Relocation

This past August, the Writing Program moved from its Victorian home at 8 Prescott to a modern, custom-designed space on the second floor of One Bow Street. Designed by architect Cathy Bell of Studio C, the Writing Program’s new space is both beautiful and functional. Preceptors must no longer meet with students for conferences out in hallways as they did in our crowded 8 Prescott building. We now have dedicated meeting rooms, with whiteboards and screens for presentations, and several waiting areas for students where they can set up their laptops or just chat.
WITH THANKS

The Writing Program wishes to thank our colleagues in offices, departments, and programs throughout the College, the Faculty of Arts and Sciences, and the Division of Continuing Education who support our work. We are also indebted to the Program's donors without whose generosity our numerous initiatives and services would not be possible. The support of Morton and Neil Sosland, Gordon Gray, Rita E. and Gustave M. Hauser, Ben Sherwood, Eleanor and Miles Shore, Susanna and John LeBoutillier, Marshall Berkman, Otto Fuerbringer, Lawrence Lader, Volney Righter, M. Richard Robinson, and Bradford Swett profoundly benefits our freshmen, preceptors, and the many upper-classmen and instructors throughout the College whom the Program serves.

The Writing Program:
writingprogram.fas.harvard.edu

The Harvard Writing Project:
writingproject.fas.harvard.edu

The Writing Center:
writingcenter.fas.harvard.edu

Exposé, our online magazine of excellent student writing:
jhcwp.com

THE WRITING PROGRAM’S ADMINISTRATIVE TEAM

Harvard College Writing Program
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Jane Rosenzweig
Director, Harvard College Writing Center

James Herron
Director, Harvard Writing Project

Rebecca Skolnik
Program Administrator

Joseph Guay
Staff Assistant
The Expos Curriculum

HARVARDWRITES, AN INNOVATIVE DIGITAL LEARNING AND TEACHING TOOL.

In April 2012, the Writing Program won a $50,000 Harvard Initiative for Learning and Teaching (HILT) Grant. We were one of 47 recipients from among the 250 groups that submitted letters of intent.

The HILT grant has made it possible for the Writing Program to develop a powerful online learning and teaching tool to complement our traditional instructional methods. HarvardWrites offers freshmen enrolled in the required Expository Writing 20 course an exciting opportunity to see connections between what they are learning in Expos and what Harvard professors value in academic writing.

To this end, HarvardWrites, which debuted in September 2013, presents short high-definition videos of prominent Harvard faculty from across the University discussing the fundamental features of effective academic writing in their fields. Students are then offered the chance to apply those lessons in online exercises. The videos showcase the writing advice of Professors Ann Blair (History), James Engell (English), Rachelle Gaudet (Life Sciences), David McCann (East Asian Studies), Steven Pinker (Psychology), Margo Seltzer (Computer Science), and Jonathan Zittrain (Law and Computer Science).

Why did we develop HarvardWrites? The research in the cognitive and learning sciences clearly indicates that students naturally struggle with directly transferring what they learn in one context to another, and that students need to be given ample support in one learning environment to prepare for learning in the next. The Writing Program continues to address the challenge of how to facilitate knowledge transfer.

HarvardWrites addresses this problem by offering our students the opportunity to learn the common vocabulary professors across the disciplines use to discuss academic writing, as well as the differences in modes of writing across these fields.

continued
Since it is not enough just to tell students about the common and divergent features of academic writing across fields, HarvardWrites’ online exercises ask students to take an active role in applying the points they have heard the professors make in the website’s videos to new learning situations. Online exercises instruct students to use the site’s digital highlighter to annotate model student papers from various disciplines. These annotations then become the basis for in-class discussions about the analytical moves that good academic writers make in their papers.

Knowledge transfer cannot work without consistent instruction across fields and undergraduate class years. To that end, we also sought to apply the HILT Grant to the development of the HarvardWrites Instructor Toolkit, which we will launch in spring 2014. This companion site will introduce Teaching Fellows and faculty at Harvard and beyond to best practices in the teaching of undergraduate writing. Users of the Instructor Toolkit will find downloadable lesson plans and proven teaching strategies to help their students develop as writers. The concept and design for this instructor resource resulted from a fruitful collaboration in 2011-2012 between the Writing Program and the Ad Hoc Committee on Writing, composed of faculty and directors of undergraduate studies from the Division of Life Sciences, the Committee on History and Literature, and the Departments of Psychology, Sociology, and History. Together, we explored which teaching issues were essential to address and how best to present teaching advice in an online format so as to deliver substantive but not overwhelming material.

Over time, we plan to expand the resources of the site to include videos from additional faculty speaking about their composing and revising methods and academic integrity, as well more interactive tools for undergraduate writers and teachers of writing.

HarvardWrites was developed thanks to the efforts of the Harvard professors we filmed, to the work and vision of Head Preceptor and project leader Zachary Sifuentes, to the team of Writing Program senior administrators and faculty who helped shape the content, and to Bok Center Associate Director and HarvardX Creative Director Marlon Kuzmick and his crew of student videographers and editors.
FACTOR DEVELOPMENT. All of our Program faculty members gather each semester for professional development workshops. The sessions feature presentations by colleagues and small-group discussions about teaching practices and course materials. These regular meetings have been an important way to foster community and share ideas that improve everyone’s teaching. Our recent themes:

• FALL 2012 SESSIONS
  † How do we best teach our Expos students about engaging in responsible, honest use of other sources’ ideas when they write their research papers?
  † How do we inspire ourselves as teachers, and how do we inspire our students to try new ideas, experiment with new strategies, and approach the challenges of academic writing?

• SPRING 2013 SESSION
  † How can we improve our commentary on student papers?

• FALL 2013 SESSION
  † What problems in our assignment prompts and in-class exercises can we troubleshoot?

AWARD-WINNING WRITING PROGRAM FACULTY MEMBERS. While indirect assessment through student evaluations is only one among several measures of the Program’s performance, our Harvard Q scores continue to be strong. Our average instructor score on the 5-point Q scale last academic year was 4.3. Instructors in the College who have received a score of 4.5 or better in the “instructor overall” category on the Harvard Q Evaluations are awarded the Harvard University Certificate of Teaching Excellence. Twenty Writing Program faculty members were recognized for their Fall 2012 Expos teaching, 19 earned the award in Spring 2013, and 20 received it this past fall.

DIVERSITY OF DISCIPLINARY EXPERTISE. The Program continues to align its discipline-based course offerings with the interests of the large number of freshmen who go on to concentrate in the social sciences and natural, physical, and applied sciences. Our Program faculty includes two cultural anthropologists, two biological anthropologists, three historians, an archaeologist, two psychologists, two political scientists, two legal scholars,
and a biologist. To see the wide variety of courses we offer our freshmen each semester, visit our Academics webpage: writingprogram.fas.harvard.edu/pages/academics

EXPOSÉ. The new issue of Exposé features student essays accompanied by pop-up annotations that were written by Writing Program faculty (James Herron, Deirdre Mask, Kelsey McNiff, Sara Newland, and Adrienne Tierney) in order to help Expos students see the critical intellectual moves of academic writing. Nearly all of our Writing Program faculty members helped to judge the hundreds of submitted essays to determine the finalists. Our publication also features student poetry and short fiction. This fall’s issue was edited by Zachary Sifuentes, Tad Davies, and Joaquin Terrones. Newly appointed Head Preceptor Matthew Levay has joined the magazine’s editorial staff.

THE WRITING TEST. In the second and third years of our new freshman writing placement test, we have continued to develop our approach to assessing the writing preparation students bring with them from secondary school. Students take the test along with their other placement exams online over the summer before they arrive at Harvard. The test provides students a challenging set of readings and a rigorous prompt to respond to, and gives them several days to write the test—a process more analogous to writing a college paper than the two-hour exam we used to administer. By asking students to engage with a more complex essay form, the Program has gained a more nuanced view of their writing.

We have also refined our process for administering and tracking the more than 1,600 tests, streamlining the complex process by which students first take the exam and preceptors make assessments. Preceptors read and offer initial evaluations of the test. Then final reviews are made by a team of preceptors who teach Expos 10, an elective introductory course on expository writing intended for students who can benefit from a semester of preparation before taking the required Expos 20 course. The Expos 10 team identifies which students might benefit from taking Expos 10 before Expos 20.

The new test has also allowed us to continue assessing the possibility of an
honors-level course, Expos 30, at some point in the future. We have identified the tests that seemed particularly strong, and a team of Writing Program faculty have collected and analyzed the Expos 20 essays from those students. The Program is now assessing the possible implications of that analysis for what we focus on in Expos 20 as well as for possible directions for a future honors course.

**EXPOSITORY WRITING 10.** The 2013 writing test allowed us to identify approximately 190 students to recommend for Expos 10. A team of Writing Program faculty met individually with all recommended students and advised them on their ultimate course choice. An additional 30 students came to Expos 10 advising without having been recommended, to determine if the course might be right for their level of writing preparation. By the end of fall registration, 163 students enrolled in the course; 17 of those students self-placed in the course. This is our highest number of enrolled students and the highest number of “walk-in” students in the course’s history.

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**The Harvard Writing Project**

Led by its director Dr. James Herron, the Harvard Writing Project (HWP) continues to expand its initiatives to support departmental faculty and Teaching Fellows in order to help them develop effective ways of assigning and responding to student writing. The HWP has consulted with dozens of courses, including an increasing number in the Program in General Education, to foster better writing instruction throughout Harvard College. The HWP collaborates with departmental faculty and TFs to produce both online and print guides not only for student writers in specific courses and concentrations but also for instructors who assign and respond to student writing. The expansion has been possible primarily because of the contributions of a number of Writing Program faculty members who have served as Harvard Writing Project Faculty Associates. Our Faculty Associates are Jerusha Achterberg, Christina Becker, Erin Blevins, Tad Davies, Dwight Fee, Elizabeth Greenspan, David Hahn, Jonah
Johnson, Elissa Krakauer, Matthew Levay, Ariane Liazos, Deirdre Mask, Kelsey McNiff, Donna Mumme, Tess O’Toole, Emily Shelton, Lindsay Silver Cohen, and Adrienne Tierney.

**STUDENT WRITING GUIDES.** There are now 31 writing and teaching guides published by the HWP in use throughout the College. To view these guides, visit the Harvard Writing Project website at writingproject.fas.harvard.edu

In addition to producing a number of new writing guides for students in Gen Ed courses (see below), the HWP also developed revisions of

- A Guide to Writing a Senior Thesis in Government
- A Guide to Writing a Senior Thesis in Social Studies
- A Guide to Writing a Senior Thesis in History and Literature

**GUIDES TO THE TEACHING OF WRITING.** The HWP has published Writing in the Freshman Seminar Program: A Practical Guide for Instructors, which provides concrete advice on writing instruction for faculty instructing students in the Freshman Seminar Program. The HWP also continues to roll out the HWP Brief Guide series for TFs aimed at improving writing instruction in the College. New Brief Guides devoted to peer review and designing prewriting exercises are slated for publication this coming year.

**PEDAGOGY WORKSHOPS FOR TEACHING FELLOWS.** Each semester the HWP offers a number of workshops to help Teaching Fellows improve their teaching of writing:

- Responding and Assignment Design Workshops. The HWP has continued its long-standing effort to improve writing instruction in the College by sponsoring 22 pedagogy workshops for Teaching Fellows in several departments each year. The workshops focus mainly on responding to student writing and assignment design.

- Bok Center Collaborations. Each year Writing Program faculty members co-facilitate the Center’s “Teaching
Fellow Workshops on Responding to Student Writing.”

**SUPPORT FOR THE PROGRAM IN GENERAL EDUCATION.** The Writing Program is expanding its support for courses in the Program in General Education through our increasing involvement in Gen Ed’s Instructional Support Service Team. The HWP’s work in Gen Ed has seen several important recent developments:

- The HWP now publishes ten writing guides for students taking courses in the College’s General Education curriculum:
  - A Guide to Writing in Ethical Reasoning 15, “If God Does Not Exist, All is Permitted” (Professor Jay M. Harris)
  - A Guide to Writing in Aesthetic and Interpretive Understanding 14: *Putting Modernism Together* (Professor Daniel Albright)
  - Writing in Ethical Reasoning 22: *Justice* (Professor Michael J. Sandel)
  - A Student’s Guide to Writing in Societies of the World 24: *Global Health Challenges: Complexities of Evidence-Based Policy* (Professor Sue J. Goldie)

- We appointed two experienced Writing Program faculty members to focus on Gen Ed courses. Matthew Levay and David Hahn are consulting with the teaching staffs of new and revised Gen Ed courses to enhance writing instruction primarily through...
assignment design. We also plan to collaborate with teaching staffs interested in designing more effective non-traditional assignments.

Resources for Undergraduate Writers

THE HARVARD COLLEGE WRITING CENTER. The Writing Center, directed by Jane Rosenzweig, offers Harvard undergraduates help with any aspect of their writing, from specific assignments to general writing skills. The Center is staffed by trained undergraduate peer tutors who provide individual conferences at no charge to the student. In 2012-2013, the Writing Center helped 704 undergraduates in 1628 individual conferences. Tutors also assisted senior thesis writers in 11 concentrations, including Economics, Social Studies, History and Literature, History of Science, Environmental Science and Public Policy, Human Evolutionary Biology, Classics, Government, and Anthropology. The Writing Center will soon be publishing a fifth “Brief Guide to Writing in the Disciplines,” which will provide introductory-level guidance on writing sociology papers.

Writing tutors also continued to contribute writing advice to the Writing Center blog, which can be accessed through the Writing Center website writingcenter.fas.harvard.edu. Since January 2013, the blog has been viewed more than 9,807 times by residents of 85 countries.

DEPARTMENTAL WRITING FELLOWS. The Writing Program has expanded its successful Departmental Writing Fellows (DWF) Program, directed by James Herron and Jane Rosenzweig. A joint initiative of the Writing Program’s Writing Center and the Harvard Writing Project, the DWF program appoints advanced graduate students with extensive experience teaching writing to serve as in-house tutors for students seeking help writing in their concentrations. Tutorials with DWFs complement the non-disciplinary support available at the Writing Center. The DWF program now has eight positions, having added a DWF in the Department of English to the seven positions already maintained in the
Departments of Anthropology, History, Philosophy, Government, Sociology, and Psychology, and in the Life Sciences Program. More than 300 students used DWFs in 2012-13, booking 649 appointments.

**WRITING WORKSHOPS.** Under the direction of Karen Heath, the Writing Program’s Senior Preceptor, the program has expanded its annual series of fall and spring semester writing workshops open to all undergraduates.

- **Research Paper Clinics.** In collaboration with the Harvard College Library and its librarian instructors Sue Gilroy and Kathleen Sheehan, the series of clinics scheduled late in the semester offers students one-on-one help from Writing Program staff and Reference Librarians. Students who are engaged in writing a research paper can bring questions about defining a research topic, refining research approaches, exploring the Harvard Library databases, and locating and evaluating sources.

- **“Writing Papers at Harvard: Beyond the Five-Paragraph Essay.”** This workshop offers incoming freshmen, especially those not enrolled in Expos until spring semester, guidance on the fundamentals of writing a college paper.

- **“Reading and Writing in the Sciences.”** Designed and facilitated by two of our science preceptors—Elissa Krakauer and Donna Mumme—this workshop introduces freshmen and sophomores to the fundamentals of writing conventions in the sciences, as well as effective ways to read journal articles.

- **“The American Academic Essay.”** Karen Heath and the Writing Program ESL tutor introduce international students to the conventions of the academic essay students will encounter in the U.S., highlighting key features that distinguish it from writing students might be used to from other educational systems.

- **“Sources Workshop for International Freshmen.”** Karen Heath introduces international students to the expectations of working with sources, citation, and best practices for avoiding plagiarism.
WRITING AND PUBLIC SERVICE.
Since 2010, the Writing Program has run its Writing and Public Service Initiative to connect interested undergraduates with public schools looking for help with writing instruction. Some highlights:

- Seventy high school students from Boston Public Schools’ Boston Latin Academy (BLA) were matched up with Harvard undergraduate volunteers for Online Writing Coaching. Our undergrads provided the BLA seniors with two rounds of feedback on their college admissions essay drafts.

- Thirteen students from East Boston High were matched up with several Harvard undergraduate volunteers for the College-Bound Mentoring Program that ran from spring through fall semesters. The volunteers facilitated orientation sessions, cultural workshops, and writing activities at Harvard’s Museum of Natural History and at Arts First, and conducted a tour of Harvard Yard in the fall. Over the summer, the volunteers worked with their East Boston High students on two rounds of “brainstorming” response papers, and continued to provide intensive writing instruction during the past fall semester as students drafted and revised their college admissions essays.

HARVARD WRITERS AT WORK LECTURE SERIES. Launched by the Writing Program in Fall 2009, our popular series is co-sponsored by the Harvard Review, the Nieman Foundation for Journalism, Harvard Business School Working Knowledge, the Harvard Extension School’s Master’s Degree Program in Journalism, and the Harvard College Program in General Education. Harvard Writers at Work programming focuses on how writing by those at Harvard connects academic and professional work and the broader public. The events are primarily aimed at Harvard undergraduates, with a special interest in drawing in freshmen in order to inspire them at the outset of their education to see, no matter what their concentration, that writing matters and that they can create a writing life while in college and in their future careers.
OUR SPEAKERS AND EVENTS DURING THE 2012 AND 2013 SEASONS:


- 2010 Pulitzer Prize-winning novelist and former Writing Program preceptor Paul Harding on his new novel *Enon*.

- Anthropologist and Writing Program preceptor Elizabeth Greenspan on her new book *Battle For Ground Zero: Inside the Political Struggle To Rebuild the World Trade Center*.

- Pulitzer Prize-winning author and MacArthur “Genius Award” winner Junot Diaz on the craft of fiction.

- Photographer Finbarr O’Reilly and *New York Times* contributor and veteran Sgt. Thomas James Brennan on “Writing on War.”

- Novelist and Harvard College alum Louisa Hall on her debut novel *The Carriage House*.

- Pulitzer Prize-winning Journalist Paul Salopek on “Out of Eden: The Walk,” his project to walk the pathways of the first human migration, from Ethiopia to Patagonia, and report on the major issues of our day.

- Distinguished editors Nicole Lamy, Megan O’Grady, and Jennifer B. McDonald on the art of the book review.

- Psychologist Steven Pinker on “The Sense of Style: Writing in the 21st Century.”


- *New York Times* correspondent Jodi Kantor on “Coming Into Her Own: Michelle Obama’s Political Transformation, and How It May Help Sway an Election.”

- Editor Wendy Lesser on founding and
edited The Threepenny Review.

- Novelist and former Writing Program preceptor Tom Perrotta on his new novel The Leftovers.

- Journalist Nazila Fathi on “Writing the First Rough Draft of History: A Decade of Reporting from Inside Iran.”

- Literary journalism icon Gay Talese on “Writing Narrative Journalism.”

- Harvard Writers at Work also had the pleasure of co-sponsoring an event organized by Harvard College Students for Scholars at Risk: “Tell Me a Story: A Panel Discussion on the Uses of Narrative,” with Jill Lepore, Kimberly Theidon, Birtukan Midekssa, Erika Duncan, Robert Pinsky, and Tracy Kidder, and moderated by Stephen Greenblatt.

Speaking Instruction

This past fall, Margie Zohn joined our faculty as preceptor for Expos 40, the Public Speaking Practicum for undergraduates that is offered under the Program’s aegis. Margie also mentors the Peer Speaking Tutors, a group of undergraduates who have taken Expos 40 and work to coach their peers for any speaking situation, from interviews to formal presentations to class participation.

EXPOS 40. Taught by Margie and Teaching Assistant David Carter, Expos 40 this Spring had 283 applicants for 30 spots in the course. Students deliver a series of four prepared speeches, practice interview strategies, work on impromptu speaking skills, explore techniques of persuasion and influence, practice improvisational theatre exercises to increase spontaneity, analyze rhetorical strategies (in great speeches, TED talks, and day-to-day communications), and deliver a speech at the end of the semester. Last fall, the course culminated in a “Speech to Change an Attitude” assignment. Students were required to choose and argue a thesis with which the majority of their classmates disagreed. Theses included “All drugs should be made legal,” “No one should ever drink alcohol,” “Quad living at Harvard is
superior to living by the river,” and “All unions should be abolished.” Many of Margie’s students also used the course’s various speaking assignments as a way to prepare for job interviews and senior thesis presentations.

**PEER SPEAKING TUTORS.** In Fall 2013, a team of five Peer Speaking Tutors delivered 52 one-on-one coaching sessions. They also served 90 students in four open-enrollment workshops and sessions designed for campus groups.

**OTHER PUBLIC SPEAKING INITIATIVES:**

- **Resources for freshmen.** Margie presented a speaking workshop at the Freshman Enrichment Program last January and has done so again this past January. The workshop is designed to increase students’ confidence and ability to speak up in classes and in other campus activities. This spring, for the second consecutive year, Margie will run a speaking program for freshmen, consisting of three experiential classes that take students through the highlights of Expos 40.

- **Harvard Speaks.** Inspired by her participation in Expos 40, Meredith Baker co-founded Harvard Speaks, an organization that promotes undergraduate public speaking. Harvard Speaks has now spawned U Speaks, a speaking group that currently operates in three other U.S. colleges, and aims to expand rapidly from there.

**Writing Program Faculty Distinctions**

In addition to serving our freshmen each semester, our faculty members continue their work as active scholars, writers, and contributors to a variety of projects and programs. Here are some highlights since Fall 2011.

**JERUSHA ACHTERBERG**

- **Awards and Nominations**
  - Harvard University Certificate of Teaching Excellence.
• **Conferences**

• **Positions**

**MICHAEL ALLEN**

• **Awards and Nominations**
  - Harvard University Certificate of Teaching Excellence.

• **Publications**

• **Conferences**
  - “Inquiry as Spiritual Practice: The Role of Philosophy in Late Advaita Vedanta,” World Congress of Philosophy, Athens, Greece. August 2013.

**CHRISTINA BECKER**

• **Conferences**

**PETER BECKER**

• **Awards and Nominations**
  - Harvard University Certificate of Teaching Excellence.
  - Stephen Botein Prize for Excellence in Mentoring in History and Literature.

• **Conferences**

KEVIN BIRMINGHAM

- **Publications**

ERIN BLEVINS

- **Publications**

- **Conferences**

- **Positions**
  - Postdoctoral Fellow, Harvard Initiative for Learning and Teaching.
  - Postdoctoral Fellow, Lauder Laboratory, Harvard Museum of Comparative Zoology.
  - Judge, Best Student Paper Competition, Division of Comparative Biomechanics, Society for Integrative and Comparative Biology.

JUSTINE DE YOUNG

- **Awards and Nominations**
  - Harvard University Certificate of Teaching Excellence.

- **Publications**

• **Conferences**
  † Organizer and Chair, “Re-examining Fashion in Western Art, 1775-1975” at the College Art Association Annual Conference, Chicago. February 2014.

• **Positions**
  † Adviser, Board of Freshman Advisers, Harvard College.

• **Service**
  † Organized, with Joaquin Terrones, training session on ESL and writing pedagogy.

**DWIGHT FEE**

• **Awards and Nominations**
  † Harvard University Certificate of Teaching Excellence.

• **Positions**
  † Faculty Associate, Harvard Writing Project.
  † Assisted with writing assignment design for the Harvard Sociology Department course, Tutorial in Social Theory (Soc 97).
  † Led a faculty workshop for Women, Gender, and Sexuality (WGS) faculty on writing pedagogy (Fall 2013) and visited WGS seminars.
  † Helped develop *The Brief Guide to Writing the Sociology Paper*, with Jane Rosenzweig and Rachel Meyer (Sociology).
  † Faculty Affiliate: Committee on Degrees in Studies of Women, Gender, and Sexuality.
  † Lecturer in Sociology.

• **Service**
  † Organized Wintersession Program on “Friendship and Blocking at Harvard.” Freshman Dean’s Office.
JANLING FU

• Publications
    - co-authored with P. Cho, 2nd author.
    - co-authored with P. Altmann, 1st author.

• Conferences
  ▶ “Resistance and a Trope of Feasting in Daniel 5,” Writings Unit, Society of Biblical Literature international meeting, Amsterdam, AN, 2012 (1st

“Networking the Feast: Theoretical and Methodological Perspectives in Archaeology,” The “Networked” Feast symposium, Society for American Archaeology annual meeting, Memphis, TN, 2012 (1st author; 2nd author J. Dobereiner).

ELIZABETH GREENSPAN

• Publications
  ‣ “A Review of Towson University’s ‘Anthropology by the Wire’ Course and anthropologynythewire.com,” American Anthropologist (June, 2012).

• Conferences
  ‣ Invited Speaker, “Heritage as Common(s), Common(s) as Heritage,” Gothenburg University, Sweden, August 2013.

DAVID HAHN

• Awards and Nominations
  ‣ Nominated for Joseph R. Levenson Memorial Teaching Prize, Fall 2012.
  ‣ Harvard University Certificate of Teaching Excellence.

KAREN HEATH

• Awards and Nominations
  ‣ Harvard University Certificate of Teaching Excellence.

• Service
  ‣ Expanded the Program’s series of research workshops; new fall-semester workshops targeted international students and introduced them to the expectations of the American academic essay; a new series of research paper clinics offered students research strategies and suggestions from Writing Program faculty and reference librarians.
  ‣ Revised and streamlined the process for developing and administering the Writing Test required of all entering freshmen. Led team of
faculty to research topics and choose sources; developed essay prompt; coordinated with the Harvard University Information Technology group and with other College offices to implement the test in the online testing system, including a revised schedule for students taking the test.

Led a group of faculty in a project assessing the strongest writers in the freshman class, examining their performance on the Writing Test and comparing it with their performance in Expos 20. Designed plan for assessment; coordinated collection and faculty review of papers; led initial review of faculty assessment of student work.


**JONAH JOHNSON**

- **Awards and Nominations**
  - Harvard University Certificate of Teaching Excellence.

- **Conferences**

- **Positions**
  - Director, First-Year International Program, Freshman Dean’s Office, Harvard College.
  - Content Developer, HarvardWrites.
  - Assistant Coordinator for the Writing Test, Harvard College Writing Program.
  - Adviser, Board of Freshman Advisers, Harvard College.

**ELISSA KRAKAUER**

- **Awards and Nominations**
  - Harvard University Certificate of Teaching Excellence.

- **Positions**
  - Faculty Associate, Harvard Writing Project.
Consulted with departments on writing and pedagogy and contributed to the development of HarvardWrites.

Associate Editor, Exposé.

Mentor to new faculty member.

**Service**

Presented workshop with Donna Mumme, “Reading and Writing in the Sciences,” for Harvard College Writing Program and Harvard Summer School.

Assisted with development of the 2013 Writing Test.

**MATTWE LEVAY**

**Awards and Nominations**

Harvard University Certificate of Teaching Excellence.

**Publications**


**Conferences**


• **Positions**
  ▶ Head Preceptor, Writing Program.
  ▶ Member of the Instructional Support Services Team, Harvard College Program in General Education.
  ▶ Associate Editor, *Exposé*.
  ▶ Faculty Associate, Harvard Writing Project.

ARIA LIAZOS

• **Conferences**
  ▶ Organized and chaired panel for the annual meeting of the American Historical Association in January 2014 entitled “Writing the Past to Prepare Students for the Future: Writing Pedagogy, History Courses, and the Role of Undergraduate Writing Assignments.” Each of the presenters has taught courses in writing programs and history departments, and their presentations draw from these experiences. Liazos’ own presentation was based on the courses she has taught in the Harvard College Writing Program and the History Department and her work in helping to develop HarvardWrites. She explored the ways that writing assignments can enhance learning outcomes in history courses.
  ▶ “Comparing Approaches to Writing Assignments in Undergraduate History and Writing Courses,” American Historical Association Annual Meeting, Washington, DC, January 2014.

• **Positions**
  ▶ Co-Editor, Instructor Toolkit for HarvardWrites.

MICHELE MARTINEZ

• **Publications**

• **Conferences**

DEIRDRE MASK

• **Awards and Nominations**
  ▶ Harvard University Certificate of Teaching Excellence.

• **Publications**
  ▶ Mask, D. 2013. Where the Streets
Have No Name. *Atlantic Magazine* (January/February 2013).


**Conferences**

- “Prize and Prejudice: Diversity Jurisdiction and the Revolutionary War Prize Cases,” Aspiring Law Professors Workshop, University of Maine School of Law, Portland, ME, August 2013.

**Positions**

- Faculty Associate, Harvard Writing Project.

**Service**

- Worked with team of Writing Program faculty to develop the Writing Test.
- As part of the Harvard Writing Project, consulted with Harvard faculty teaching in the Program in General Education on writing assignments, course-specific writing guides, and training teaching staff to respond to student writing. Oversaw the creation for Professor Daniel Albright of *A Guide to Writing in Aesthetic and Interpretive Understanding 14: Putting Modernism Together*.

**KELSEY MCNIFF**

**Awards and Nominations**

- Harvard University Certificate of Teaching Excellence.

**Publications**


**SRI MUKHERJEE**

**Awards and Nominations**

- Harvard University Certificate of Teaching Excellence.
• **Conferences**

• **Positions**
  ‣ Lecturer for the Open Society Foundations Scholarship Programs’ Summer Academy designed to enable their international scholarship recipients make a smooth academic transition to graduate programs in the U.S., Europe, and Asia. Istanbul, Turkey.

**DONNA MUMME**

• **Awards and Nominations**
  ‣ Harvard University Certificate of Teaching Excellence.

• **Publications**
  ‣ Mumme DL, Tierney, A. 2013. The pedagogy of Expos: Alignment with the cognitive and learning sciences. (White paper in preparation.)

• **Positions**
  ‣ Associate Editor, *Exposé*.

• **Service**
  ‣ Member, Expos 30/Writing Test Committee.
  ‣ Adviser, Board of Freshman Advisers, Harvard College.
  ‣ Member, Preceptor Team for HarvardWrites.

**SARA NEWLAND**

• **Publications**

• **Conferences**
TESS O’TOOLE

- **Publications**

- **Positions**
  - Member of Advisory Board of *Victoriographies* (Edinburgh University Press).

LINDSAY SILVER COHEN

- **Awards and Nominations**
  - Letter of Commendation for Distinguished Teaching Performance, Harvard University Extension School.

- **Positions**
  - Associate Editor, *Exposé*.
  - Faculty Associate, Harvard Writing Project.

- **Service**
  - Co-curated Expos on the Web, the Writing Program’s website of teaching resources.

REBECCA SUMMERHAYS

- **Awards and Nominations**
  - Harvard University Certificate of Teaching Excellence.

- **Publications**

- **Conferences**

JOAQUIN TERRONES

- **Awards and Nominations**
  - Harvard University Certificate of Teaching Excellence.
  - Faculty research grant by the David Rockefeller Center for Latin American Studies in 2013 to conduct research on the impact of HIV/AIDS on the arts and culture in Latin America.

- **Conferences**
  - “AIDS and the Afterlife of Orígenes.” “Positioning Orígenes” Seminar. American Comparative Literature
- “AIDS and the Possibility of Postdictatorial History in *Onde Andara Dulce Veiga*?” Brazilian Studies Association 11th International Congress, Urbana-Champaign, IL. 2012.
- Organized the panel “An Inverted Pendulum: Layered Time, Counter-narratives and Memory in Brazilian Narrative” at the Brazilian Studies Association 11th International Congress, Urbana-Champaign, IL. 2012.

- **Positions**
  - Editor, *Exposé*.
  - Visiting Lecturer, “Globalization: The Good, The Bad and the In-Between,” Massachusetts Institute of Technology (MIT), Fall 2012.
  - Visiting Lecturer, “Literature, Film and Visual Culture in Mexico since the Revolution,” Massachusetts Institute of Technology (MIT), Spring 2013.

- **Service**
  - Organized, with Justine De Young, training session on ESL and Writing Pedagogy.

**ADRIENNE TIERNEY**

- **Awards and Nominations**
  - Harvard University Certificate of Teaching Excellence.
  - Nominated for the Star Prize in Advising.

- **Publications**
  - Tierney, A, Mumme DL. 2013. The pedagogy of Expos: Alignment with the cognitive and learning sciences. (White paper in preparation.)
• **Positions**
  ‣ Faculty Associate, Harvard College Writing Program.
  ‣ Associate Editor, *Exposé*.
  ‣ Adviser, Board of Freshman Advisers, Harvard College.

**JANE UNRUE**

• **Awards and Nominations**
  ‣ John R. Marquand Award for Exceptional Advising and Counseling of Harvard Students.
  ‣ Harvard University Certificate of Teaching Excellence.

• **Service**
  ‣ Member, Scholars at Risk Committee.

**KEN URBAN**

• **Awards and Nominations**
  ‣ Harvard University Certificate of Teaching Excellence.

• **Plays and Performances**
  ‣ This summer, his play *The Awake* had sold-out run at 59E59 Theatres in New York; the play was named a Critic’s Pick by the *New York Times* and the production featured Maulik Pancholy from TV’s *30 Rock* and *Weeds*.
  ‣ *The Happy Sad*, a feature film that he wrote the screenplay for, based on his play of the same name, had a theatrical release in New York and Los Angeles following screenings at Frameline San Francisco International LGBT Film Festival, Philadelphia QFest and Outfest (Los Angeles). This fall, it will also be a featured film in the Sacramento International Gay & Lesbian Film Festival and the Dayton LGBT Film Festival.
  ‣ His new play *A Future Perfect* was developed at the Huntington Theatre as part of their summer workshop series.
  ‣ This past summer, his adaptation of Aristophanes’s *The Wasps* was produced by Studio 42 at the Connelly Theatre in New York.
  ‣ This fall, his play *Nibbler* will have a workshop in New York, produced by Stable Cable.
  ‣ In the winter, Ken’s new play *The Correspondent* will open Off-Broadway at Rattlestick Playwrights Theatre. Previews begin in February 2014.
  ‣ His band Occurrence is mixing their new album *Decks*. The album features songs that the band created using voices found on old cassettes discovered at estate sales and garbage bins.
• **Publications**

**WILLIAM WEITZEL**

• **Awards and Nominations**
  - Harvard University Certificate of Teaching Excellence.

• **Publications**

• **Positions**
  - Head Preceptor, Harvard College Writing Program.

**MARGIE ZOHN**

• **Awards and Nominations**
  - Harvard University Certificate of Teaching Excellence.

• **Service**
  - Invited to join the Leadership Development Institute of the Combined Jewish Philanthropies, an organizational development consultancy serving synagogues and Jewish agencies.