Our Philosophy

We believe that collaboration among peers is an especially effective mode of learning, and that all writers, no matter how accomplished, can improve their writing by sharing work in progress and revising based on constructive criticism. Writing Fellows promote active dialogue between writers and readers and encourage their peers to see revision as a crucial part of all successful writing.

Program Overview

Fellows work closely all semester with a group of 10 to 16 students in a Communications-B or writing-intensive course, under the guidance of a professor who has chosen to participate in the program. Fellows read drafts of assigned papers, write extensive comments on them, return them, and hold individual conferences with students. Fellows facilitate good writing, focusing on helping students write more clearly and effectively not by judging or grading papers. Fellows are not expected to specialize in the subject area of the course in which they are working, or to answer questions about the course content. Rather, they make suggestions for revision and help student writers express their ideas as effectively as possible.

Courses with Writing Fellows

A selection

- Small Business Management/Entrepreneurship
- Geography: Humid Tropics
- Sex and Gender in 20th-Century French Literature
- Major American Novelists
- Introduction to Luso-Afro-Brazilian Literature
- Methods of Sociological Inquiry
- Introduction to Modern Jewish History
- Medical History of Sex and Sexuality
- Atmospheric and Oceanic Studies: Global Change
- Political Economy
- Freedom and Slavery in the American Literary Imagination

Professors on Working with Fellows

“I found my own interactions with the Fellows very helpful. Their questions about my goals for the students papers helped me to formulate the assignments better and be clearer about my own priorities (e.g., organization, grammar, etc.).”
—Professor, Classics

“It is a wonderful service and learning experience you provide for both faculty and students. I was amazed at the extreme comprehensiveness and amount of time the Fellows . . . invested in their comments. To get that kind of commitment form undergraduates who are already overworked speaks to the success of the program. That you for the opportunity to be part of this.”
—Professor, Medical History and Bioethics

“I’ve learned a lot from this experience and would certainly like to incorporate more writing into my other courses. Every aspect of the program was rewarding: my meetings with [my Writing Fellow] and reading his responses to student papers, conversations with other faculty and staff of the Writing Fellows Program, and my engagement in a multi-step process of helping students improve their writing. In one class I felt that I was in fact really teaching, and not just lecturing.”
—Assistant Professor, History

Students’ Feedback on Writing Fellows

“His comments inspired creative thought, made me think of new ideas and helped me step back and see the big picture. [He] was personable, intelligent, thoughtful, insightful, all-around awesome.”
—Junior Spanish major, Literature in Translation 226

“My Writing Fellow did a great job and I think it should be mandatory for all classes to have drafts viewed by Writing Fellows. The programs very helpful!”
—Sophomore pre-Nursing major, Mathematics 473

“She didn’t just talk at me, but asked me questions and guided my own thoughts. I think I will be able to apply things she said to other papers I write.”
—Junior Music and Geography major, Geography 538