

Curriculum Vitae & Teaching Philosophy

Contributed by Marlen
Saturday, 14 October 2006
Last Updated Wednesday, 28 July 2010

Read all about Marlen's educational background, teaching experience, publications, and scholarship.

Marlen Elliot Harrison, ABD PhD, MA

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Marlen Elliot Harrison is a language, social identity, and interdisciplinary researcher interested in narrative and phenomenological qualitative methodologies and is currently teaching at the University of Jyväskylä, Finland. Prior to this, Harrison taught in the English department at Indiana University of Pennsylvania (IUP), USA where he also completed his PhD in Composition and TESOL, and spent 4 years teaching English at Japanese universities and the Osaka International School. A former mental health counselor who received his MA in Education and Human Development from The George Washington University, he works at the crossroads of language, composition, cultural anthropology, sociology, critical studies, and psychology to explore how both spoken and written language are shaped by culture and identity (and vice versa).

Harrison's current research interests are focused in three main areas - applied linguistics/TESOL/curriculum development; composition and the teaching of writing; identity and sexuality studies. With a number of years of teacher development and training experiences, Harrison regularly mentors instructors and student-instructors in various settings to examine uses of technology in the classroom, TESOL classroom pedagogy, and the teaching of writing, language, and literature. Interested in Asian and European cultures and languages, semiotics and pop culture, mythology, archetypes, the monomyth, and world folklore, Harrison also greatly enjoys writing about and exploring aroma and olfaction, and composing music for the piano. Additional passions include the teaching of world literature, film, human sexuality, English-speaking cultures, and dramatic arts. His dissertation focuses on the sociolinguistic intersection of second language identities and queer sexualities in Japan.

PURPOSE:

To obtain a tenure

track faculty position/post-doctoral fellowship that would allow for collaborative and inter-disciplinary teaching, research, and curricular and program development opportunities in language, composition, and/or social sciences. Leadership and administrative responsibilities, working with graduate students, community outreach, and teacher development and mentoring welcomed. Travel, on-line teaching, summer teaching, and course overloads welcomed.

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C.V. HIGHLIGHTS

- Instructor for 8+ years at international universities
- Co-edited and developed the first published anthologies for American Men's Studies Association (AMSA, in progress)
- Chaired first ever Symposium on Gender and Sexuality at IUP
- Japan Association for Language Teaching (JALT) "Best of JALT" winner (2006)
- 50+ academic presentations, including TESOL, AAAL, ASA, the Linguistics Department at Simon Fraser University (Vancouver, Canada) and CCCC; 25+ academic publications including RELT (Singapore), CALL-EJ (Australia/Japan), and The Language Teacher (Japan)
- Authored chapters in *More Autonomy You Ask*, an anthology with introduction by Stephen Krashen and *Observation of Teaching: Bridging Theory and Practice through Research and Teaching* (co-author)
- Featured in Forbes.com and New York Times for his work on *PerfumeCritic.com*
- Assistant Case Coordinator for int'l political asylum seekers, law firm of Arnold & Porter, Washington, DC

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[QUICK SEARCH](#)

[EDUCATION -- SCHOLARSHIP -- UNIVERSITY TEACHING EXPERIENCE](#)

[TEACHER/PROFESSIONAL TRAINING & MENTORING EXPERIENCE](#)

[OTHER TEACHING EXPERIENCE -- ADDITIONAL EXPERIENCE](#)

[PRESENTATIONS & GUEST LECTURES -- HONORARIUM -- PUBLICATIONS](#)

[VOLUNTEER/LEADERSHIP SERVICES](#)

UNIVERSITY COURSES TAUGHT

STUDENT EVALUATIONS & FACULTY OBSERVATIONS (IUP, 2007/8)

EDUCATION - My educational background reflects my interest in language, writing, teaching, and social sciences.

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2006 - 2010 DOCTOR OF PHILOSOPHY, ABD (tentative graduation date: 8/10)

- English Composition and TESOL
- Indiana University of Pennsylvania, Indiana (city), Pennsylvania
- Dissertation: *Discovering Voices, Uncovering Selves: Autoethnographic Narratives of English language learning and Japanese queer sexualities* (click title to view dissertation website)
- Dissertation Chair: Dr. Nancy Hayward
- IUP Doctoral Research Grant, 2009
- Graduate Teaching Assistant: English 101, Freshman Composition (ESL); English 202, Research Writing (ESL)
- GLBT Commission member, 2007-2010
- Board Member of EGO, English Graduate Organization, 2006
- Academic Fellowship and Graduate Student Scholarship
- Member of Phi Kappa Phi Honor Society
- Editor of graduate program newsletter
- Developed and facilitated Reflective Practice group for Graduate Studies in Composition & TESOL
- Independently designed, developed, and oversaw departmental community website and online forum (Composition-TESOL.info), 2007-2010

1996 - 1997 MASTER OF ARTS

- Education and Human Development

- The George Washington University, Washington, D.C.
- Emphasis of study: Community Counseling and Expressive Arts Therapies
- Masters internship in Counseling at the Psychiatric Institute of Washington, DC
- Graduate Teaching Assistant: Counseling/Interviewing Skills
- Member of Chi Sigma Iota International Counseling Honor Society
- Academic Excellence Fellowship
- Specialization in Art Therapy, Addictions Counseling, Group Therapy, and Psychodrama

1992 - 1995 BACHELOR OF SCIENCE

- Honors Program in Psychology
- Appalachian State University, Boone, North Carolina
- Completed undergraduate thesis in psychological counseling, and field work in adult and adolescent psychiatric programs
- Member of Psi Chi International Psychology Honor Society
- Graduated Summa cum Laude
- Academic Scholarship
- Graduate of the University Honors Program and the Honors Program in Psychology

1994 - 1995 INTERNATIONAL EDUCATION (year abroad)

- Psychology of Freud and Jung; Asian influences on Western psychology.
- Kingston University, Kingston-upon Thames, Surrey, England

SCHOLARSHIP

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RESEARCH GRANTS

- Graduate Student Development Grant, 2009, from IUP (PhD) to chair a session on queer composition and rhetoric at the Lavender Languages and Linguistics conference at American University, Washington, DC.

- Doctoral Research Grant, 2009, from Indiana University of Pennsylvania to fund my dissertation in Composition and TESOL
- Research Grant (co-recipient), 2004, from St. Andrews (Momoyama Gakuin) University to examine the university's English language curriculum

TRAVEL GRANTS

- Travel Grant, 2010, from IUP (PhD) to speak at TESOL Conference, Boston, USA
- Travel Grant, 2009, from IUP (PhD) to speak at SSSS Conference, Puerto Vallarta, Mexico
- Travel Grant, 2009, from IUP (PhD) to speak at AMSA Conference, Montreal, Canada
- Travel Grant, 2009, from IUP (PhD) to speak at CCC Conference, San Francisco, California, USA
- Travel Grant, 2008, from IUP (PhD) to speak at JATL/JACET Conference, Nagoya, Japan
- Travel Grant, 2007, from IUP (PhD) to speak at Nara JALT, Nara, Japan
- Travel Grant, 2005, from St. Andrews to speak at JALT National conference, Shizuoka, Japan
- Travel Grant, 2003, from St. Andrews to speak at Learner Development conference, Kobe, Japan

FELLOWSHIPS/SCHOLARSHIPS

- IUP Foundation Academic Fellowship (PhD), Indiana University of Pennsylvania, 2007 -2008
- Graduate Merit Scholarship (PhD), Indiana University of Pennsylvania, 2006-2007
- Graduate Student Assistantship (PhD), Indiana University of Pennsylvania, 2006 -2007
- IUP Foundation Academic Fellowship (PhD), Indiana University of Pennsylvania, 2006 -2007

- Academic Excellence Fellowship (MA), The George Washington University, 1996-1997
- Academic Scholarship (BS), Appalachian State University, 1992-1995

RECOGNITION

- President's GLBT Commission Award, for service to the campus community, IUP, 2010
- Phi Kappa Phi, Honor Society, 2008-2010
- "BEST OF JALT" Winner, 2006, for the 2005 Learner Development Mini-Conference presentation in Osaka, Japan: Emphasizing Student Autonomy through Collaborative Test Creation
- Chi Sigma Iota, International Counseling Honor Society, 1996-1997
- Psi Chi, International Psychology Honor Society, 1993-1995

UNIVERSITY EXPERIENCE

- My university teaching experience highlights my interest in composition, language, and TESOL. Interests reflected include video and internet technology in the classroom; creative, collaborative, and performance-based approaches to learning; and an emphasis on learner autonomy.

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2007 - 2010 INSTRUCTOR (Full-time)

- Indiana University of Pennsylvania, Department of English
- English 100 (Basic Writing), English 101 (Freshman Composition), English 121 (Humanities Literature), English 202 (Research Writing)
- Participated in Portfolio Evaluation pilot project for English 101 & 202.
- Regularly took on overload courses.
- Participated in University Reflective Practice programs.
- Independently developed and implemented a website to enhance student learning (<http://MarlenHarrison.com>).
- Member of the University LGBTQ Commission and the University Safe Zone project.
- Committee to establish an LGBTQ Studies Minor; Committee to establish an LGBTQ Resource Center.
- Developed and facilitated first-ever LGBTQ Studies Conference at IUP (in progress).
- Rate My Professors feedback and STUDENT EVALUATIONS & FACULTY OBSERVATIONS

2007 ESL LANGUAGE TUTOR (Part-time)

- American Language Institute, IUP

2006 ESL GRADUATE TEACHING ASSISTANT (Part-time)

- Indiana University of Pennsylvania
- Graduate Teaching Assistant in English 101 and 202 ESL writing courses with international students.

2002 - 2006 EFL INSTRUCTOR (Full-time)

- St. Andrews (Momoyama Gakuin) University, Osaka, Japan
- Developed and implemented original interdisciplinary curriculum for a variety of English language classes including reading, writing and oral communication.
- Contributed to the development of an English textbook - Here and Now - for use by 1st year non-English majors.
- Developed interactive website for language learning (using Moodle).
- Contributed to the creation of common exams for 1st year non-English majors.
- Received university research grant as co-researcher examining curriculum development.

2003 - 2006 EFL INSTRUCTOR (Part-time)

- Doshisha University, Kyoto, Japan

2003 - 2004 EFL INSTRUCTOR (Part-time)

- Doshisha Women's College, Kyoto, Japan

1997 GRADUATE TEACHING ASSISTANT IN COMMUNITY COUNSELING

- The George Washington University, Washington, DC

TEACHER/PROFESSIONAL

TRAINING & MENTORING EXPERIENCE - In addition to below, I regularly offer workshops for instructors in various subjects. Over the course of an 8 year period, I have likely delivered 40-50 workshops on topics ranging from reducing teacher presence in language testing to understanding instructor 2nd language identities. I have also overseen numerous websites for instructors and professional development conferences, etc.

2007 - 2010 Indiana University
of Pennsylvania, Indiana, Pennsylvania

- Offered regular internships where students worked in my classrooms as course assistants and regularly met to discuss pedagogical practices (over 6 semesters or 3 school years; 20 hours a week each semester).

- Regularly offered workshops (1-2x a semester over 6 semesters or 3 school years) for graduate students and faculty about using technology in the English classroom; researching language, sexuality, and identity; critical approaches to language teaching; and reflecting on writing pedagogy, etc.

- Regularly mentored Bachelors, Masters and Doctoral students via guest lecturing (3-4x a semester in various courses across English and Sociology).

- Independently administered Reflective Practice groups (over 4 semesters, 2 school years) for university faculty and students (met twice a month for 2 hours).

2004 - 2006 Co-coordinator, Learner Development Special Interest Group, JALT, Japan

- Regularly gave workshops for teachers on teacher and student development and autonomy (1-2x each semester, over 6 semesters or 3 school years); oversaw programming by recruiting other speakers; oversaw production of quarterly publication, website and newsletter.

2003 - 2006 Doshisha University, Kyoto, Japan

- Training activities included 6 semesters (3

school years, 1-2 classes each semester, met 1x week for 90 minutes) of English Workshop/English Topics courses which addressed teaching specific topics in the English classroom, specifically project-based learning, drama, interviewing skills, public speaking, etc.

2003 - 2006 Momoyama Gakuin University, Osaka, Japan

- Training activities included 6 semesters (3 school years, 2-4 classes each semester, met 1-2x week for 90 minutes) of English Oral Communication and Reading/Writing courses which addressed teaching specific topics in the English classroom, specifically project-based learning, drama, interviewing skills, public speaking, etc. The majority of students were education majors in English and other social science fields.

2002 - 2003 The Nova Group, Osaka, Japan

- Training activities included training teachers to teach in the Nova Kids' Program, Regular small group language teaching, Business English, TOEIC/TOEFL Preparation, English for study abroad purposes. Training activities happened throughout each day and throughout the week, with regular evaluations of instructors and curriculum, delivering special trainings and in-services for instructors.

1997 - 1998 The North Baltimore Center, Baltimore, Maryland

- Regularly offered (4x) in-service trainings on using art in therapy and art for assessment in child and adolescent counseling.

1996 - 1997 The George Washington University, MA program in Counseling, Department of Education and Human Development

- Course Assistant for Dr. Victoria Shivy, Counseling Interviewing Skills - Training professionals for the therapeutic interview (over 2 semesters); delivered special training (1-2 courses per semester) on counseling with multicultural and sexually diverse clients.

OTHER TEACHING EXPERIENCE -

In addition to college-age students, I have also worked with young children, teens, and mature learners in a variety of settings.

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2007 ESL INSTRUCTOR (Commissioned Appointment)

- Indiana, Pennsylvania

2006 EFL INSTRUCTOR, SPECIAL PROGRAMS

- Tezukayama Girls Junior High School, Osaka, Japan

2004 - 2006 EFL INSTRUCTOR (private instruction)

- Osaka, Japan

2003 - 2006 EFL INSTRUCTOR (Part-time)

- Osaka International School, Osaka, Japan

- Special Programs Music/English instructor with children ages 4-12.

2005 EFL INSTRUCTOR (Part-time)

- Momoyama High School, Osaka, Japan

2002 - 2003 EFL INSTRUCTOR, ASSISTANT TRAINER & PROGRAM COORDINATOR (Full-time)

- The Nova Group, Osaka, Japan

- Kids program, Business English, TOEIC/TOEFL

ADDITIONAL EXPERIENCE - My previous employment experience reflects my work in mental health and human rights.

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2009 TOEIC EXAM EVALUATOR

- Educational Testing Service, USA

2007 STAFF WRITER

- Indiana University of Pennsylvania Office of Public Relations

2000 - 2002 ASSISTANT CASE COORDINATOR

- The Law Firm of Arnold and Porter, Washington, DC

2000 PSYCHOTHERAPIST

- The North Baltimore Center, Child and Adolescent Services, Baltimore, MD

1999 ADMINISTRATIVE ASSISTANT & OFFICE MANAGER

- Johns Hopkins Hospital, Department of Surgery, Baltimore, MD

1998 CENTER DIRECTOR

- Sylvan Learning Center, Baltimore, Maryland

1997 PSYCHOTHERAPIST

- The North Baltimore Center, Adult and Group Therapy Services, Baltimore, MD

1996 PSYCHOTHERAPIST (Masters internship)

- The George Washington University Community Counseling Center, Washington, DC

1996 PSYCHOTHERAPIST (Masters internship)

- The PRIDE Institute at The Psychiatric Institute of Washington, DC

PRESENTATIONS & GUEST LECTURES -

I've enjoyed traveling throughout Japan and North America presenting at universities and conferences. The majority of my presentations reflect my ESL/EFL teaching experiences and my interests in applied linguistics, composition, and sexuality.

2010

- April: Lavender Languages and Linguistics Conference, American University: Session Chair: "Identity and voice: Locating the lavender in composition and rhetorical studies; Presenter: "Language and sexuality research: The power of "I" in autoethnographic narratives"

- April:
1st Annual Symposium on
Gender and Sexuality, IUP: Gay at school, straight at home: An
introduction to language and sexuality studies

- March:
TESOL: Navigating the
complexities and rich moments as (N)NES Researchers (with Park, G., Seloni, L., Liu, E.,
Zhang, Q., & Messekher, H)

- March:
TESOL: Perspectives and
Directions in Identity Research for Classroom Teachers (with Park, G.,

Seloni, L., Oda, T., Zacharias-Lim, H., Baek, S., & Bang, J.)

2009

- December: American Anthropological Association: Gay in English, not in Japanese: Autoethnographies of language and sexuality in Japan (accepted)
- November: Society for the Scientific Study of Sexuality: Negotiating masculinity and male sexuality: Examining the relationships between social context and sexual literacies (panel presentation with Robert Heasley, PhD & Phillip Schnarrs)
- September: 1st Annual Teacher-Scholar Symposium, IUP: Learner, Teacher, Foreigner, Queer: Examining identity competition and conflict
- August: American Sociological Association: Learner, Teacher, Foreigner, Queer: Examining identity competition and conflict
- April: 17th Annual Conference on Men and Masculinities (AMSA): "He Sounds Like a Fag!" Constructions of Masculinity in Queer Linguistic Research
- March: College English Association (CEA): Monomythic Design: Self-analysis as an Approach to Understanding Literature
- March: Conference of College Composition and Communication: Disturbing Writing (co-presenter with Susan Kanter, PhD; Tina Perdue, PhD; & Helen Sitler, PhD)
- February: Lavender Languages and Linguistics Conference, American University: Gay in English, Not in Japanese
- January: IUP English Department Colloquium: Disturbing Writing (co-presenter with Susan Kanter, PhD; Tina Perdue, PhD; & Helen Sitler, PhD)

2008

- November: IUP English Department Colloquium: Identity research in language and education: Perspectives and directions (co-presenter with Sharon Deckert, PhD; Gloria Park, PhD; & Lisya Seloni, PhD)
- October: Celebrating Literacies Conference (IUP Department of English): Discovering the Hero Within
- June: Nara chapter of JALT: Critical approaches to teaching composition: Mindfulness and the power of "no"
- June: Wakayama chapter of JALT: Communities of Practice, Internet, & the Language Classroom: An Introduction to Blogging
- June: JALT Osaka Chapter Technology in the Classroom Mini-Conference: Using Joomla to create e-learning environments in the language classroom
- June: Chiba chapter of JALT: Critical approaches to teaching composition: Mindfulness and the power of "no"
- June: Gunma chapter of JALT: Critical approaches to teaching composition: Mindfulness and the power of "no"

- June: Crossing Boundaries: An inter-disciplinary approach to learner autonomy, JALT LD sig: Discovering Voice, Expressing Identity
- June: JALT/JACET Joint Conference, 2008: Language teaching and the transmission of ideas about sexuality
- June: American Society of Perfumers, Invited Symposium panelist
- April: Sniffapalooza, NYC, Invited Speaker: Language and Olfaction
- April: 16th Annual Conference on Men and Masculinities (AMSA): Constructions of Masculinity in the Teaching of English as a Foreign Language
- March: American Association of Applied Linguistics (AAAL): The Closet in the Classroom: The positioning of queer identities in TESOL materials and practices
- January: Edgewise Magazine, Invited Speaker: Understanding Blogging, Voice, and Audience
- January: IUP English Department Colloquium: Communities of Practice, Internet, & the Language Classroom: An Introduction to Blogging

2007

- November: IUP, EGO: Communities of Practice, Internet, & the Language Classroom; An Introduction to Blogging
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- October: Celebrating Literacies Conference (IUP Department of English): Romeo and Juliet Live: Performance-based instruction in the high school English classroom. (co-presenter with Susan Kanter, PhD)
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- October: English Association of Pennsylvania State Universities (EAPSU): "And the winner is…”: Performance as Project-Based Learning in the Language Classroom, a How-to Guide
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- October: Department of Linguistics at Simon Fraser University, British Columbia, Canada: Linguistic Research and Gay Speech: Performance and perception (by invitation)
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- September: Three Rivers TESOL Conference: The Positioning of Sexual Identities in the TESOL Classroom
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- September: Three Rivers TESOL Conference: The Performance of Second-Language Identities: A panel discussion

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April: Nara chapter of JALT: Communities of Practice, Internet, & the Language Classroom; An Introduction to Blogging

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March: Sniffapalooza Fragrance Festival, New York City: Fragrance and Identity

- February: Sniffapalooza Fragrance Festival, Los Angeles: Fragrance and Identity

2006

- November: IUP, EGO: Using blogs in the EFL/ESL classroom

- October: Three Rivers TESOL 2006 Conference: Brainstorming Blogging: Using blogs in language and writing courses

- October: Sniffapalooza Fragrance Festival: The Power of Criticism in Emerging Internet Communities

2005

- October: JALT National Conference: Using Impressionist Images to Practice Self-Expression

- October: JALT National Conference: Learner Development Forum: Sharing our stories of creativity (Facilitator)

- August: EuroCALL Conference: Keypal Projects in the Japanese EFL Classroom: How keypal friendship affects learner development (represented by Kathi Kitao, PhD)

- July: JALT Learner Development Mini-Conference: Emphasizing Student Autonomy through Collaborative Test Creation

- June: JALT Osaka Chapter Technology in the Classroom Mini-Conference: Using SurveyMonkey.com to create On-line Questionnaires

- June: JALT CALL National Conference: Keypal projects in the English Classroom: What students really think

- May: JALT Nara Chapter: Counseling Skills Every Teacher Should Know

2004

- November: JALT National Conference: Curriculum: What do teachers do and what do students think of it? (co-presenter with Lynne Douglas & Chie Tsurii)

- October: JALT Learner Development Mini-Conference: Keypal Projects in English Classes: Interpersonal and pedagogical aspects
- August: EuroCALL Conference: Keypal Projects in English Classes: Interpersonal and pedagogical aspects (represented by Kathi Kitao, PhD)
- January: Osaka University, Graduate School of Engineering Sciences: Guest Speaker, Similarities between Japanese and American Modes of Communication

2003

- October: JALT LD/CUE Learner Autonomy Conference: Self-evaluation as Motivation for Active Participation (co-presenter with Denise Haugh, Ellen Head & Bob Sanderson)
- February: Ibaraki International Learning Association: Guest Speaker

HONORARIUM

2008

- July: Pearson Education: Invited reviewer of new publications
- June: ESL Magazine: Published manuscript
- June: Wakayama chapter of JALT: Communities of Practice, Internet, & the Language Classroom: An Introduction to Blogging
- June: Nara chapter of JALT: Critical approaches to teaching composition: Mindfulness and the power of "no"
- June: Chiba chapter of JALT: Critical approaches to teaching composition: Mindfulness and the power of "no"
- June: Gunma chapter of JALT: Critical approaches to teaching composition: Mindfulness and the power of "no"
- June: Crossing Boundaries: An inter-disciplinary approach to learner autonomy, JALT LD sig: Discovering Voice, Expressing Identity

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- October: Department of Linguistics at Simon Fraser University, British Columbia, Canada: Linguistic Research and Gay Speech: Performance and perception (by invitation)
-

April: Nara chapter of JALT: Communities of Practice, Internet, & the Language Classroom; An Introduction to Blogging

2005

- May: Nara chapter of JALT: Counseling Skills Every Teacher Should Know

2004

- January: Osaka University, Graduate School of Engineering Sciences: Guest Speaker, Similarities between Japanese and American Modes of Communication

2003

- February: Ibaraki International Learning Association: Guest Speaker

PUBLICATIONS IN PRINT -

The majority of my publications address my interest in social-constructivist and creative/collaborative approaches to second language learning as well as teacher development and autonomy.

Vetted Publications:

- Harrison, M. & Oda, T. (in progress). Innovations in the teaching of writing in Japanese post-secondary classrooms: Learner and instructor perspectives and dialogues. *Journal of Second Language Writing*.

- Harrison, M. (in progress). Learner, teacher, foreigner, queer: An auto-ethnographic exploration of identity conflict. *Journal of Language, Identity, and Education*

- Harrison, M. (2010). The scented word: The problem of olfactory literacy. Household and Personal Care, Supplement, March, 2010 .

- Harrison, M. (2006). Using Impressionist Images to Practice Self-Expression. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) JALT2005 Conference Proceedings. (pp. 694-700). Tokyo: JALT.

- Harrison, M. (2006). Developing Keypal Projects in the Japanese University Classroom. National University of Singapore: Reflections on English Language Teaching 4(2005), 141-148.<http://www.nus.edu.sg/cehc/publications/HarrisonVol5.pdf>

- Harrison, M. (2006). Keypal projects in English language classes: What do students really think? In T. Gutierrez (Ed.), Globalization Through CALL: Bringing People Together (The proceedings of JALTCALL 2005) (pp. 94-99). Nagoya: The JALT CALL SIG.

- Harrison, M., Kitao, K. (2005). Keypal friendships and their influences on learner development. In Nozawa, K. & Levy, M. (Eds). CALL-EJ 7(1). <http://www.tell.is.ritsumei.ac.jp/callejonline/journal/7-1/Harrison-Kitao.html>

- Harrison, M., Head, E., Haugh, D., & Sanderson, R. (2005). Self-evaluation as motivation for active participation. In McCasland, P. & Robertson, M. (Eds.) Learner Development Context, Curricula, Content: Proceedings of the Kobe Conference 2003. (pp. 107-121). College and University Educators and Learner Development SIGs of JALT.

- Carroll, M., Harrison, M., Douglas, L. & Tsurii, C. (2005). Curriculum: What do teachers do and what do students think of it? In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) JALT2004 Conference Proceedings. (pp. 262-298). Tokyo: JALT.

Books:

- Carroll, M., Douglas, L., Harrison, M. & Head, E. (2003, 2004). English Here and Now. St. Andrews (Momoyama Gakuin) University Press: Japan.

Edited Collections:

- Harrison, M. & Schnarrs, P.(Eds.). (in progress). Growing Our Field: Emerging Perspectives on Masculinities and Men's Lives. The 18th Annual American Men's Studies Conference Proceedings. USA: Men's Studies Press.

- Harrison, M. & Schnarrs, P.(Eds.). (in press). Beyond Borders: Masculinities and Margins. The 17th Annual American Men's Studies Conference Proceedings. USA: Men's Studies Press.

Book Chapters:

- Harrison, M. (pending). The sound of my voice: Masculinity and the manipulation of speech. In D. Levy & R. Heasley (Eds.) Men on the Margins.

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Messekher,
H., Reilly, J. & Harrison, M. (2010). Humanizing pedagogy in action: Observations of an English composition classroom . In G. Park (Ed.), Observation of Teaching: Bridging Theory and Practice through Research and Teaching (pp.109-122). USA: LINCOM.

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Harrison, M. (2006). Taking the Teacher Out of the Test: Minimizing teacher participation in language testing. In M. Koyama & E. Skier (Eds.) More Autonomy You Ask (MAYA) . (pp. 137-146). Japan: JALT LD.
<http://doctormarlen.wordpress.com/files/2009/07/maya-harrison.pdf>

Non-vetted Publications:

- Harrison, M. & Lingle-Martin, M. J. (2008). Which Comes First? Performance or Literacy? The Proceedings of the Annual Conference for the English Association of Pennsylvania State Universities (EAPSU), 2007.

- Harrison, M., Carpenter, C., et al. (2006). Learner Development Forum: Sharing our stories of creativity. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) JALT2005 Conference Proceedings. (pp. 252-263).Tokyo: JALT.

- Decker, W., Harrison, M., & Romney, C. (2006). Multi-Purpose "Student Sheets" for Rapport-building, Teaching Classroom English, and Record-keeping. The Language Teacher 30(2), 51.

- Evans Nachi, H.E., Stephenson, J., et al. (2005). Learner Development Forum: Empowering Learners for Class and Beyond. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) JALT2004 Conference Proceedings. (pp. 372-386). Tokyo: JALT.

- Carroll, M., Douglas , L., Harrison , M., Tsurii, C. (2004). Curriculum Change: Working with teacher's professional knowledge rather than against it. St. Andrew's University Bulletin of the Research Institute 30(1), 69-87.

Newsletters:

- Harrison, M. (2005). The Impressionists: Monet, Renoir and Tomoko too! On CUE, 13(2), 47-49.

- Harrison, M. (2005). Sharing Our Stories: Not always what it seems. Learning Learning 12(2), 22.<http://ld-sig.org/LL/LL2005b.pdf>
- Harrison, M., Vye, S., Caspino, B., Fellner, T. & Carpenter, C. (2005). Inspiration and Therapy: The power of a mini-conference. Learning Learning 12(2), 3-11. <http://ld-sig.org/LL/LL2005b.pdf>
- Harrison, M. (2005). JALT's LD SIG: Teachers as learners in Japan. Three Rivers TESOL Newsletter. 2005 (Summer), 3-4.
- Apple, M., Harrison, M., Haugh, D., Evans Nachi, H., Stephenson, J., Wakui, Y. (2005) A Day Celebrating Learner development: Poster session reflections. Learning Learning 12 (1), 13-21.<http://ld-sig.org/LL/Cover2005a.pdf>

Book Reviews:

- Harrison, M. (2006). Book Review: This is culture. The Language Teacher 30(5), 42.
- Harrison, M. (2006). Book Review: A dynamic approach to everyday idioms. The Language Teacher 30(1), 33.

Interviews:

- Harrison, M. & Abass, F. (2008). Discovering voices, discovering selves: A dissertation about language and sexuality in Japan. GALE Newsletter, Spring 2008.
- Harrison, M. & Matheny, W. (2006). An E-mail dialogue with Marlen Harrison: Counseling skills every teacher should know. The School House 13(3), 15-23.

Online Columns (Fragrance Writing) and Paid Publications:

- 2009-Present: Fragrantica.com
- Harrison, M. (2008). The Closet in the Classroom: A personal narrative. ESL Magazine, Summer 2008, 43-45.
- 2006-2010: PerfumeCritic.com
- 2005-2006: Basenotes.com

- 2005-2006: NST.com

VOLUNTEER/LEADERSHIP SERVICES

- Conference Chair, Symposium on Gender and Sexuality, IUP, 2010
- Session Chair, 17th Annual Lavender Languages and Linguistics, 2010
- Board Member, American Men's Studies Association (AMSA), 2009 -
- Coordinator, Sex and Sexuality Affinity Group (AMSA), 2009 -
- Volunteer, College Composition and Communication Conference (CCCC) Queer Caucus, 2009
- Volunteer, Committee to establish an LGBTQ Studies Minor (IUP), 2009 - 2010
- Volunteer, Committee to establish an LGBTQ Resource Center (IUP), 2009 - 2010
- Reading Committee, Manuscripts for the ILA 2007 Japan Conference Proceedings, 2008
- Planning Committee, 2009 Teacher Scholar Symposium (IUP), 2008-2009

- Facilitator, Teaching Circle (IUP): Archetypes across the curriculum, 2008-2009
- Consultant, Edgewise Magazine (blogging and communities of practice), 2008
- Board Member, GLBT Faculty Commission, IUP, 2007 - 2010
- Co-Editor, EAPSU 2007 Conference Proceedings, 2007
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- Reading Committee, EAPSU 2007 Conference Proceedings, 2007
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- Secretary, EAPSU, 2007-2008
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- Website Designer/Webmaster, English Association of Pennsylvania State Universities (EAPSU.org), 2007 - 2009
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- Reading Committee, Manuscripts for World of Writers, undergraduate English publication, IUP, 2007
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Website Designer/Webmaster, IUP Graduate Studies in Composition and TESOL (Composition-TESOL.info), 2007 - 2010

- Volunteer, Three Rivers TESOL, 2007

- Volunteer, English Graduate Organization (EGO), IUP, 2006-2007

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Technology Coordinator, Three Rivers TESOL Annual Conference, 2007

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Editor, IUP Composition & TESOL Newsletter, 2006 - 2009

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Workshop Coordinator, English Graduate Organization, IUP, 2006 - 2007

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Editor, LD-Wired Newsletter (JALT Learner Development Special Interest Group), 2006

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Proofreader, Learning Learning (JALT Learner Development Special Interest Group), 2005

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Reading Committee, Manuscripts for Proceedings, JALT National Conference Proceedings, 2006

-

Reading Committee, Manuscripts for Glocalization, T. Gutierrez (Ed). Tokyo: Japan. 2006

-

Forum Facilitator, Learner Development Forum: Sharing our stories, at the JALT National Conference, Shizuoka, Japan, 2005

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*Conference Coordinator & Facilitator, LD/Osaka 2nd Annual Mini-Conference, July 17th, 2005 (*Recipient of 2006 Best of JALT award)

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Reading Committee, Presentation proposals, JALT National Conference, 2005

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Reading Committee, Manuscripts for Proceedings, JALT National Conference Proceedings, 2005

- Co-Coordinator (Learner Development sig), Japan Association for Language Teaching (JALT), 2003-2004
- Treasurer (Osaka Chapter) Japan Association for Language Teaching (JALT), 2004-2006
- Volunteer, Washington Council of Lawyers, 2000
- Volunteer Counselor, Gay Men's Counseling Collective of Metropolitan DC, 1996

SKILLS

- Intermediate Proficiency: Japanese (speaking, listening), French (reading, listening), Spanish (reading, speaking, listening)
- Basic Proficiency: Japanese (reading, writing); French (writing, speaking); Spanish (writing); Italian (listening, reading)
- Piano and Music Instructor
- Internet/Computer Technology: Wordpress, Blogger, Web Design & HTML, Joomla, Microsoft Front Page, Microsoft Office, Moodle, SurveyMonkey
- Painting (Acrylic Medium)
- Composer, Pianist, and Vocalist

UNIVERSITY COURSES TAUGHT - I have taught using both English as well as Japanese languages in both the United States (5 years) and Japan (4 years).

Japan:

- Oral Communication (English)
- Speaking & Listening (English)
- Advanced Writing Seminar (English)
- English Writing for English Majors
- English Reading for English Majors

- Introduction to English for Non-English Majors for Freshman (IB & IIB); for Sophomores (IIIB & IVB); for students who failed one of the above courses (R)
- Introduction to English-Speaking Cultures
- English Workshop (Self-designed, project-based learning curricula included "We Will Rock You - The Grammy Awards"; "And the Oscar Goes To The Academy Awards")
- English Topics (Self-designed curricula included Interviewing Skills; Introduction to Shakespeare's Romeo & Juliet)
- English Studies for 2nd year English Majors
- English for Study Abroad Purposes
- Small Group Communication (English)

USA:

- English 100 - Basic Writing
- English 101 - Freshman Composition
- English 121 - Humanities Literature
- English 202 - Research Writing
- English 101 - Freshman Composition for ESL Students (Graduate Assistant)
- English 202 - Research Writing for ESL Students (Graduate Assistant)
- Counseling 253 (graduate) - Counseling Interviewing Skills (Graduate Assistant)

Invited Guest Instructor (USA):

- Summer, 2010: English 805 (graduate) - Language and Social Context
- Spring, 2010: Liberal Studies 499 - Sociology of Queer Sexuality
- Fall, 2009: English 805 (graduate) - Language and Social Context
- Summer, 2009: English 865 (graduate) - Topics in English Literature as Genre
- Summer, 2009: English 815 (graduate) - Qualitative Research Methods
- Summer, 2009: English 805 (graduate) - Language and Social Context

- Summer, 2009: Liberal Studies 499 - Men and Masculinities
- Spring, 2009: English 694 (graduate) - Observation of English Language Teaching
- Fall, 2008: English 336 - Language, Gender and Society
- Fall, 2008: English 808 (graduate) - Technology & Literacy
- Spring, 2008: English 730/830 (graduate) - Teaching Writing

*JALT - Japan Association for Language Teaching

PHILOSOPHY OF TEACHING

INSTRUCTOR OF COMPOSITION, RESEARCH WRITING, ESL/EFL & HUMANITIES LITERATURE

Language is life: With language, we have the ability for connection, communication, expression, and survival. Language may be a universal tool for understanding, but how we as cultures and individuals go about learning and using/performing language is a tapestry woven from a thousand different threads. This tapestry of literacy is what most interests me as not only an instructor, but as a writer and researcher as well.

The Situation and the Assignment:

While teaching English language and composition at Japanese universities, I considered how students would sometimes not learn what I had initially planned for them but instead what they apparently needed or were ready to learn. At times, I realized that simply serving as a director and setting the stage was enough to provide students with their own cues for learning. These conclusions now guide my syllabus design and help balance both my expectations and my course assignments with the knowledge that sometimes students have varying paths to walk along. Perhaps more challenging than developing a schedule of interesting assignments, however, is the larger picture; the entire classroom environment and the situations in which students find themselves challenged to write/learn/communicate can have a remarkable carryover effect to other subjects while still allowing students a great deal of autonomy in developing their essays. It is with this in mind that I design the assignments to honor the greater theme of the course and to create situations both in the classroom and for self-study that stimulate genuine reflection. Theories of human development address the inquisitive nature about self and identity that most college-age writers experience. As such, I want to design a classroom where these challenges are honored and explored.

Scaffold, Scaffold, Scaffold:

One of the current buzzwords in language education is undoubtedly "scaffolding"; the support provided that helps the learner accomplish his or her goals. By breaking down the components of composition, for example, into smaller steps

and focusing on collaborative discussion and peer feedback, I feel that writing students can be provided with effective scaffolding. Moreover, short blog writing activities aid the longer essay writing activities, which in turn then serve as "artifacts" for larger reflective and analytical writing projects. Students start small and then expand having already laid some of the groundwork of their compositions. Instructor conferences, the formation of writing communities, small group activities, revision exercises, and peer editing, for example, all allow additional support to the evolving student-writer.

Literature as a Model:

Critical and reflective thinking in both language and composition studies can be aided by an exploration of literature. Excerpts from novels, short stories, letters, and essays (to name but a few) can all serve as profound models illustrating rhetoric, voice, audience, style, genre, etc. Moreover, by creating class anthologies of readings - pedagogical, critical and literary - I can introduce students to a variety of authors (hopefully igniting a spark or two in students' minds) while reflecting on the overall themes of my courses. In addition to literature serving as a model for effective writing, it also serves as a mirror in which writers can see themselves. By finding oneself in literature, validation of struggles and achievements may occur. Lastly, the therapeutic and cathartic powers of reading can also stimulate a better understanding of how the reader himself makes sense of and transforms another author's writing.

Some Small Success:

As an English language instructor, I was at times dismayed by the inequality of what I felt I had to teach my students and the amount of time within which I was allocated to do so. My conclusion was to teach so that students completed their course with a feeling of success and a positive, open-minded, curious attitude towards further study. If I can effectively remove some of the performance anxiety and instill a sense of pleasure in the processes of writing and explorations of literature and language, then I will feel that I have been successful. Additionally, with the variety of outlets that university and professional academic communities offer students for publication and/or presentation, I want to encourage students to share their accomplishments with others.