

## Resources

“What Meaningful Writing Means for Students”

By: Michele Eodice, Anne Ellen Geller and Neal Lerner

<https://www.aacu.org/peerreview/2017/Winter/Eodice>

[Note: nice summary of the key findings of *The Meaningful Writing Project*]

Infographic Data from *The Meaningful Writing Project*

[http://meaningfulwritingproject.net/?page\\_id=271](http://meaningfulwritingproject.net/?page_id=271)

*Project-Based Writing*

By: Liz Prather

Heinemann, 2017.

[Note: about high school writing, but gives practical organizing/planning tips for structuring projects]

“How Writing Contributes to Learning: New Findings from a National Study and Their Local Application”

By: Paul Anderson, Chris M. Anson, Tom Fish, Robert M. Gonyea, Margaret Marshall, Wendy Menefee-Libey, Charles Paine, Laura Palucki Blake and Susan Weaver

<https://www.aacu.org/peerreview/2017/Winter/Anderson>

[Note: wrap up of institutional study of the value of writing for student engagement]

“Writing and Students’ Engagement”

By: Richard J. Light.

*Peer Review* Vol. 6, Iss. 1, (Fall 2003): 28-31.

[Note: survey of Harvard students and how they felt about writing]

“Four Philosophies of Composition”

By: Richard Fulkerson.

*College Composition and Communication*, Vol. 30, No. 4. (Dec., 1979), pp. 343-348.

[Note: talks about the importance of consistency in conceiving of the purpose of writing assignments]

“BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing” by Joseph Bizup

*Rhetoric Review*, Vol. 27, No. 1 (2008), pp. 72-86

[Note: great strategy for talking to students about meaningfully using research and sources as a rhetorical act]

“How to Use a Source: The BEAM Method”

<https://library.hunter.cuny.edu/research-toolkit/how-do-i-use-sources/beam-method>