal Studies, Bellevue, WA, October, 1991 (invited pre-convention workshop leader).
- "What Does It Mean to Know Something? Practical and Philosophic Problems in Assessing Writing-to-Learn." International Conference on Writing Assessment, Montreal, Canada, April, 1989.
- "Design Journals to Improve Thinking and Writing Skills in Engineering," American Association of Engineering Education, Portland, OR, June, 1988. (With Carl R.B. Hoerger).
- "Assessing Writing-to-Learn: The Problem of Defining 'Knowledge.'" Conference on College Composition and Communication, St. Louis, March, 1988.
- "From Writing-Across-the-Curriculum to Writing-as-Learning." Invited panelist, Association of American Colleges, Washington D.C., January, 1988.
- "Training Undergraduate Psychology Majors in the Evaluation of Writing." National Conference on the Assessment of Writing, Cleveland, Ohio, April, 1986.
- "Improving Communication Skills of Undergraduate Engineers and Technologists." 1985 ASCE Conference on Civil Engineering Education, Ohio State University, April, 1985. (With Glenn H. Lehrer).
- "Paradoxes in Teaching Writing as Process." *College Composition and Communication*, Detroit, March, 1983.
- Initiator and co-organizer of "Carnegie-Mellon Conference on Computer Applications for the Teaching of Reasoning and Writing." Pittsburgh, June, 1982. (With Preston Covey, Department of Philosophy, Carnegie-Mellon University). Description of conference appears in Covey, Preston K. And Michael G. Southwell, "Using Computers in Teaching Reasoning and Writing." Collegiate Microcomputer, 1:2 (1983), 141-146.

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

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

- "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).
- "Til Death Do Us Part?--Society and the Rise of Non-Marriage Unions." Proposal writer and Project Director. Two-day symposium funded by the Montana Committee for the Humanities, November, 1976, Great Falls, Montana.

CONTINUING EDUCATION

NEH Summer Seminar for College Teachers. "Tragedy." Conducted by Norman Rabkin, University of California, Berkeley, June-August, 1979.

PROFESSIONAL SERVICE (REGIONAL/NATIONAL)

Consulting Reader, College Composition and Communication, 1985-1991.
Consultant/Evaluator for the Council of Writing Program Administrators, 1980-1994.
Local Chair, Rooms Committee, CCCC Convention, Seattle, April, 1989.
Executive Board, Conference on College Composition and Communication, 1985-87.
Editorial Board of WPA: Writing Program Administration, 1983-1986.
Executive Board, Montana Association of Teachers of English (NCTE affiliate, 1984-1980).

EVALUATIONS CONDUCTED

WPA evaluation of writing program, Oregon State University, Corvallis, Oregon, February, 1987. (With Mark Smith, Northern Michigan University).
Evaluation of English Department, Minot State College, Minot, North Dakota, 1985.
WPA evaluation of writing program, Borough of Manhattan Community College, City University of New York, 1983. (With Tori Haring-Smith, Brown University).
WPA evaluation of writing program, York College, City University of New York, 1982. (With Mary Jane Schenck, University of Tampa).
WPA evaluation of writing program, Bronx Community College, City University of New York, 1982. (With William Smith, Utah State University).
WPA evaluation of writing program, Utah State University, Logan, Utah, 1982 (with Harvey S. Wiener, City University of New York).

HONORS

McGoldrick Fellowship (includes one-quarter sabbatical), Seattle University, for outstanding contributions to teaching and service
Extraordinary Overall Achievement Award, College of Arts and Sciences, Seattle University, 1992.
Burlington Northern Award for Excellence in Teaching, Montana State University, 1985. \$2,000 honorarium.
Danforth Associate, 1980-86.

SELECTED SERVICE (SEATTLE UNIVERSITY)

University Task Force for Assessment Planning (2002-present)
Co-Chair, Core Assessment Committee (2003-present)
Design Team for Center for Teaching and Learning (2002-03)
Steering Committee, Accreditation 2000; Co-chair Standard 2 (Educational Programs) 1998-2000
Chair, Standing Committee on Teaching and Learning, 1994-1998.
Core Executive Committee, 1986-2000; Core Policy Board, 2003-Present
Jesuit Colleagues, 1993-present.
Coordinator/lead facilitator for New Faculty Institute for Teaching and Learning, Seattle University, September 1994-97.
Chair, College of Arts and Sciences Task Force on the Assessment of Teaching and Learning, 1992-95. (Authored "Ideabook: Suggestions for the Summative and Formative Evaluation of Teaching in the College of Arts and Sciences," 1995).