The Year in Review

In the 2009-2010 academic year, the Harvard College Writing Program worked ambitiously to better integrate itself into the College and to broaden its profile in the Harvard community. The past nine months have seen a number of exciting developments as our Program’s faculty members and administrative team have collaborated with many programs, offices, and departments in the College on our essential missions:

• to introduce our freshmen to the craft and practice of academic writing through the Expository Writing curriculum;

• to support, through the Harvard Writing Project, the teaching of undergraduate writing by Harvard faculty and Teaching Fellows;

• to help undergraduates in all class years with their writing through a range of services, including peer-tutoring at our Writing Center, the Departmental Writing Fellows program, workshops on the research process, student writing guides in the disciplines, and our academic writing tutorial program in several Houses; and

• to present opportunities for Harvard students and the public, through our new Harvard Writers at Work Lecture Series and other Program-sponsored events, to hear accomplished writers in the Harvard community discuss their works, their writing lives, and the impact of writing on the world.

The Writing Program wishes to thank its donors without whose generosity this past year’s numerous initiatives and services would not have been possible. The support of Morton and Neil Sosland, Marshall Berkman, Otto Fuerbringer, Gordon Gray, Lawrence Lader, Volney Righter, Eleanor and Miles Shore, and Bradford Swett has
The Expos Curriculum

Our Program faculty gathered for several faculty development workshops and presentations this past year that focused on various ways for us to help our freshmen transfer the lessons they learn in our Expos classes to the diverse contexts they encounter in their other courses, both during freshman year and beyond. The Program’s senior staff and preceptors have worked together to develop new course materials (assignments, in-class exercises, and handouts) that are heightening the relevance of the Expos 10 and 20 curricula and making the Expos experience more responsive to the needs of students and expectations of our departmental faculty.

- **Teaching about Writing Beyond Expos.** All sections of Expos 20 now incorporate in-class exercises and assignments that help make freshmen aware of the fact that while there are common fundamental properties of good writing across the humanities, social sciences, and natural sciences, the styles of writing and modes of analysis vary in the many disciplines that undergraduates encounter while studying at Harvard. Students in Expos now look at writing assignments and samples of writing from various concentrations to get a clearer sense of how the lessons of Expos may be applicable.

- **Teaching Response Papers.** All sections of Expos 20 now assign response papers and discuss the genre to give freshmen some direction on this most common writing assignment in Harvard courses.

- **Teaching about Plagiarism.** All sections of Expos 20 now introduce lessons on identifying and preventing plagiarism in the first, not the last, of our semester’s three units so that our freshmen are better prepared earlier in their semester to use sources responsibly in any course that requires writing with sources.
• **Teaching Research.** Beginning this fall, all sections of Expos 20 will introduce students to the fundamentals of the research writing process, with assignments and exercises designed to help freshmen navigate essential physical and online resources of Harvard’s libraries. This aspect of our curriculum is being developed in collaboration with the leadership and staff of the Harvard College Library.

• **Hiring in Social Sciences.** To better align our Program’s discipline-based course offerings with the large number of freshmen who go on to concentrate in the social sciences, we have hired two social scientists (from Gov and Psych) to join our Program faculty for next year.

• **Expos 10, our introductory writing course, underwent a curriculum change.** To respond to the complex student writing needs in the course, we created new assignments and designed a new approach to response papers, allowing students more opportunity for revision.

• **Expos 10 is currently being assessed** by Les Perelman at MIT, a nationally recognized expert in writing assessment, in order to study the effect of the two-semester course sequence for students who begin with Expos 10.

• **Exposé goes online.** The Program took Exposé online. Edited by Liz Greenspan, Zachary Sifuentes, and Marlon Kuzmick, the annual journal and Expos teaching tool showcases the best of freshman writing, and will this fall begin to expand its scope to include excellent writing by upperclassmen and Harvard faculty members who contribute reprints of their published work.

• **The Harvard Undergraduate International Travel Writing Award.** The Harvard College Writing Program, the Office of Career Services (OCS), and the Office of International Programs (OIP) announced in April the creation of the Harvard Undergraduate International Travel Writing Award for 2010. First, second, and third cash prizes will be awarded to outstanding travel essays written by Harvard undergraduates based on their experiences while studying, volunteering, interning, or working abroad. Winning essays will be published in Exposé and OCS and OIP publications, and their authors will be honored at a joint program celebration in November 2010.

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**Support for Undergraduate Writers**

• **Research Paper Workshops.** Under the direction of Karen Heath, the Writing Program developed a new series of research workshops, in collaboration with the Harvard College Library. Open to all undergraduates, the workshops in fall and spring semesters covered issues such as defining a research topic, locating sources, evaluating and integrating sources, and avoiding plagiarism. About 200 students attended the series.
• **Writing Center.** The Writing Center, directed by Jane Rosenzweig, is a place for Harvard undergraduates to get help with any aspect of their writing, from specific assignments to general writing skills. The Writing Center is staffed by trained undergraduate tutors who provide individual conferences at no charge to the student. In addition to helping hundreds of undergraduates this year in over 1,000 appointments, the Writing Center offered several additional services:

  • **Citation Drop-in Clinics.** This past fall, Writing Center tutors provided support for the Research Paper Workshop Series by sponsoring two “Citation Drop-in Clinics” to help students answer questions about source use and plagiarism.

  • **Senior Thesis Tutoring.** This winter, senior thesis tutors also worked one-on-one with 26 thesis writers in 11 concentrations.

  • **Writing Center tutors launched their new blog, The Barker Underground, during Reading Period.** The blog, which can be accessed through the Writing Center website (fas.harvard.edu/~wricntr), features writing advice from tutors, answers to questions commonly asked at the Writing Center, and interviews with professors and professional writers.

  • **New Student Writing Guides.** The Harvard Writing Project (HWP), directed by James Herron, published the Guide to Writing a Senior Thesis in Sociology, which aims to provide students with writing and methodological assistance as they navigate the complexities of producing an original work of sociological research. The HWP also collaborated with the Anthropology Department to substantially update the successful Student’s Guide to Reading and Writing in Social Anthropology in response to student and faculty feedback.

  • **Departmental Writing Fellows.** A joint initiative of the Writing Program’s Writing Center and the HWP, the Departmental Writing Fellows (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. (Such discipline-specific help is not available at the Writing Center.) The HWP has maintained its successful DWF program at six positions (in the Departments of History, Philosophy, Government, Sociology, and Psychology, and in the Life Sciences Program.) More than 300 students used DWFs this past year, booking nearly 700 appointments. We plan to add at least one and perhaps two new DWF positions for the 2010-11 academic year.

  • **Sources Workshop for International Freshmen.** Karen Heath introduced students to the expectations of working with sources, citation, and best practices for avoiding plagiarism.

  • **Faculty Panels on Originality and Plagiarism.** The Writing Program, in collaboration with the Bureau of Study Counsel and the Bok Center, and with co-sponsorship by the Program in General Education, organized two faculty panel discussions on “Originality and Plagiarism in the Age of Cut and Paste” to give students an opportunity to hear faculty discuss the challenges and pleasures of coming up with fresh ideas, working collaboratively with others, and making judgments about citing text, ideas, and code. On October 14 Anya
Bernstein, Deborah Foster, and Tom Kelly spoke with students in Tsai Auditorium, and a second panel, of Harry Lewis, Xiao-Li Meng, and Gregg Tucci, convened on November 4 in the Fong Auditorium.

- **Gov97 Sophomore Tutorial Writing Workshops.** This past spring the HWP helped the Gov97 instructional staff design and organize two writing workshops to help new concentrators transition from writing in Expos to writing Gov papers.

## Support for Faculty & Teaching Fellows

The Harvard Writing Project (HWP) works with faculty and Teaching Fellows to develop effective ways of assigning and responding to student writing. The HWP has consulted with dozens of courses, including many in the Program for General Education, to foster better writing instruction throughout Harvard College.

### GUIDES TO THE TEACHING OF WRITING

The HWP continued this past year its collaboration with departmental faculty and TFs to develop 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.

There are now 25 writing and teaching guides published by the HWP in use throughout the College. To view them, visit the Harvard Writing Project page of the Writing Program’s website, www.fas.harvard.edu/~expos.

- **Psychology.** *Teaching Writing for Psychology at Harvard* provides concrete advice on teaching writing effectively for the Psychology Department’s large contingent of Teaching Fellows.

- **Social Studies.** Instructors in the Social Studies junior tutorial program can now consult the *Methods Handbook for Social Studies Junior Tutors* for guidance on teaching the wide array of research methods represented in the program, some of which may lie outside the individual instructor’s areas of expertise.

- **HWP Brief Guide Series.** The HWP also continues to roll out the HWP Brief Guide series of publications for TFs aimed at improving writing instruction in the College. New Brief Guides devoted to evaluating student writing, designing prewriting exercises, and teaching writing process are slated for publication this coming fall.
PEDAGOGY WORKSHOPS FOR TEACHING FELLOWS

- **Responding and Assignment Design Workshops.** In 2009-10 the HWP continued its longstanding effort to improve writing instruction in the college by sponsoring roughly 25 pedagogy workshops for Teaching Fellows in as many departments. The workshops focused mainly on responding to student writing and assignment design.

SUPPORT FOR THE PROGRAM IN GENERAL EDUCATION

- **Collaboration with Gen Ed Faculty and TFs.** HWP staff have collaborated with several faculty members to support writing instruction for new or revised courses offered as part of the College’s General Education curriculum. Such support includes consultation on assignment design, TF training, and the production of pedagogical material such as course-specific student writing guides.

- **Guide to Teaching Writing in Gen Ed.** HWP staff members are also at work on a Guide to Teaching Writing in General Education Courses, which will provide guidance for TFs teaching writing to a diverse student population with little prior knowledge of the course material.

WRITING PROGRAM COLLABORATION WITH OPUS AND THE BOK CENTER

- **TF Workshop on Teaching Source Use.** The Writing Program collaborated with the working group OPUS (Originality, Plagiarism, and Use of Sources) on a workshop for Teaching Fellows about how to teach effective work with sources and how to handle issues of plagiarism.

Harvard Writers at Work Lecture Series

This past year the Writing Program launched its Harvard Writers at Work Lecture Series. Co-sponsored by the Harvard Review, the Harvard Extension School, and the Program in General Education, the series focuses on the ways that 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.

- **Panel on “The Future of Journalism: News in the Age of the Internet.”** On October 27, we held our inaugural event before a standing-room-only audience in the Barker Center’s Thompson Room, a panel on “The Future of Journalism,” moderated by Melissa Ludtke, editor of Nieman Reports. The panel consisted of Bob Giles, curator of the Nieman Foundation; Alex Jones, Director of the Shorenstein Center; NYT best-selling author Charles Sennott,
Pulitzer-Prize winning *Boston Globe* columnist and Nieman Fellow Kevin Cullen, and Nieman Journalism Lab editor and former *Crimson* editor Zachary Seward.

- **Editors’ Panel on Getting Published.** Students packed Straus Common Room on November 5 to hear a panel of editors from the *Boston Review*, *Ploughshares*, the *Harvard Review*, and the *Advocate* discuss “Practical Tips on How to Get Published.”

- **Translation Master Classes.** Lamont’s Woodberry Poetry Room was filled to capacity on March 1 and 8 with students attending two master classes on translation taught by Laura Healy, translator of Roberto Bolano’s *Romantic Dogs*.

- **Dr. Atul Gawande.** On March 31, *New Yorker* staff writer and HMS professor and surgeon Dr. Atul Gawande spoke about his latest book *The Checklist Manifesto* and his writing practices before a standing-room-only audience in Fong Auditorium.

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**Program-Sponsored Events for Writers**

- Organized and moderated by preceptor Jane Unrue, “The Living Magazine: An International Event” took place on April 14th in the Arthur M. Sackler Auditorium. The event, which was the second installment of the Visiting Writers Series, was a performed literary magazine featuring, among others, Chinese poets Bei Ling (co-editor of the banned Chinese literary magazine *Tendency*) and Meng Lang (co-editor of *Tendency* and editor-in-chief of the banned Chinese online literary magazine *Freedom to Write*); Burmese poet and physician Ma Thida (editor of Burmese *Teen* Magazine); and Iranian novelist Shahriar Mandanipour (editor of the banned Iranian literary magazine *Thursday Evening*). Harvard students, involved in the planning of this event, also participated in the performance. The event was supported by the Humanities Center, the Office for the Arts at Harvard, the Office of Undergraduate Education, the Undergraduate Council, and the Harvard College Writing Program.

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**Writing Program Faculty Distinctions**

In addition to serving our freshmen this past fall and spring, our faculty continued their work as

**Sigrid Anderson Cordell**

- “‘A Beautiful Translation from a Very Imperfect Original’: Mabel Wotton, Aestheticism, and
• *Fictions of Dissent: Reclaiming Authority in Transatlantic Women’s Writing.* Pickering and Chatto. Forthcoming.


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**Michael Baran**


• Developed two forthcoming iPhone applications “Guess My Race” and “Who Am I?”


• “Photographs: Research and Applications.” Talk given at the Cabot House Senior Common Room. March 2010.

• “Princess Tiana is Loving and Brave.” *The XX Factor.* Dec. 10, 2009.

**Media Appearances:**

• *CBS Evening News with Katie Couric.* Interviewed for segment “A Disney First” by Michelle Miller. June 8, 2009.


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**Pat Bellanca**


• Co-organizer, The Harvard Writers at Work Lecture Series.

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**Jeff Cordell**

• Awarded Harvard University Certificate of Distinction in Teaching.
Tad Davies


Justine De Young


Sarah Ferguson-Wagstaffe

• Instructor, “Argument in Academic Writing,” seminar for mid-career master’s students at the Kennedy School of Government. August 2009; August 2010.
• Facilitator, “Between the Prompt and the Paper” workshop for TFs at the Bok Center’s Winter Teaching Conference. January 2010.

Elizabeth Greenspan

• Awarded Harvard University Certificate of Distinction in Teaching.

Karen Heath

• Co-coordinated implementation of curricular assessment project to study the effect of the two-semester essay sequence for students who begin with Expos 10.
• Co-directed the development of a new curriculum for all Expos 10 courses. To respond to the complex student writing needs in the course, we created new assignments and designed a new approach to response papers, allowing students more opportunity for revision. Led bi-weekly meetings of Expos 10 faculty to exchange strategies, respond to classroom issues and standardize grading across sections.
• Developed new series of research workshops, in collaboration with the Harvard College Library. Open to all undergraduates, the workshops cover topics such as defining a research workshop, locating sources, evaluating and integrating sources, and avoiding plagiarism.
Jonah Johnson


John Kaag  Visiting Assistant Professor in Expository Writing

- University Teaching Award in the College of Arts and Sciences at University of Massachusetts.

Damon Krukowski

- Awarded Harvard University Certificate of Distinction in Teaching.
- Nominated for the 2009 Joseph R. Levenson Memorial Teaching Prize by the Undergraduate Council.
- Afterimage, Damon’s second book of poetry, has been accepted for publication in 2011 by Ugly Duckling Presse, Brooklyn.
- Named the 2010 Sert Practitioner at the Carpenter Center for the Visual Arts, and invited to conduct a one-week workshop for VES students called “Whose Story,” an exploration of narrative through collective writing exercises. The workshop culminated with a public reading/performance at the Carpenter Center.
- This last year saw two retrospective releases for Damon’s band Damon & Naomi: 1001 Nights (Factory 25), a DVD compiling music videos and film of live performances from 2000-2009; and The Sub Pop Years (20/20/20), a CD compilation drawn from four albums recorded for Sub Pop in the 1990s.
- Damon will be performing with Naomi in Europe this summer to promote these releases as well as the 2010 reissue of the three albums by our first band, Galaxie 500 (Domino).

Matt Levay

- Editor, writing guide for Professor Sue Goldie’s (School of Public Health) new Gen Ed course,

- Consultant, assignment and assessment design for Julia Finkelstein’s (School of Public Health) Gen Ed course, “SLS 19: Nutrition and Global Health.”


**Rebekah Maggor**

- Launched the Speaking Tutor Program, piloting it this past fall with one tutor and, in an attempt to meet demand, expanded to four tutors this Spring semester.

- Preceptor, Expos 40 (the practicum in public speaking in its second year). Three guests visited the course: Marlon Kuzmick on Visual Rhetoric; Harvard College alum and former Massachusetts Lt. Governor Kerry Healey; David Zarefsky, professor of the history and criticism of U.S. public discourse at Northwestern University.

**Michele Martinez**


- “‘The passion-flower at the gate’: Poetry and the Annals of Julia Margaret Cameron,” PAMLA, San Francisco State University, 6-7 November 2009.


**Sri Mukherjee**


- “Narrating (Anti-)Orientalism: Delimited Female Challenges to Orientalist Narrative in Ruth Prawer Jhabvala’s *Heat and Dust*.” Conference of the International Society of the Study of Narrative. Cleveland, Ohio, April 8-11, 2010.

_Donna Mumme_

- Awarded Harvard University Certificate of Distinction in Teaching.

_Tess O’Toole_

- Appointed to Editorial Advisory Board of *Victoriographies* (Edinburgh University Press), a new Victorian Studies journal whose inaugural issue will appear in May 2011.
- Co-author, with Zachary Sifuentes, _The Guide to Teaching Writing in General Education Courses_.

_Zachary Sifuentes_

- Facilitator, Bok Center training session for TFs on commenting on student papers.
- Co-author, with Tess O’Toole, _The Guide to Teaching Writing in General Education Courses_.
- Editor, *Exposé*.
- Resident writing tutor, Adams House. Led writing workshops on genres ranging from final papers to the medical school application essay. Organized showcase for the entire spectrum of creative writing that goes on in the House.

_Lindsay Silver Cohen_

- Review essay forthcoming in *Social History* later in 2010.
- Invited panel chair. “Race in the City” panel at the “Considering the City” Conference at SUNY Fredonia, in Fredonia, NY, April 22-24.

_Paul Sludds_

- Awarded Harvard University Certificate of Distinction in Teaching.

_Larry Switzky_

- His play _The Leer Sisters_ was presented at the American Repertory Theatre as part of the “Shakespeare Exploded” Festival and won the 2009 Phyllis Anderson Prize for Playwriting at Harvard.
• Directing a production of Virginia Woolf’s only play, *Freshwater*, which will go up in May.
• Forthcoming publications in *Modern Drama*, *SHAW: The Annual of Bernard Shaw Studies*, and *Ars Lyrica*.
• Ran the extension wing of Theater, Dream, Shakespeare, the first major collaboration between Harvard College and the American Repertory Theatre (and helped build the set for *Sleep No More*, the sold-out version of *Macbeth* staged in the Old Brookline High School).
• Has accepted a tenure-track job at the University of Toronto in 20th-century drama and contemporary performance.
• Ran a conference panel at the ACLA on the history and future of theater directing; at the MSA on new modernist readings of the uncanny; delivered a paper about Shaw, Mussolini, and the mass media at the International Shaw Society in DC; and is slated to run a workshop/panel in Cambridge on theater and science for the International Journal of Arts and Sciences and to deliver a paper at the Shaw Festival this summer on Shavian tragedy.

**Michelle Syba**


**Ken Urban**

• Introduction to new edition of Sarah Kane’s 4.48 *Psychosis* (London: Methuen, forthcoming).
• Introduction to new edition of Sarah Kane’s *Blasted* (London: Methuen, forthcoming).
• 2008 L. Arnold Weissberger Playwriting Award
• 2009 MacDowell Colony Fellowship
• 2010 Emerging Writers Fellowship from the Writer’s Room of Boston
• *The Private Lives of Eskimos*. Performed by Open Circle Theatre, Seattle. 2010 (dir. Gary Zinter)
• *I (HEART) KANT*. Produced by Collaborative Arts, George Street Playhouse, New Brunswick, NJ. 2009 (dir. Daniel Swern)
• *Nibbler*. Produced by Theatre of NOTE, Los Angeles. 2009 (dir. Mark Seldis)
• *The Happy Sad*. Summer Play Festival @ The Public Theater, NYC. 2009 (dir. Trip Cullman)
• *The Correspondent, The Lark*, NYC. 2010 (dir. Trip Cullman)
• The Female Terrorist Project, Direct Arts, NYC. 2010 (dir. Victoria Linchong)
• The Awake, Theatre @ Boston Court, Los Angeles. 2010 (dir. Jessica Kubzansky)
• Sense of an Ending, New York Theatre Workshop, NYC. 2009 (dir. Chay Yew)
• Sense of an Ending, Williamstown Theatre Festival, Williamstown, MA. 2009 (dir. Sam Gold)
• The Happy Sad, Playwrights’ Horizons, NYC. 2009 (dir. Craig Lucas).

Jane Unrue
• Awarded Harvard University Certificate of Distinction in Teaching.
• Life of a Star, a novel, published this past March by Burning Deck Press.
• Organized and moderated “The Living Magazine: An International Event,” April 14th at Arthur M. Sackler Auditorium. The second installment of the Visiting Writers Series, this was a performed literary magazine featuring, among others, Chinese poets Bei Ling (co-editor of the banned Chinese literary magazine Tendency) and Meng Lang (co-editor of Tendency and editor-in-chief of the banned Chinese online literary magazine Freedom to Write); Burmese poet and physician Ma Thida (editor of Burmese Teen Magazine); and Iranian novelist Shahriar Mandanipour (editor of the banned Iranian literary magazine Thursday Evening). Harvard students, involved in the planning of this event, also participated in the performance.

Teresa Villa-Ignacio
• Review of Michelle Noteboom’s first poetry collection, Edging, is forthcoming in the next issue of Double Change’s online literary journal.
• Organized seminar at the ACLA (American Comparative Literature Association) Annual Meeting on “French Language (In)Hospitalities” and delivered a paper in that seminar titled “Redoubled Hospitality: Double Change’s Bilingual, French-American Intermedial Archive.”

Steve Wandler
• Awarded Harvard University Certificate of Distinction in Teaching.

William Weitzel
• Awarded Harvard University Certificate of Distinction in Teaching.