



**SAN JOSÉ STATE
UNIVERSITY**

**Writing Center
San José State University**

**Year-End Report
AY 2009-2010**

**Prepared by
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Janet L. Hagemann, Faculty-in-Residence**

San José State University
Writing Center
Year-End Report AY 2009-2010

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Writing Center Statistics At a Glance

February 2007 – June 2010

<i>Writing Center Statistical Data</i>	AY 2009-2010	Lifetime statistics Feb.'07-June'10
Number of Clients	985	3,581
Number of appointments	4071	13,403

Number of Clients by Standing

<i>Number of Clients by Standing</i>	AY 2009-2010	Lifetime statistics Feb.'07-June'10
Freshmen	152	525
Sophomore	91	314
Junior	240	831
Senior	254	990
Graduate student	203	679
Not stated	7	229
Faculty/Staff	8	13

Number of Appointments by Standing

<i>Number of Appointments by Standing</i>	AY 2009-2010	Lifetime statistics Feb.'07-June'10
Freshmen	416	1310
Sophomore	177	674
Junior	1062	3017
Senior	872	3194
Graduate student	863	3065
Not stated	95	922
Faculty appointments; workshops; house calls	586	1202

Appointments by College

<i>Appointments by College</i>	AY 2009-2010	Lifetime statistics Feb.'07-June'10
Appl. Sci. & Arts	932	3084
Business	631	2065
Education	155	718
Engineering	331	1097
Humanities	468	1634
Science	226	557
Social Science	552	1654
Undeclared	620	1455
Not Stated	99	1139

San José State University
Writing Center
Year-End Report AY 2009-2010

Staff:

Director: Linda C. Mitchell

Faculty-in-Residence: Janet Hagemann, Justice Studies
Michelle Hager, English

Writing Specialists: Crystle Bruno
Kamryn Clarke
Fabio Coehlo
Peter Gambrill
Jen Jebens
Marcus Landon
Matthew Olson
Georgia Saratsiotis

Administrative Assistant: Andrea Smith

Mission: The Writing Center at San José State University is committed to furthering the educational mission of the university. Our goal is to help SJSU students become better writers and to assist faculty by eliciting the best writing from their students. The Writing Center pledges to work with students to prepare them for both academic and professional writing. We help students learn to communicate ideas clearly and succinctly to increase their chances of success at SJSU and beyond.

Student Use of the Writing Center

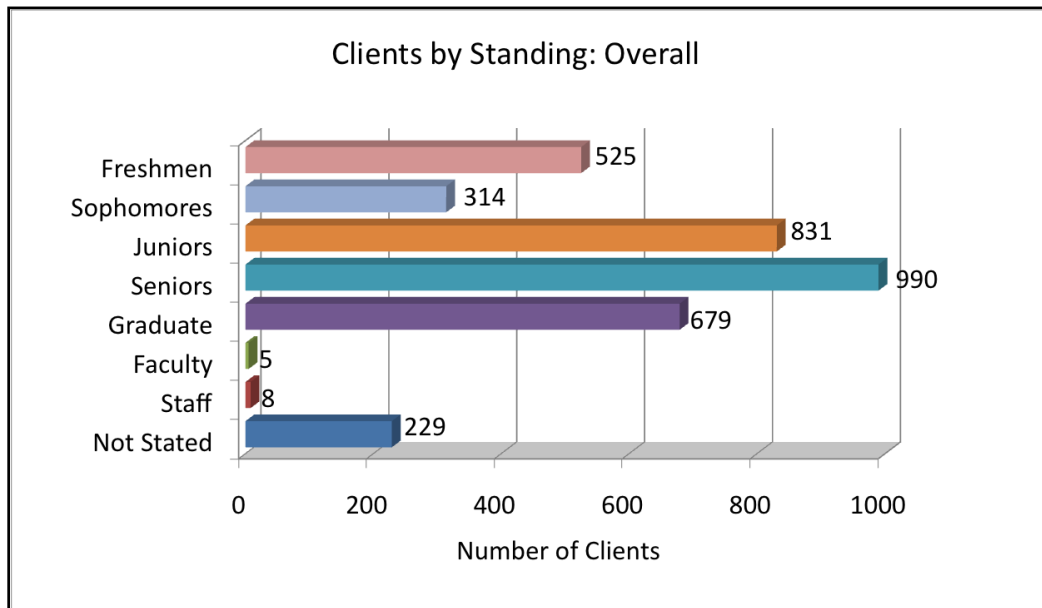
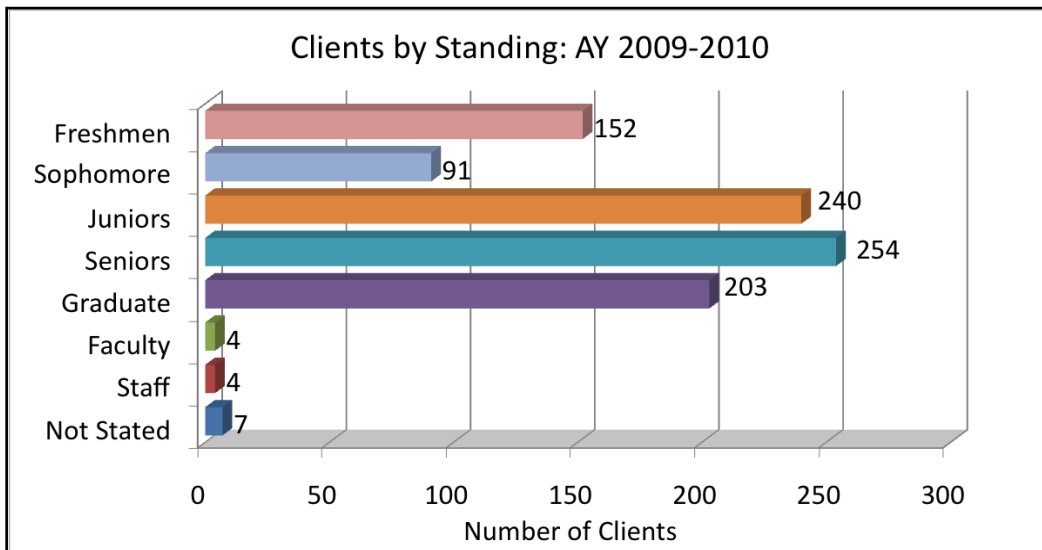
During AY 2009-2010, the Writing Center served a student population of approximately 31,280 students. Our Writing Specialists met one-on-one with **985** students from **69** different majors and colleges. Those students made a total of **4,071** appointments. Writing Center appointments are 30 minutes, although in some cases 60 minute appointments may be provided for a student in special circumstances. This year we found that although we served slightly fewer students than last year, those students made more appointments per student than ever before. In AY 2009-2010 students made an average of **4.1** appointments per client while in AY 2008-2009 we had an average of 3.3 appointments per client. We are pleased to see this increase in multiple appointments because we believe multiple opportunities to work one-on-one with a Writing Specialist provides the most effective means of improving a student's writing.

While the Writing Center serves students of all levels, when it was established, the Writing Center was given the charge of assisting upper-division and graduate students. The Writing Center met this goal in its first semester of operation and has continued to serve primarily upper-division and graduate students. In AY 2009-2010, approximately 72% of our clients were upper-division and graduate students, while only 23% were lower division. These numbers were similar to the number of appointments by standing: 69% of appointments were made by upper-division and graduate students while 14.5% of appointments were made by lower division students.

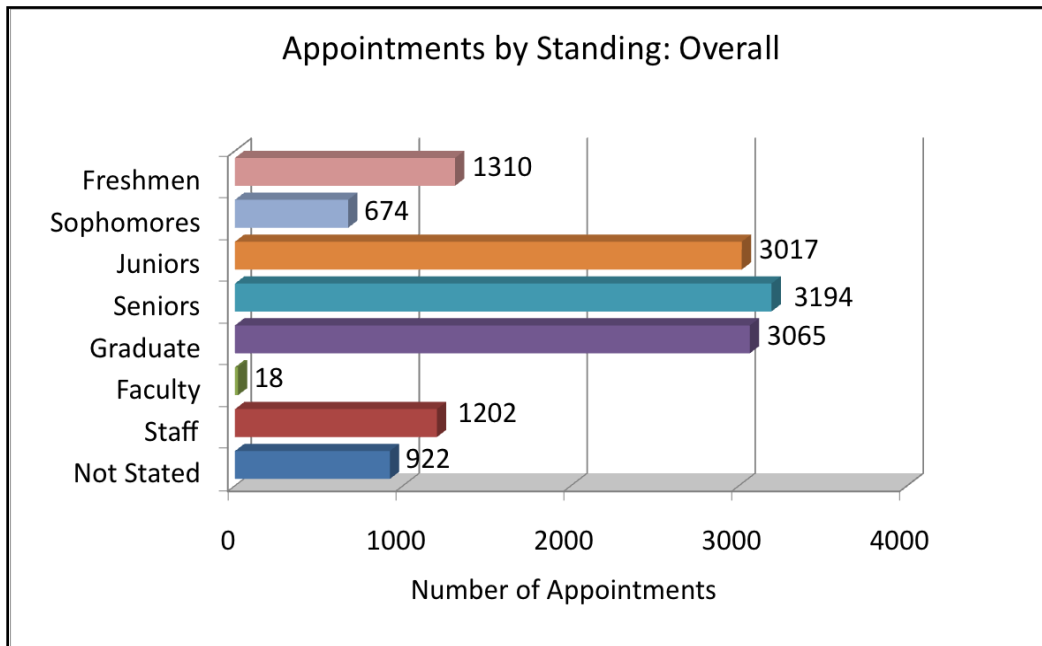
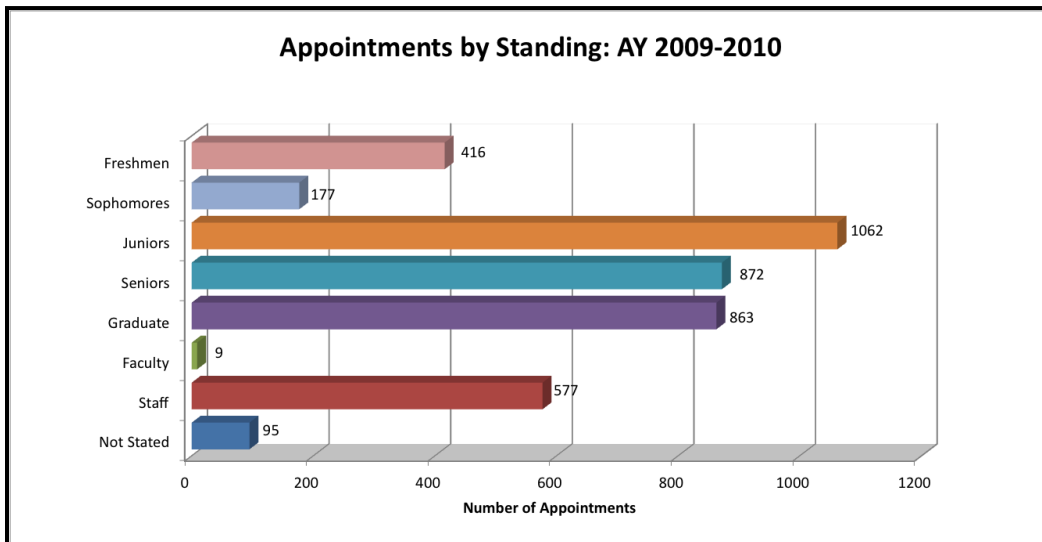
Since the Writing Center opened, our clientele have consistently been at least 70% upper-division and graduate students.

	AY 2009-2010	Feb. 2007- June 2010
Number of students	985	3,581
Number of appointments	4,071	13,402

The following charts demonstrate the consistency of student use of the Writing Center by grade level. As has been the case since the Writing Center opened, at least 70% of our clients are juniors, seniors or graduate students.



“Clients” represent individual students who use the Writing Center; “Appointments” represent the overall number of appointments made at the Writing Center. As was noted earlier, this year we have seen an increase in the number of appointments per student.



The data indicate that juniors and graduate students make the most multiple appointments per student, while freshmen and sophomores are less likely to make multiple appointments. This may be because upper-division students have more complex assignments requiring analytical and research-based writing, or upper-division students are closer to the end of their college career and understand how important it is to be successful.

Average number of Appointments by Standing

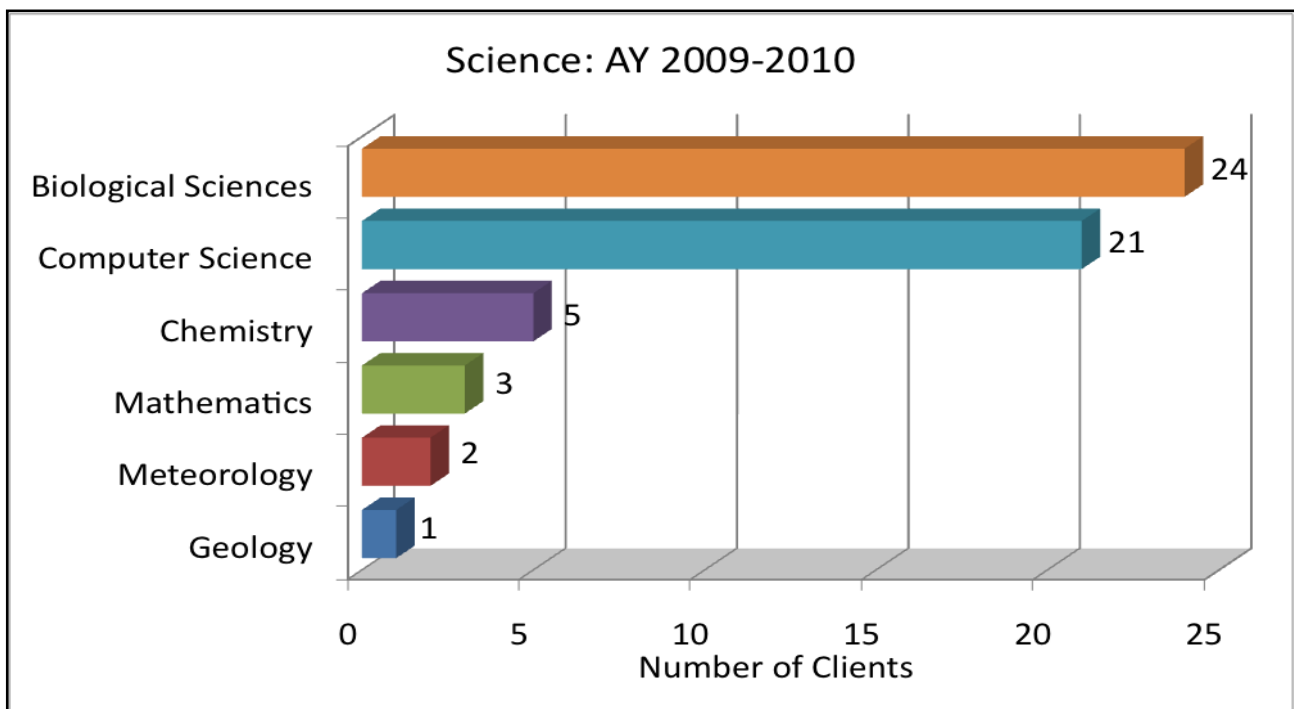
	AY 2009-2010	Feb. 2007-June 2010
Freshmen	2.7	2.5
Sophomores	1.9	2.1
Juniors	4.4	3.6
Seniors	3.4	3.2
Graduate Students	4.3	4.5

Students by Major/College: AY 2009-2010

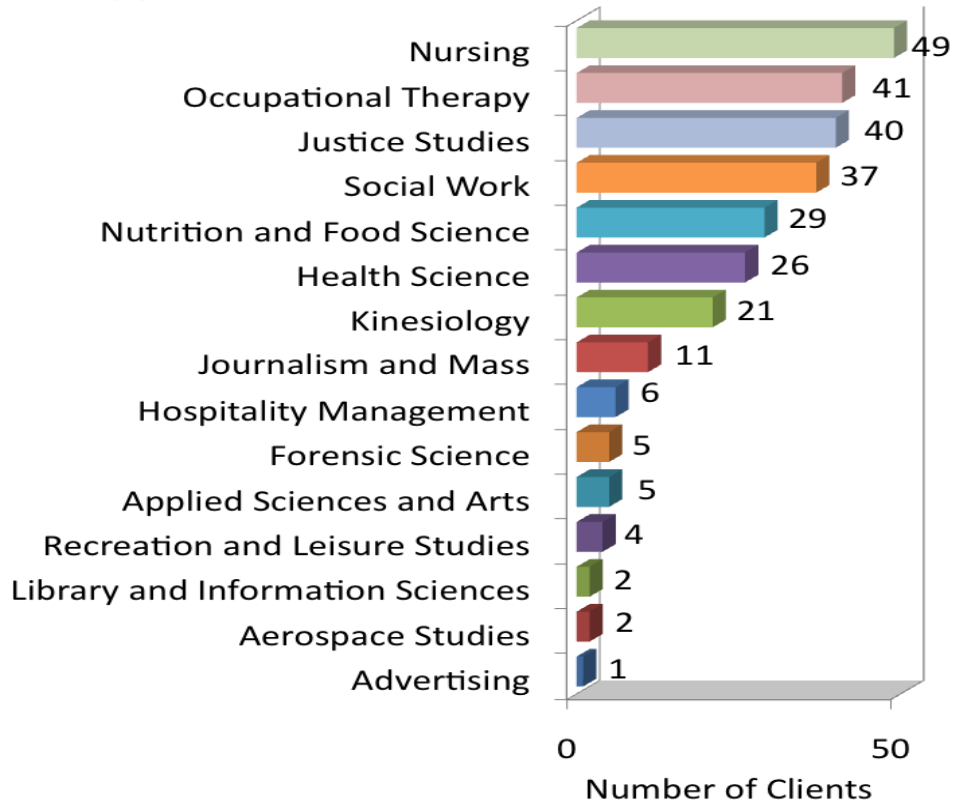
Writing Specialists worked with students from all majors and all colleges. However, as the reader will note when examining the following charts, some majors are using the Writing Center more than others. This may be due to differing levels of faculty awareness in various majors. We have found that faculty who are familiar with the services the Writing Center provides are more likely to encourage their students to use the Writing Center.

	<i>Clients by College</i> AY 2009-2010	<i>Appts by College</i> AY 2009-2010	<i>Appts by College</i> Overall Feb. '07-June '10
Applied Sciences & Arts	279	932	3084
Business	185	631	2065
Education	30	155	718
Engineering	119	331	1097
Humanities	94	468	1634
Science	56	226	557
Social Science	145	552	1654
Undeclared	37	620	1455
Not Stated	40	99	1139

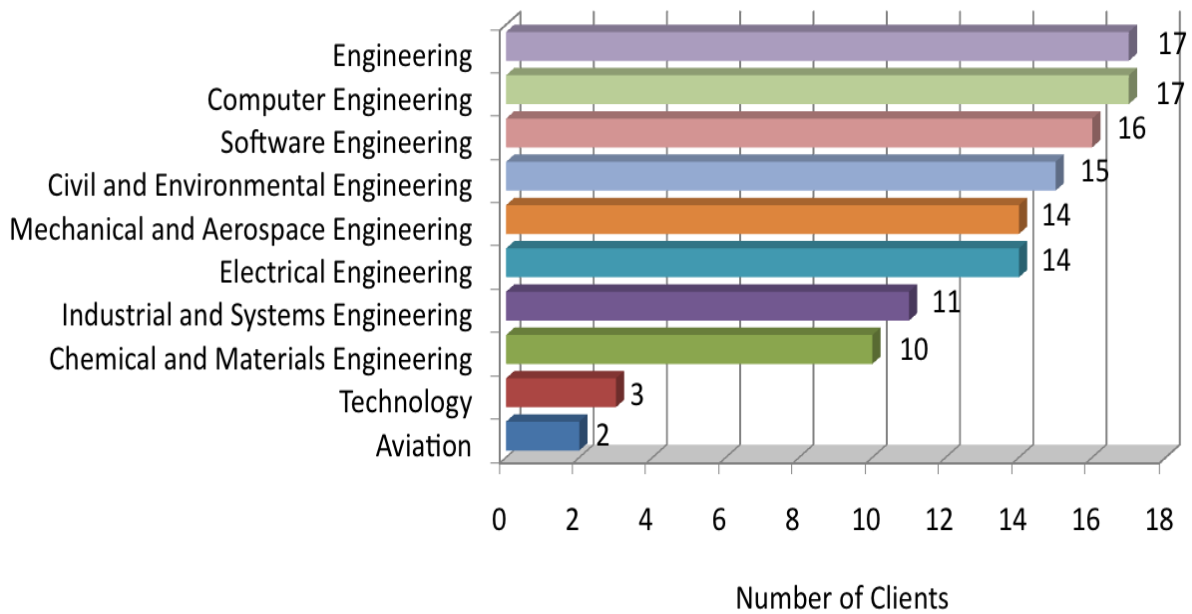
When looking at the following charts, note that the numbers representing the number of clients (value axis of chart) varies from college to college.

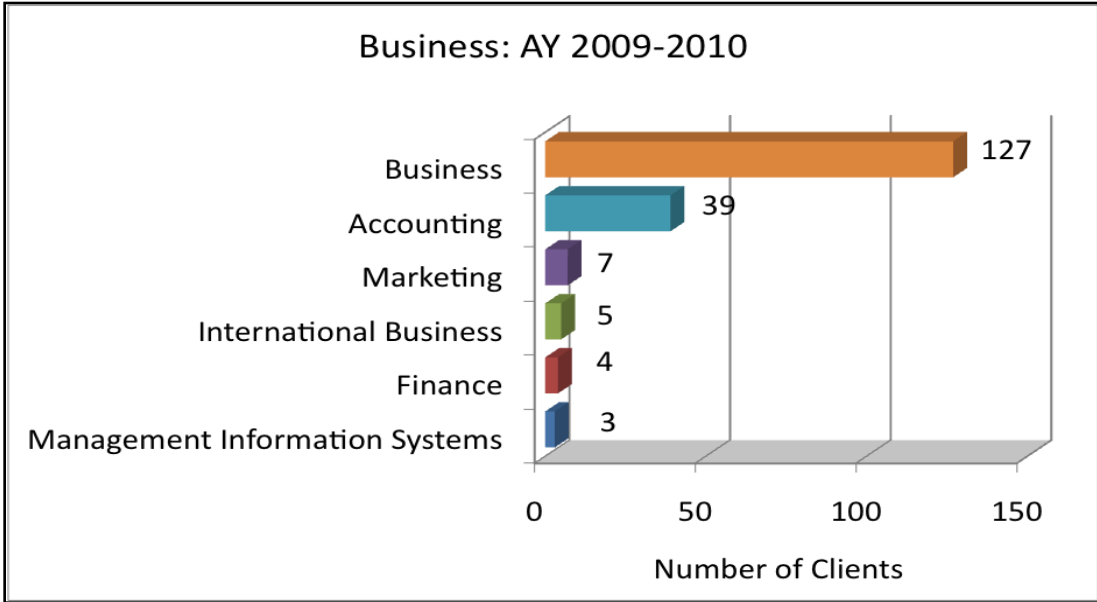
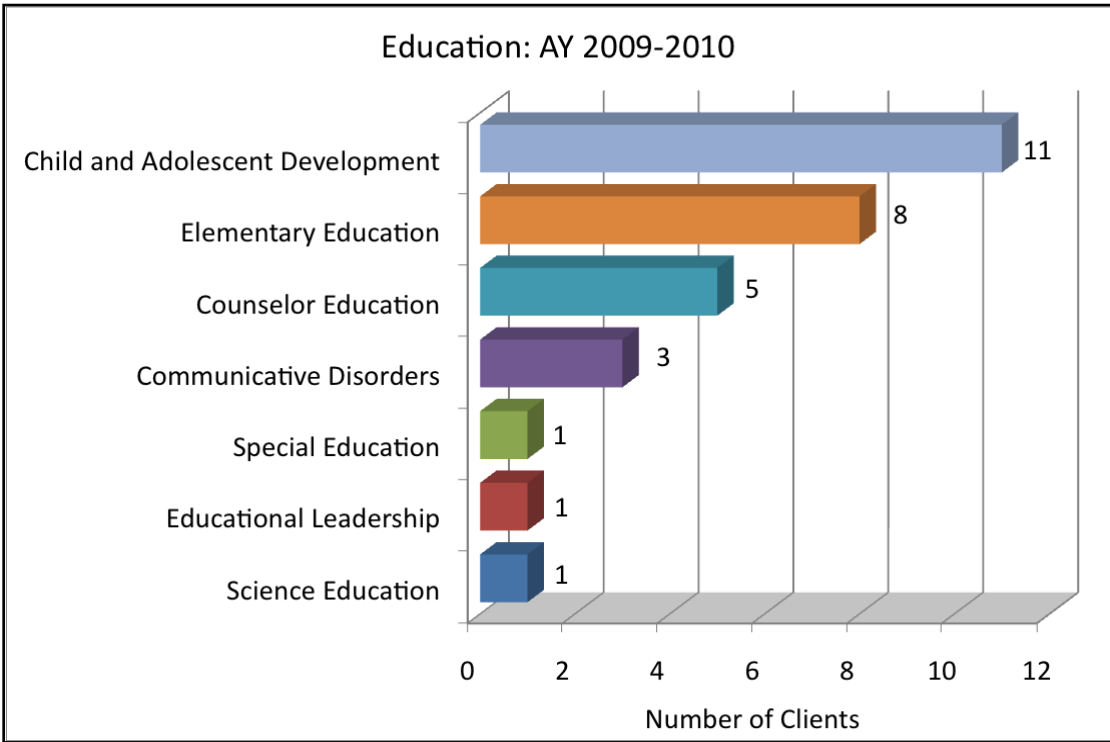


Applied Sciences and Arts: AY 2009-2010

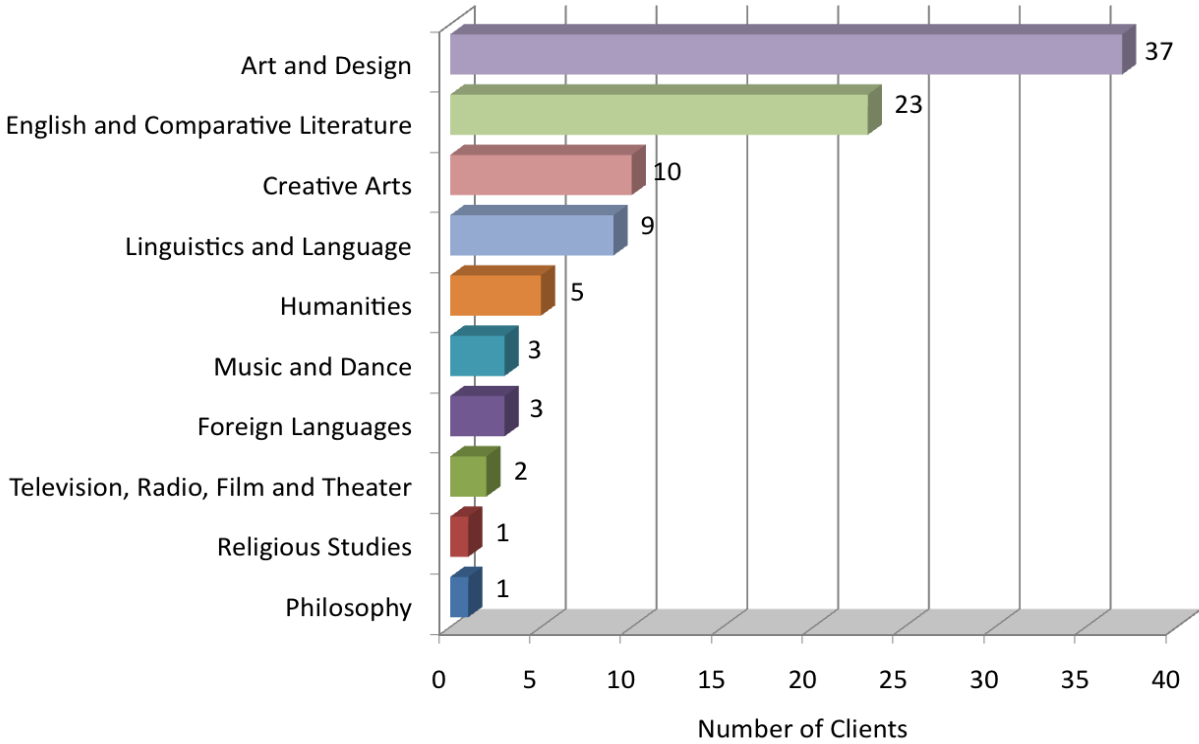


Engineering: AY 2009-2010

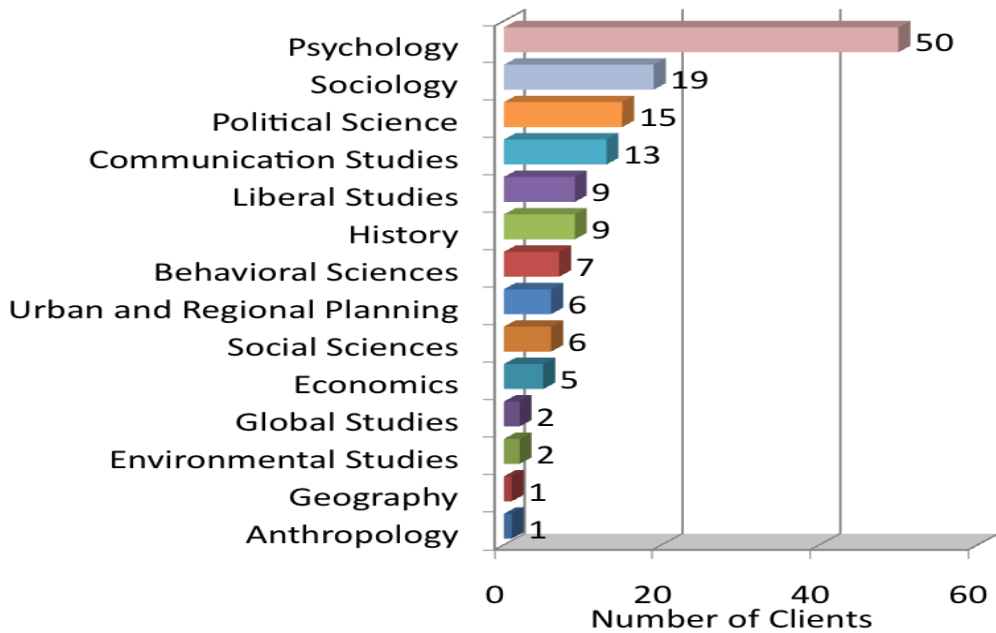




Humanities: AY 2009-2010

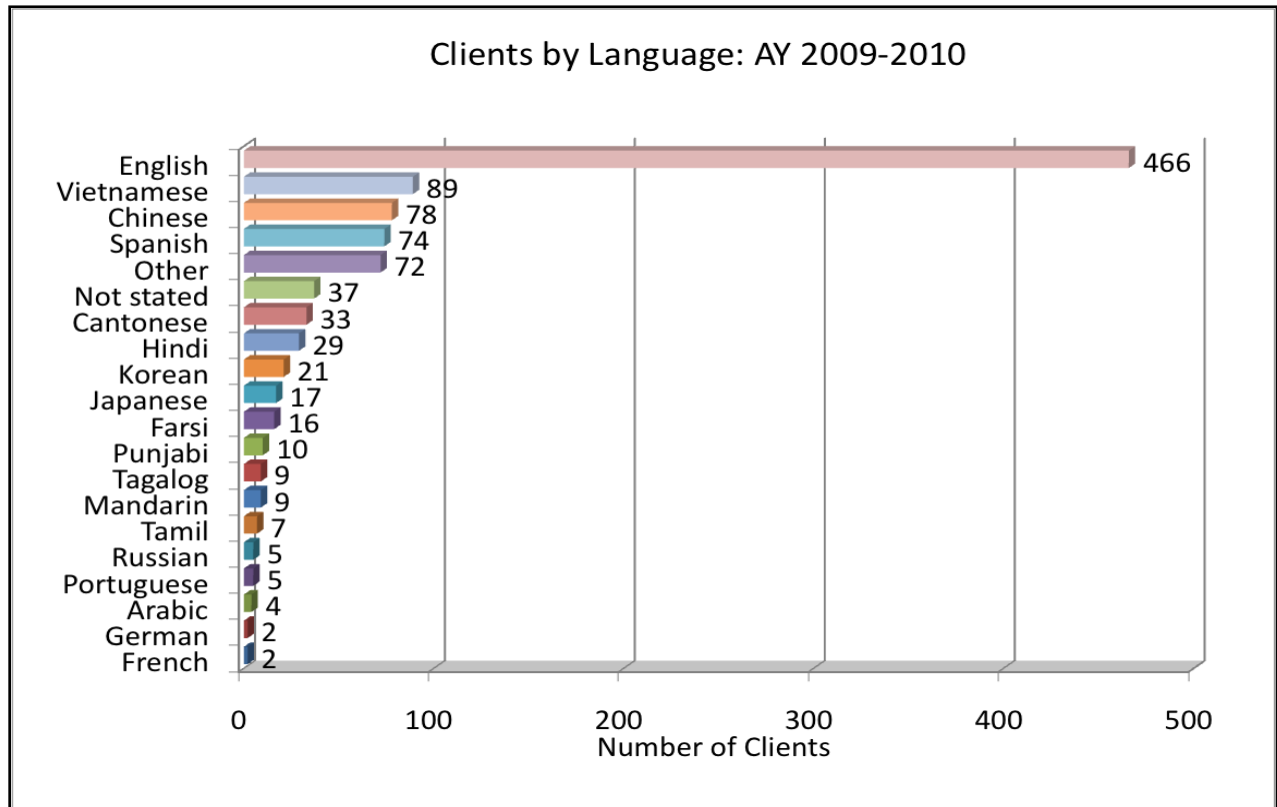


Social Sciences: AY 2009-2010



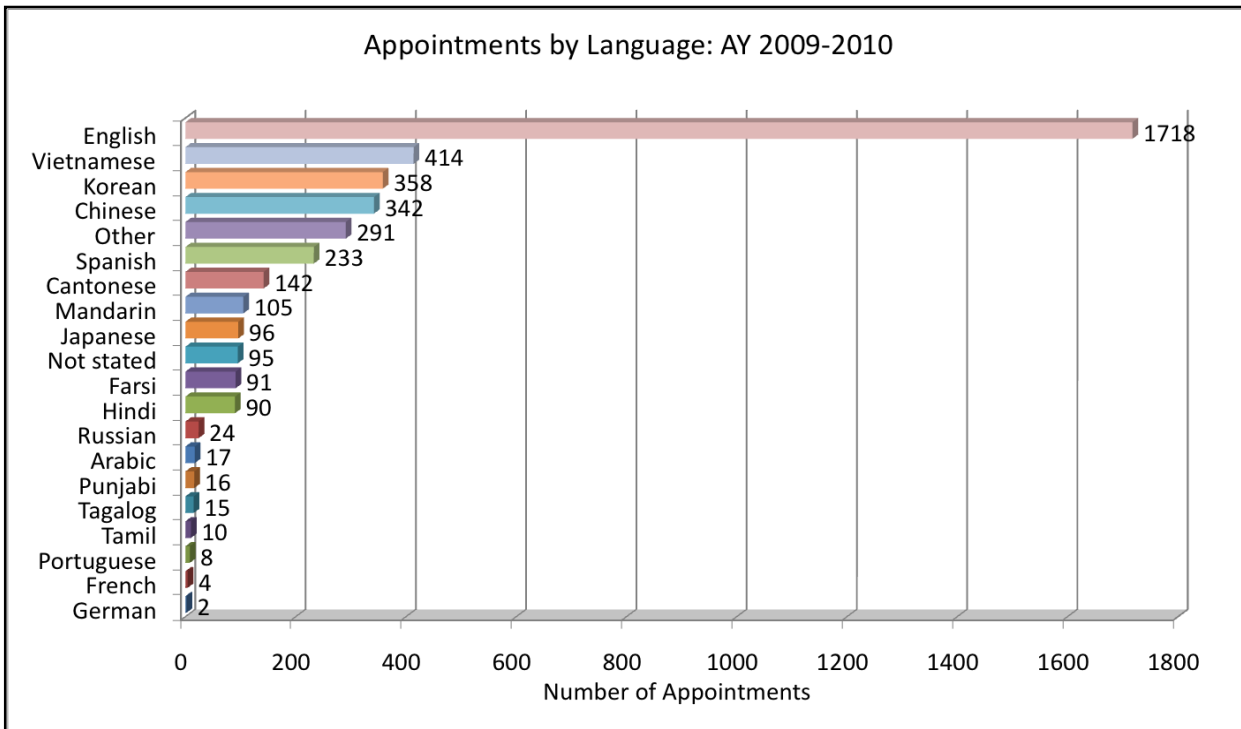
Languages Spoken by Writing Center Clients

The demographic data for students using the Writing Center indicate that a significant proportion of our clientele identify themselves as English speakers. Of the students who used the Writing Center during AY 2009-2010, slightly less than 50% indicated English as their primary language. The second most common language group was Asian languages – Chinese, Vietnamese, Japanese, Cantonese, Korean, Mandarin, Farsi, Hindi, Punjabi, or Arabic. These languages were identified for slightly more than 30% of the students using the Writing Center. Students who primarily speak Spanish continued to make up less than 10% of the Writing Center clientele for AY 2009-2010. The remaining students selected either a European language, “Other,” or declined to state their primary language.



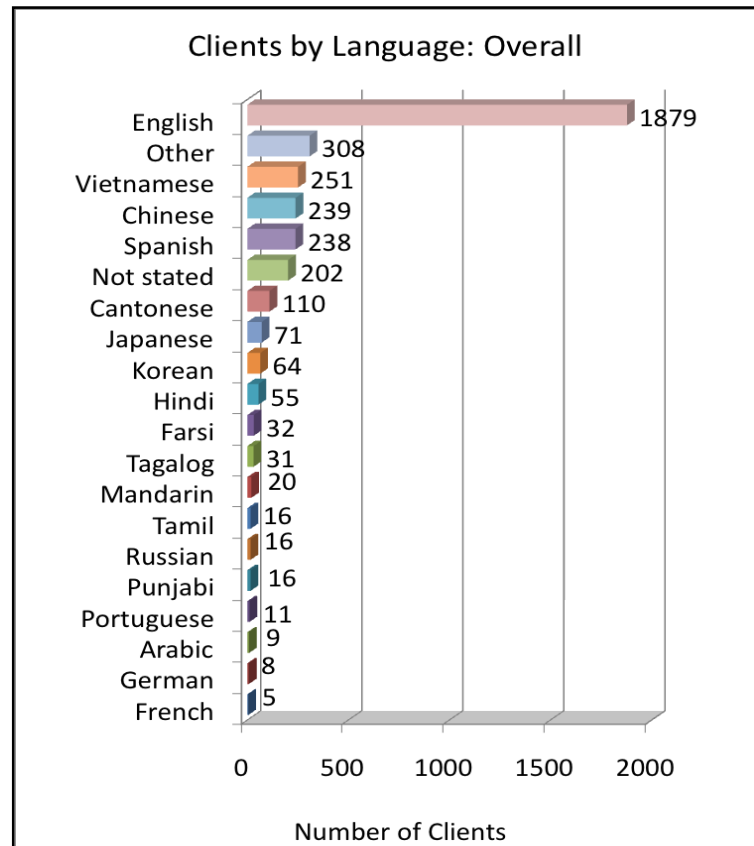
As we have indicated, students who make more than one appointment at the Writing Center are more likely to make significant improvements in their writing. The Writing Specialists often recommend additional tutoring sessions for students if it appears those students would strongly benefit from more assistance.

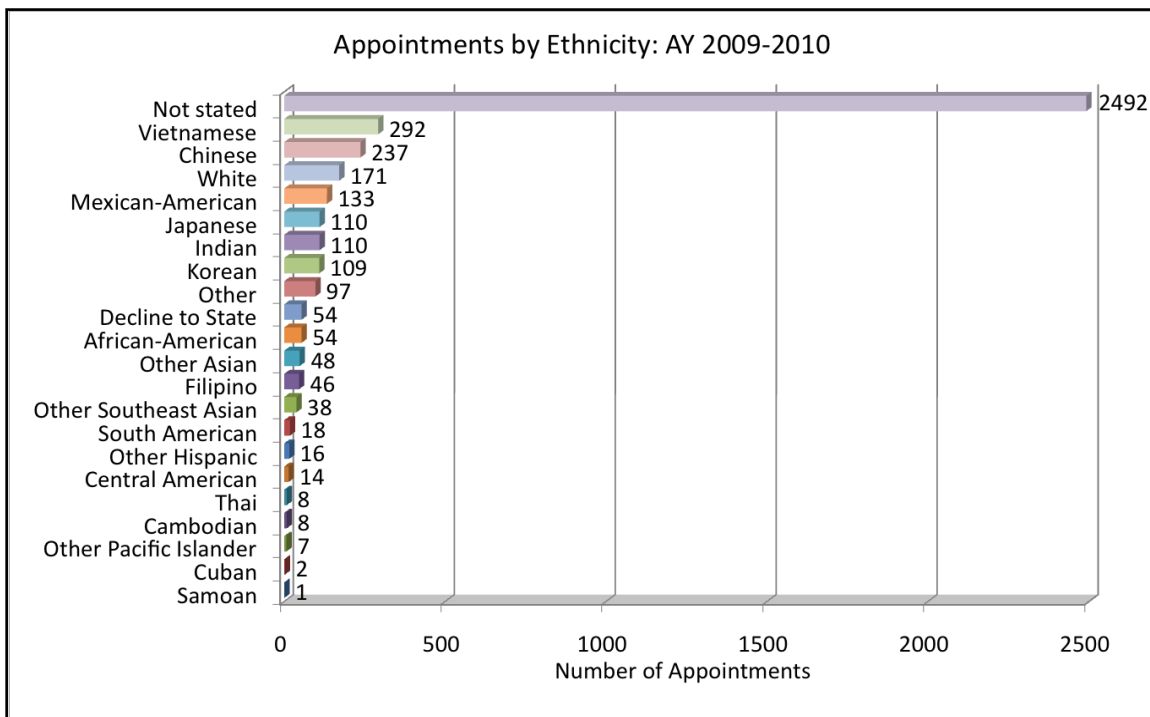
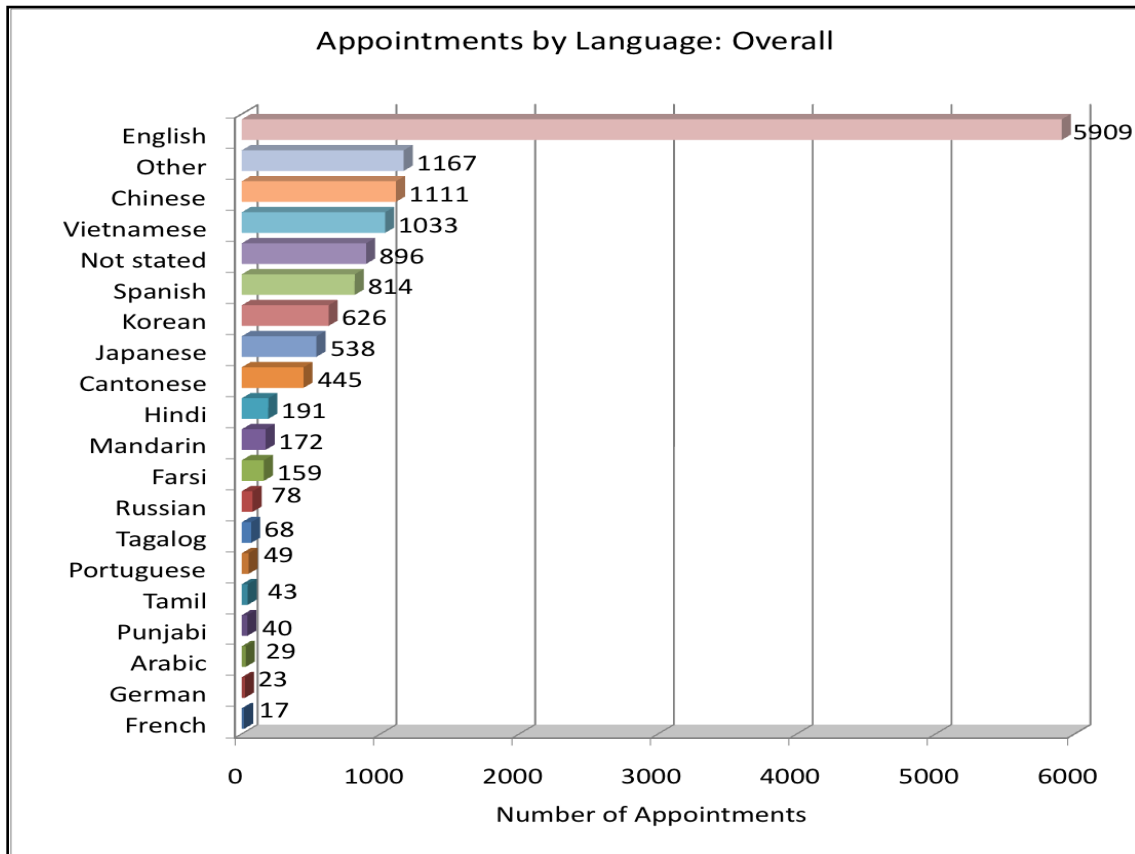
When examining the data on **Appointments by Language**, we find that students who identified themselves as primarily English speakers made an average of 2.9 appointments per student. Interestingly, when we look at the same information for students who identified an Asian language as their primary language, that number increases to an average of 4 appointments per student.



Since the Writing Center opened in February 2007, the overall clients by language spoken at home are as follows: Primary English speakers make up 53% of our clients, while those who speak primarily an Asian language (Vietnamese, Korean, Japanese, Cantonese, Mandarin, Farsi, Hindi, and Arabic) make up slightly less than 25% of our clients, and Spanish speakers make up less than 7% of our overall client base.

In terms of our overall numbers since opening in February 2007, those who fall into the English language group have made an average of 3.14 appointments per student, while those who fall into the Asian language group have a significantly higher number ratio of 5.0 appointments per student. Spanish speakers have averaged 3.4 appointments per student since we opened. Ideally, students will come to the Writing Center for multiple appointments rather than just one time for assistance on one paper. We encourage students to make multiple appointments because they are more likely to benefit significantly from intensive one-on-one tutoring when the concepts covered are repeatedly reinforced.



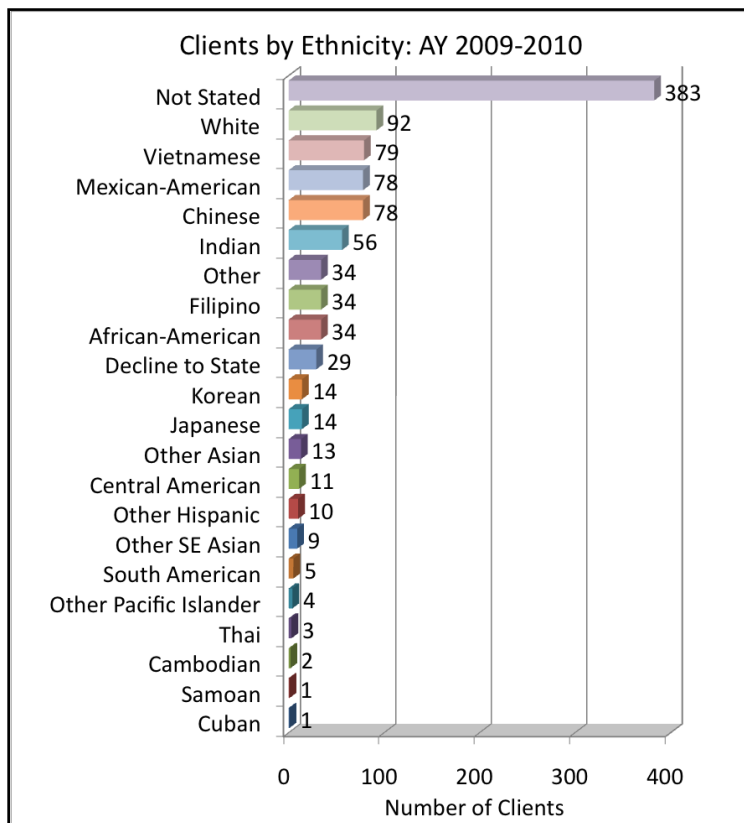


Ethnic Backgrounds of Writing Center Clients

In order to measure how well the Writing Center is meeting the SJSU retention goals articulated in “Vision 2010,” in AY 2009-2010 we began tracking the ethnic background of the Writing Center clientele. These data will be significant because they will enable us to identify the students who were identified to be most at risk of dropping out. These students were identified in the San José State University Retention & Graduation Report (February, 2010) as Under-Represented Minorities (URM). URM include students who indicated ethnic backgrounds of African American, Latino, and American Indian. (SJSU Retention & Graduation Initiative Report, February 2010) The plan according to this report is to “strengthen and refocus our culture for undergraduate student success to increase our retention and graduation rates as well as close the achievement gap.” (SJSU Retention & Graduation Initiative Report, February 2010) The report targets URM who are freshmen as well as those who are transfer students.

The Writing Center already supports the University’s goal of increasing retention and graduation rates through the outstanding tutoring and workshops we provide. In 2009, the Writing Center began tracking the ethnic background of the Writing Center clientele to identify how many URM are utilizing the Writing Center.

Our initial data indicate that the URM population is severely under-represented in the Writing Center. Of the clients who identified their ethnicity, Latinos made up approximately 8% of the students who utilized the writing Center, but only scheduled slightly more than 3% of the appointments. They scheduled 1.7 appointments on average. African American student numbers are even lower than those



of Latinos; African American students represent less than 4% of the students who utilized the Writing Center in AY 2009-2010, and they scheduled 1.5 appointments per student (less than 1.5% of the appointments for that time period).

San José State University prides itself on its diversity and on the opportunities it offers under-represented students. It is committed to improving student progress toward graduation (SJSU Retention & Graduation Initiative Report, February 2010).

Therefore, it is important that the University provide access to the tools these students need to be successful. A key factor in these students’ lack of academic success may be poor writing skills. The Writing Center plays a significant role in increasing retention and graduation rates for URM students by providing supportive and knowledgeable Writing Specialists who have the skills to help “at risk” students.

Workshops

Each semester, the Writing Center offers a variety of workshops targeting particular areas of need which have been identified by faculty, Writing Specialists, or students using the Writing Center. Most of these workshops are presented in seminar fashion for up to 15 students. All of our workshops are taught by Writing Center Faculty-in-Residence, Writing Specialists, or the Director of the Writing Center. This year we offered 58 workshops on the following topics:

Analyzing Essay Prompts

Basic APA Style

APA Style: Creating a Reference Page

APA Style: Paraphrasing and Quoting

Basic Latin and Greek Roots

Basic MLA Style

Body Paragraphs

Character Development

Common Grammar and Punctuation Errors

Essay Exams

The GLYFADA Method of Writing

Latin and Greek Roots: Vocabulary from

Mythology

Netiquette

Nominalization

Paraphrasing

Punctuation

Creating Dialogue and Character

Creating Plot

Writing under Pressure: Time Management

Student feedback on these workshops has been overwhelmingly positive. Most presenters received scores indicating that the workshop content was relevant and useful and that attendees would highly recommend this workshop to others. Students appreciate the small class size and in-depth presentation of the material.

In some cases, faculty make specific requests for customized workshops to be presented in their classrooms. This year we presented six custom workshops in both graduate and undergraduate classes on grammar and mechanics, APA style and the Glyfada Method. We also presented a custom workshop on style for the McNair Program.

House Calls

The Writing Center offers in-class orientations to the campus community. These “house calls,” presented by Writing Specialists, inform students about Writing Center services. Writing Specialists explain how to sign up for an appointment. They also go over what the student must bring and what can be covered in a 30 minute appointment. Students are also given information on how to sign up for Writing Center workshops. House calls are usually presented in the classroom; in some cases, faculty will bring their students to the Writing Center for a tour. Writing Specialists presented 31 house calls in AY 2009-2010.

Special Events

In addition to our regular services, the Writing Center participated in eight special events in the past year. These included campus events such as the Disability Resource Center’s “Sweet Success” reception; resource fairs for Faculty Development; graduate student orientations for Engineering, Nursing, and Health Sciences; Faculty Orientation; and Admitted Spartan Day.

	Writing Ctr. Workshops	Custom Workshops	“House Calls”	Special Events
AY 2009-2010	58	6	31	8
Feb. 2007 – June 2010	170	30	153	39

Support for Office of Student Conduct & Ethical Development

The Writing Center is a valuable resource for the Office of Student Conduct & Ethical Development. When students have been given sanctions for plagiarism, they are directed to the Writing Center. We teach these students how to incorporate outside sources effectively into their papers and cite them accurately. After the students have completed their appointment(s), we provide a report to the Office of Student Conduct & Ethical Development.

96S Student Use of the Writing Center

San José State University has struggled with finding options for students who need remediation in order to pass the Writing Skills Test (WST) to get into 100W, the required upper-division writing workshop. Students cannot graduate from SJSU without passing 100W. In January 2010, San José State University initiated English 96S and Language & Linguistics Development 96S, as alternatives for students who failed the WST exam. Students who successfully complete their 96S course with a grade of “C” or higher were allowed to enroll in 100W. These courses were intensive remedial writing courses intended to provide the students with the skills they would need to succeed in 100W and upper-division courses within their major.

The 96S courses were special session courses, which meant that the class had to be paid for separately above and beyond their regular SJSU tuition and fees.

During the summer of 2010, students from 96S courses accounted for more than half of all appointments at the Writing Center (201 compared to 374 total). There were eight students from English 96S, the rest of the 96S appointments were made by students from the Linguistics and Language Development 96S program.

Summer 2010		
Week	Number of LLD/ENG 96S appointments	Total number of appointments
6/14-6/17	11	29
6/21-6/25	20	41
6/28-7/1	23	39
7/6-7/8	15	22
7/12-7/15	14	29
7/19-7/22	32	44
7/26-7/29	29	62
8/2-8/5	43	56
8/9-8/12	14	52
Total	201	374

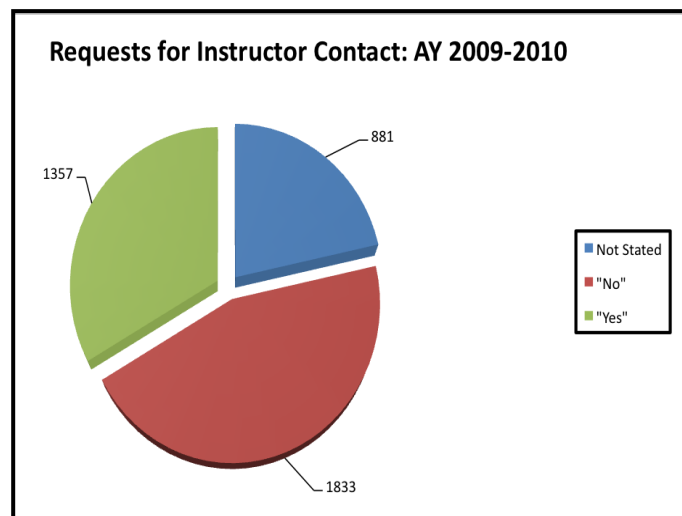
Communication about Writing across Campus

As part of the mission of the Writing Center, we seek to engage faculty in a discussion of writing and the teaching of writing. At the conclusion of each tutoring session, with the tutee's permission, Writing Specialists send an email report about the session to the instructor identifying the assignment worked on and issues addressed during the session.

In many cases, the replies from instructors express appreciation and gratitude for the individualized attention their student is getting at the Writing Center. Sometimes the reply provides the Writing Specialist with feedback on the specifics of the assignment or comments about the challenges that student is facing in his or her writing. Occasionally instructors have questions about teaching writing. In all cases, the email report heightens faculty awareness of how Writing Specialists and faculty can collaborate to improve student writing on a case-by-case basis.

When we opened in February 2007, only a few students wanted Writing Specialists to contact their instructor. Some tutees expressed a fear that their instructor might consider their use of the Writing Center "cheating." Other tutees were embarrassed to admit that they needed writing assistance. Many of them marked "No Instructor Contact" because they did not understand the benefits of informing their instructors about their tutoring session.

The number of students who give permission to contact their instructor has increased from 28% in spring 2007 to slightly more than 34% in AY 2009-2010. Although this is an improvement, this number is down from AY 2008-2009, when slightly more than 50% of clients gave permission to contact their instructor. Since the Writing Center opened, the number of clients who gave permission to contact their instructor is 33%, while those who denied permission to contact instructor is 43%, those who failed to state their preference is just under 25%.



To date, we have sent instructors over 3,900 emails reporting on student progress in a tutoring session. We have been pleased with the success of the email exchanges between Writing Specialists and instructors. Our goal of improving writing across the curriculum will be significantly impacted when we have 90% of our clients allowing us to contact their instructors about their tutoring sessions.

(For examples of email correspondence between Writing Specialists and faculty, see Appendix B.)

The SJSU Writing Center as a Model

We continue to have significant interest in using the SJSU Writing Center as a model for other university writing centers both in the United States and abroad.

- Staff and faculty from **Occidental College** visited the Writing Center as part of their tour of the Academic Success Center. They are pursuing a similar center on their campus.
- Dr. Mitchell visited the Academic Learning Services & Writing Center (ALCWC) at **Indiana State University**, South Bend. The ALCWC is using our website as a model.
- Representatives from **Santa Monica City College** visited the Writing Center and requested a copy of the SJSU Writing Center Manual.
- Representatives from a university in **Taiwan** toured the Writing Center and were very interested in how we work with non-native speakers of English.
- Representatives from the Writing Center visited **Universidad Nacional Autónoma de Nicaragua** (UNAN – Estelí) in March 2009 while working on the Fabretto Project (see page 26). The administration and faculty at UNAN wished to learn how we set up and operate the Writing Center. UNAN – Estelí is currently using the SJSU Writing Center Manual as a model to develop their own writing center.
- The Writing Center participated in a study by a professor in the Department of Rhetoric and Writing Studies at **San Diego State University**.
- We provided information to the **University of Florida** to link the value of the writing center to student retention.

In the summer of 2010, we worked with the **Cal Poly San Luis Obispo** Writing Center which oversees the Graduate Writing Assessment Requirement (GWAR) at Cal Poly. Several of their students had not satisfied the GWAR requirement to graduate. They were working in the Bay Area and Cal Poly requested that the SJSU Writing Center help the students as they worked on satisfying the GWAR requirement. SJSU Writing Center staff worked with the students, provided feedback on the essays in their portfolio, and reported back to Cal Poly.

Business 126B students of Professor William O’Neil used the Writing Center for an internal audit semester project. With the help of Dr. Mitchell and Ms. Hagemann, they were able to observe first hand the positive practices of the Writing Center and to identify areas for improvement.

Areas of Focus for AY 2010-2011

The Writing Center has achieved much in the past year, but as we look forward to AY 2010-2011, we have several areas that we would like to focus on to improve the Writing Center service to the students and faculty of San José State University.

1. Increasing communication with Faculty

We would like to increase the number of clients who allow us to contact their instructor regarding their appointment at the Writing Center. In order to accomplish this goal we need to provide continuous outreach to the SJSU community to educate faculty about this important service. They need to know that if they wish to receive follow-up emails about their students' tutoring sessions, they must tell their students to give us permission to make such a contact.

To accomplish this objective, the Writing Center will be conducting an email outreach to all SJSU faculty at the beginning of the fall and spring semesters. We will also emphasize the importance of follow up emails to faculty when we conduct House Calls.

2. Increasing communication with SJSU students about services available at the Writing Center

Attendance at Writing Center workshops varies, and we would like to see every workshop filled to its 15 student capacity. To facilitate increased workshop attendance, the Writing Center will be sending out monthly updates with workshop titles, descriptions, and information on how to register. In addition, information will be easily accessible on the SJSU Writing Center Facebook page.

3. Increasing the percentage of Under-Represented Minority (URM) students using the Writing Center and increasing the number of repeat appointments URM students make at the Writing Center

To address this, we will be more proactive about reaching these students. We will make direct contact with faculty and students in Hispanic and African-American Studies and with Hispanic and African American student groups to inform them about the Writing Center and the services we offer. We will also offer to schedule "House Calls" at their meetings or in their classes. We will continue reaching out to other under-represented students, majors, and colleges across campus by increasing faculty awareness of the Writing Center. When we contact them at the beginning of each semester, we will urge faculty to be more proactive in referring underrepresented students to the Writing Center. We will continue to look for ways to help these students improve their writing skills beyond participating in a tutoring session, e.g., taking advantage of the Homegrown Handouts posted on the Writing Center website, attending Writing Center workshops.

Writing Center Personnel

Director

Linda C. Mitchell

Dr. Mitchell's duties at the Writing Center include hiring and training top Writing Specialists, teaching relevant workshops to student and faculty groups, supervising two faculty-in residence and their research projects, writing the Writing Center Manual, and communicating with professors.

She mentors Writing Specialists and teaches them to create and present workshops with knowledge-based content and pedagogy. Dr. Mitchell also works with students on graduate research projects, and she serves on a graduate thesis committee. She coaches students in writing conference abstracts, guides them in preparing conference papers, advises students on Ph.D. programs, and teaches them how to write statements of purpose. As a result, SJSU students and Writing Specialists have gotten into top graduate programs, have authored an online high school composition text book, have had papers accepted at major conferences, have had essays published in books and journals, and have been hired at top schools and companies.



Dr. Mitchell continues to be an active scholar in spite of her rigorous duties at the Writing Center. Her publications this year include *The Glyfada Method: A Classically-Based Writing Process*. Posted on www.C-K12.org, textbooks online, June 2010; "Behavior Guides in Seventeenth- and Eighteenth-Century Dictionaries in England," an edited collection on historical lexicography to be published by Cambridge Scholars, 2010; "*Teaching Grammar and Composition through Letter Writing in Late Modern England*," in *Letter Writing in Late Modern Europe*. Eds. Marina Dossena and Gabriella Del Lungo Camiciotti. Collection of essays to be published by John Benjamins (Amsterdam), 2011; and "*Nationalism and Language in Seventeenth- and Eighteenth-Century England*." Ed. Carol Percy. Collection of essays to be published by Peter Lang, 2011. She completed three textbook reviews for Penguin and Pearson/Longman.

She authored and presented her research at various international conferences. Her presentations include "Guarding the Mother Tongue: Protecting England in the Seventeenth and Eighteenth Centuries" (Conference on Prescriptivism and Patriotism, Toronto, August 2009), "Me Think the Lexicographer Protest Too Much." (International Conference on the History of Lexicography and Lexicology, Oxford University, June 2010), and "Reinforcing Grammar and Composition in Letter Writing in the Eighteenth Century." (Conference on Letter Writing in the Later Modern Period. University of Bergamo, June 17-19, 2010).

She serves on the publicity committee in the English Department, and she organized the English Department graduation.

She has represented the Writing Center on the Writing Requirements Committee from 2007-10. She was a McNair Mentor to one of the scholars. Dr. Mitchell also participated in Admitted Spartan Day, New Faculty Orientation, and Transfer Student Day.

Dr. Mitchell's recent awards include: Cal State U. Scholarly Research Grant, \$5000, 2009-2010; Clark Library/Center for Seventeenth- and Eighteenth-Century Studies Fellowship, UCLA, \$2000, 2010-2011; Warren N. Cordell Research Fellowship, \$2000, Indiana State University, 2010; Sabbatical Leave Award from SJSU for 2010-2011; ACE-SLOAN Post-Tenure Retreat Fellowship

Dr. Mitchell continues her contributions to Puerta San José, the partnership between the SJSU Writing Center and the Fabretto Children's Foundation in Nicaragua (March 2008-present). She co-authored and submitted a fundraising proposal to support this project. The proposal was vetted through CSU and was earmarked by the US Congress House Appropriations Committee.

Faculty-in-Residence

Faculty-in-Residence at the Writing Center improve writing across the curriculum by doing research, mentoring Writing Specialists, developing and teaching workshops, working with SJSU faculty, reporting to the Writing Requirements Committee, and completing a project that contributes to improving student writing. The Faculty-in-Residence for AY 2009-2010 were Janet Hagemann (Justice Studies) and Michelle Hager (English).

Jan Hagemann, Faculty-in-Residence

Ms. Hagemann has been with the Writing Center since it opened in February 2007. Her research examines the impact the Writing Center has on student retention and success at SJSU. She studies Writing Center data to determine tutees' progress and to correlate student use of the Writing Center with retention and graduation rates. She hypothesizes that the data will show a positive correlation between students using the Writing Center and students who graduate. She is also examining demographic data for the student population the Writing Center serves: grade level, major, ethnicity, primary language spoken, the course for which tutoring was needed, and material covered in the tutoring session.



In addition to her work assessing the impact of the Writing Center, Ms. Hagemann wrote the Writing Center year-end reports for AY 2007, 2008, and 2009. She collaborated with Writing Center Director Linda C. Mitchell on the presentation to the University Planning Council (UPC) in June 2008. This presentation was ranked as the #1 Overall Presentation by the UPC because it “demonstrated success and outcomes in relation to Vision 2010” and was “closely aligned with the identified goals of Vision 2010.” This ranking resulted in the Writing Center becoming a line item on the budget rather than a one-time funding item.

Ms. Hagemann presented thirteen Writing Center workshops: *APA Style Basics*, *APA References*, *APA In-text Citations*, and *Email Netiquette*. She also created and presented a custom APA workshop for SJSU's Mechanical Engineering graduate program, as requested by department chair

Fred Barez. Her workshops are always fully enrolled, and her evaluations are outstanding. A school in Palo Alto is now using her lesson plans for the netiquette workshop.

She works with Writing Specialists on their résumés, guiding them in determining the most effective format to market their talents to meet their objectives. In addition to her workshops and mentoring of Writing Specialists, Ms. Hagemann devotes much of her time in the Writing Center meeting one-on-one with students to work on their résumés, letters of application, personal statements, and general APA style questions.

She co-authored two chapters in the high school English textbook Common Sense Composition, posted on www.C-K12.org, textbooks online, June 2010.

She also represents the Writing Center and the College of Applied Sciences & Arts at the monthly meetings of the SJSU Writing Requirements Committee. She staffed the Writing Center table at Admitted Spartans Day, April 2010.

In March 2009, Ms. Hagemann was part of a team of SJSU faculty and students who traveled to Nicaragua to collaborate with the non-profit Fabretto Children's Foundation. This collaboration has become Puerta San José, a joint project between the SJSU Writing Center and the Fabretto Children's Foundation. The purpose of this collaboration is to develop and implement an English-as-a-Foreign-Language program for Fabretto's secondary schools. Ms. Hagemann contributed to proposal requesting funds for Puerta San José, which was vetted through CSU and was earmarked by the US Congress House Appropriations Committee. She has done outreach to local high schools in the south bay area regarding the Fabretto Children's Foundation resulting in the implementation of a pen pal project between high school students in California and in Nicaragua. She has also done several fundraisers with local high school students resulting in over \$6,000 in donations for Fabretto Children's Foundation. She attended the CATESOL Conference in northern California in support of fellow Fabretto Team members who were presenting their work with Fabretto Children's Foundation and to expand her knowledge of ESL and EFL issues. She is currently an advisory member of the Fabretto Children Foundation's Board of Directors.

She served on the committee to develop a job description, recruit, and hire the Writing Tutor Coordinator for LARC (Learning Academic Resources Center) at SJSU from November 2009-January 2010.

Ms. Hagemann was selected Lecturer of the Year, 2009-2010, San José State University.

Michelle Hager, Faculty-in-Residence

During her first year as a Faculty-in-Residence at the Writing Center, Ms. Hager completed and submitted a comprehensive research project on the instruction of grammar in CSU freshman composition classes. Many college composition instructors argue that the university is not an appropriate place to teach grammar, while other faculty members argue that grammar should be taught as a core component of the writing process. The anti-grammarians versus pro-grammarians stances have led to a divisive debate that has been raging for decades. Ms. Hager surveyed composition directors throughout the CSU system in order to determine their views about grammar instruction in freshman writing courses. She then followed up with a personal interview of each respondent.



Her findings show that there is little consensus regarding the importance of grammar instruction in freshman composition, but there is even more controversy about how the subject should be taught.

In response to these findings, she asserted that there is a need for composition instructors in public universities and junior colleges to agree on a new approach to teaching – one that eliminates grammar instruction by memorization and focuses on effective methods of teaching grammar in the context of student writing. Ms. Hager concludes her report with suggested methods of instruction that are supported by current research.

She helped to edit the high school composition textbook, Common Sense Composition, posted on www.C-K12.org, textbooks online, June 2010. She also created two “Homegrown Handouts” for the Writing Center, and she created a template for informational faculty presentations about the Center. She has created and maintains a Writing Center Facebook page, and is the webmaster for the Writing Center web page.

Ms. Hager presented nine Writing Center workshops this year: *MLA Style*, *Common Grammar and Punctuation Errors*, and *Essay Prompts & Time Management*. She also designed and presented a custom workshop on grammar for SJSU’s Mechanical Engineering graduate program, as requested by department chair Fred Barez.

In addition to teaching English 1A (Composition I), English 1B (Composition II), English 7 (Critical Thinking), English 103 (Modern Grammar), and English 112A (Children’s Literature) in the English Department, Ms. Hager supports the department in other ways. She served as a table leader for Composition holistic grading during both the fall 2009 and spring 2010 semesters. The English 1A and 1B final exams are graded holistically by all 1A and 1B instructors. Table leaders resolve grade discrepancies, discussing scoring issues with other instructors, and helping the composition director to create “norming” packets in order to ensure accurate scoring. Ms. Hager also interviewed prospective single-subject English teaching credential candidates during the last academic year.

Administrative Assistant

Andrea Smith

As the Administrative Assistant for the Writing Center 2007-2010, Ms. Smith handled a wide variety of tasks. She ran the front desk, answered phone calls, responded to emails, and assisted visitors to the Writing Center. She managed the Writing Center's online appointment system, WC Online, and served as the Writing Center website Webmaster. She also coordinated the tutoring schedule, the workshop schedule, all Writing Center appointments, and requests for house calls.

Behind the scenes, Ms. Smith helped manage the Writing Specialists, organized their hours and coordinated their payroll. She managed all budgeting and purchasing for the Writing Center. She also collected and coordinated all demographic data for the Writing Center through the WC Online system. Using her graphic design background, she created promotional fliers and literature for the Writing Center. Ms. Smith also assisted the Writing Center staff in editing documents, e.g., the Employee Manual, website information, "homegrown handouts," and other projects.



Writing Specialists



Crystle Bruno

- Served as Lead Editor for the textbook Common Sense Composition, published by CK-12.org
- Wrote four chapters for the textbook Common Sense Composition, published by CK-12.org
- Served as a Graduate Assistant in the English department
- Accepted to the Summer Shakespeare Program at Cambridge University, summer 2010
- Obtained a Teaching Associate position in English for fall

2010

- Presented four Writing Center workshops on body paragraphs
- Taught a three-day lecture on The Handmaid's Tale under Dr. Adrienne L. Eastwood's supervision
- Created and presented handouts on multiple subjects for Dr. Eastwood's English 22 course
- Promoted the Writing Center in multiple "house calls" across campus, including MA Engineering Program Orientation

Kamryn Clarke

- Honored as a Dean's Scholar
- Taught creative writing for the Society of Young Inklings
- Served as President of the Creative Arts Club
- Presented four Writing Center workshops on grammar and punctuation
- Presented a custom workshop for Engineering Graduate Program on grammar and punctuation
- Prepared two handouts for the Writing Center on possessive apostrophes and commonly misused words.
- Hosted an instructional video about the Writing Center for SJSU's Science 2 program
- Promoted the Writing Center in multiple "house calls" across campus



Fabio Coelho

- 5th grade teacher in bilingual immersion classroom at Horace Mann Elementary School in San José
- Taught at Communication Academy
- Co-led a high school community service trip to Costa Rica in July 2009
- Volunteered for the Fabretto Children's Foundation in Nicaragua for two weeks in August 2009
- Co-authored a proposal requesting funds for "Puerta San

José,” a joint project between the SJSU Writing Center and the Fabretto Children’s Foundation vetted through CSU and earmarked by the US Congress House Appropriations Committee. The proposal goes to the entire U.S. Congress for approval in November.

- Wrote one chapter for the textbook Common Sense Composition, published by CK-12.org
- Awarded the SJSU Associated Students Saffold Scholarship, 2010/2011
- Awarded the SJSU Martha Bean Memorial Scholarship from the Linguistics and Language Development department
- Presented four Writing Center workshops on paraphrasing
- Presented a workshop on writing style to the McNair Scholars in spring 2010
- Presented a custom workshop for Engineering Graduate Program on grammar and punctuation
- Co-author of presentation on “Teaching English as a Foreign Language in a Culturally Sensitive Manner” at the CATESOL conference
- Promoted the Writing Center in multiple “house calls” across campus
- Prepared two handouts for the Writing Center on concise writing and reporting verbs.

Peter Gambrell

- Worked as a Graduate Assistant in English in fall 2009 and spring 2010
- Wrote 3 chapters for the textbook Common Sense Composition, published by CK-12.org
- Assisted in editing Common Sense Composition, published by CK-12.org
- Published fiction in Reed Magazine and was selected as a finalist for the Steinbeck Award
- Obtained a Teaching Associate position in English for fall 2010
- Made the Dean’s List for the 2008 and 2009 academic years
- Graded papers for two upper-division classes in the Humanities department
- Presented four Writing Center workshops on punctuation
- Promoted the Writing Center in multiple “house calls” across campus
- Prepared handouts for the Writing Center on subjects such as count and non-count nouns, premises and conclusions, and subject/verb agreement



Jen Jebens

- Wrote three chapters for the textbook Common Sense Composition, published by CK-12.org
- Taught English 1A as a Teaching Associate in the English department
- Obtained a Teaching Associate position in English for fall 2010
- Presented four Writing Center workshops on essay exams
- Promoted the Writing Center in multiple “house calls” across campus
- Prepared one homegrown handout for the Writing Center on statements of purpose



Marcus Landon

- Presented four Writing Center workshops on MLA Style
- Gained acceptance into the MA program in English at CSU Northridge
- Prepared two homegrown handout for the Writing Center on capitalization and colons

Matt Olson

- Obtained a Teaching Associate position in English for fall 2010
- Wrote a script for a one act play, “Turkey Day,” which was selected for the Association for Theater in Higher Education Conference in Los Angeles
- Hosted the Writing Center Video Tour, which was recorded and posted online in April 2010
- Presented three Writing Center workshops on creating dialogue, character development, and creating plot



Georgia Saratsiotis

- Taught English 1B as a Teaching Associate in the English department
- Presented four Writing Center workshops on nominalization
- Promoted the Writing Center in multiple “house calls” across campus and in the English department

Fabretto/SJSU Writing Center Partnership:

Puerta San José

During AY 2009-2010, in order to reflect the expanded objectives of the partnership, the Fabretto Team renamed the Fabretto Project “**Puerta San José: Enhancing English Instruction in Rural, Low-Income Communities in the Americas.**”

In July, 2010, the Puerta San José project was earmarked for funding by the House of Representatives. It will be presented to the U.S. Senate in November, 2010. If this funding is approved, the Puerta San Jose Project will contribute significantly to making EFL and ESL teaching more equitable by providing innovative training of future EFL and ESL teachers and providing culturally sensitive EFL programs throughout the South Bay Area and beyond.

We have also presented a proposal to the online publisher CK-12 offering an online library of teacher supplements and materials for teachers of English-as-a-Foreign-Language in Central and South America. We will be meeting with CK-12 to see how the work of Puerta San José can supplement their online resources.

Puerta San José builds on the partnership between San José State University and the Fabretto Children’s Foundation in Nicaragua by creating a Center for Culturally Responsive English Language Teaching. The overarching goal of the Puerta San José Project is to develop a sustainable, culturally responsive, and democratic approach to English language teaching for students in and from rural and low income areas. This will be accomplished by (1) developing the capacity of local and foreign teachers to teach English, design programs and curriculum, and assume leadership roles in their own region/country, and (2) developing the expertise of SJSU faculty and students to form mutually rewarding partnerships with NGOs for the purpose of supporting locally driven language teaching projects.

Through volunteer efforts since March 2009, the Fabretto Team has created curriculum and teacher education materials/workshops specifically designed for English teachers and educational programs serving 6,000 rural, low-income learners of English in Nicaragua. This curriculum can be modified and used in other Central or South American countries, as well as in low income immigrant communities here in California. Puerta San José has already begun doing outreach to various non-profit organizations who work with at-risk immigrant populations in the San Jose area.

The History of the Fabretto/Writing Center Partnership

In March 2008, Fabretto Children's Foundation contacted the SJSU Writing Center for assistance in developing an English-as-a-Foreign-Language (EFL) curriculum for its educational centers in Nicaragua. The Writing Center assembled a team of five faculty and graduate students to begin planning. On April 21, 2008, Congressman Mike Honda announced the Fabretto/SJSU Writing Center Partnership to support Fabretto's schools and teachers in Nicaragua.

The SJSU Writing Center team includes Dr. Linda C. Mitchell, Director of the Writing Center, Rosemary Henze, Professor of Linguistics and Language Development, Janet Hagemann, Coordinator of the Writing Center, and graduate students Fabio Coelho (Linguistics and Bilingual Teaching Credential Program), and Mayra Cerda (Anthropology).

In March 2009, this team was invited to observe Fabretto's English-as-a-Foreign-Language program in Nicaragua. During their seven day trip to Nicaragua, the SJSU Writing Center team met with faculty and administrators from Fabretto, observed *Sistema de Aprendizaje Tutorial* (SAT) classes as well as English classes, and met with representatives from additional U.S. agencies in Nicaragua such as the Peace Corps, U.S. Aid, and the U.S. Embassy.

The SAT curriculum has been used in other Latin American countries and was introduced to Nicaragua by Fabretto in 2007. All content area classes are based on SAT books, while English classes rely on materials the English teachers produce as needed. The SJSU team noted that the students in SAT classes were very engaged and participated actively in class discussion, while the students in English classes were less enthusiastic and attentive.

Upon their return, the SJSU team began work on expanding the English language component of the SAT curriculum. They also followed up with faculty and administrators from two major Nicaraguan universities to explore opportunities for collaboration and to create a source of well-qualified EFL teachers for Fabretto Schools.

Through this partnership, the SJSU Writing Center is committed to facilitating the development and sustainability of Fabretto's English language teaching program. The goals are

- to assist Fabretto leaders in establishing an EFL curriculum that specifically addresses the needs of Fabretto students, in both primary and secondary schools;
- to create a model of ongoing professional learning for Fabretto's EFL teachers so that they can enhance student learning of English;
- to create an exchange program for Fabretto teachers to attend professional development courses at San José State University, and for students from SJSU to do volunteer teaching and other service learning projects at Fabretto centers;
- to establish a professional network within Nicaragua to exchange resources and offer support to help Nicaragua's poorest children, this network will include the Fabretto Centers, U.S. Embassy, Peace Corps, NICA-TESOL, and universities;
- to secure funding that will allow the partnership to reach and expand the above goals.

Since returning from Nicaragua, the Writing Center team has accomplished a great deal. Two representatives from the Writing Center have returned to Nicaragua to work with Fabretto's EFL faculty. Writing Specialist Fabio Coelho, along with Katie Masters, a former Writing Specialist currently working on her Masters in TESOL at U.C. Davis, collaborated with Professor Rosemary Henze to develop a variety of workshops on EFL pedagogy and effective classroom activities and materials. In summer 2009 they went to Nicaragua to work with Fabretto faculty; Fabio was in Nicaragua for two weeks; Katie was there for six weeks.

Appendix A

Model emails by Writing Specialists

Dear Professor Randle,

My name is Jen Jebens, and I am a Writing Specialist at the Writing Center in Clark Hall. I worked with your student _____ from your Science 2 course on October 7th.

_____ has given me permission to contact you regarding her visit to the Writing Center.

During the 30-minute appointment, we reviewed _____'s paper on interviewing sixteen students about finances and education. In this session, we focused on organization and content. _____ and I read through her paper out loud, and she explained that she had gotten feedback on previous papers in regards to the brevity of her writing. Thus, we went over how to construct a body paragraph. I explained that facts and examples should be followed with _____'s analysis. We then went over how to decide what content _____ could add to her paragraphs. We also went over grammar and mechanics in _____'s paper. We went over verb tense and how to use commas with coordinating conjunctions and introductory elements.

_____ was engaged in the session, and she explained that she would very much like to improve her writing. However, she seems to view herself as a bad writer and is very concerned about the quality of her work. I advised her to come to the Writing Center with each of her papers this semester so she can work on eliminating any recurring problems in her writing.

I am writing to let you know of this tutoring session. If you have any questions concerning this visit, or would like me to cover any particular writing issues, please let me know.

Sincerely,
Jen Jebens
Writing Center Specialist

From: Georgia Saratsiotis <georgiasaratsiotis@ymail.com>

Subject: Student Success Story

Date: Tuesday, September 1, 2009, 7:46 PM

Dear Dr. Mitchell,

I want to let you know about a student who was able to benefit from our services tremendously.

Do you remember _____? She worked with me for two hours a week over the summer.

Her goal was to receive a B in English 1B in order to be excused from the WST so that she could finally take Psychology 100W. Well, after working with me, she not only received the grade she needed, but she also passed the class with an A-. _____ struggles with the English language and needs a lot of help clarifying her sentences, but she is a brilliant student with original ideas. I am most impressed with the way she dedicates herself to her work. I have never worked with a student who spends as much time with his or her writing as _____ does with hers.

I'm hoping that after sharing this success story with you, I can ask you for permission to allow _____ the extra time she needs with me at the Writing Center this semester. I understand that we are not supposed to give students any prescheduled hour-long appointments any more, but I think that we would be turning away a determined and hard working student if we do not make an exception for her.

I have not given _____ any indication that I will try to get her extended tutoring sessions; however, I know that she would be most grateful if I could offer them to her again this semester.

Thank you for taking time to consider this matter. I appreciate your help.

Sincerely,
Georgia

Appendix B

Selected emails between Writing Specialists and Faculty

A. Follow-up email from the Writing Specialist to the Instructor

From: Marcus Landon mflandon@comcast.net
To: hilary.nixon@sjsu.edu
Date: 10/28/2009 02:50 PM
Subject: _____, Urban and Regional Planning 200

Dear Professor Nixon,

My name is Marcus Landon, and I am a writing specialist at the Writing Center in Clark Hall. I worked with _____ from your Urban and Regional Planning 200 on 10/29/09. _____ has given me permission to contact you regarding his visit to the Writing Center.

During the 30-minute appointment, we worked on his ethics assignment. He had some issues understanding the prompt/assignment. I told him that he should talk to you about the prompt. However, he also wanted help with grammar, so as I read the paper aloud, I helped him correct grammar errors. He had issues with parallelism, commas, article usage, verb tense, and word choice. Overall, he was very responsive to my verbal feedback.

I am writing to let you know of this tutoring session. If you have any questions concerning the visit, or if you would like us to cover any particular writing issues, please let me know.

Respectfully,
Marcus Landon
Writing Center Specialist

B. Reply from the Instructor to the Writing Specialist:

Marcus,

Thanks for the update and for working with _____. I'm glad you were able to assist. I look forward to reading his assignment this evening. I hope he will continue to utilize the services at the Writing Center as we have another major writing assignment this semester.

Regards,
Hilary Nixon, Ph.D.
Department of Urban & Regional Planning

A. Follow-up email from the Writing Specialist to the Instructor

On Thu, Nov 5, 2009 at 3:08 PM,
Fabio Coelho fabiooliveiracoelho@gmail.com wrote:

Dear Professor Hsia,

My name is Fabio Coelho, and I am a writing specialist at the Writing Center in Clark Hall. I worked with your student _____ from your LLD01 course on November 5. _____ has given me permission to contact you regarding his visit to the Writing Center.

During the 30-minute appointment we worked on one of his essays. _____ showed me both the essay and your comment sheet, and we went over his text to see how he could improve it. We talked about a lot of things, such as writing a good summary, providing good connection between sentences, and identifying in the source text what the writer needs to respond to. I suggested he schedule more sessions so we can focus on issues he has been struggling with based on your comments. _____ asked a lot of questions during the appointment, and he seemed interested in improving his writing.

I am writing to let you know of this tutoring session. If you have any questions concerning the visit, or would like us to cover any particular writing issues, let me know.

Sincerely,
Fabio Coelho
Writing Center Specialist

B. Reply from the Instructor to the Writing Specialist:

From: Bonnie Hsia hsia.sjsu@gmail.com
Date: Sun, Nov 8, 2009 at 9:40 PM
Subject: Re: Writing Center - _____, LLD01
To: Fabio Coelho fabiooliveiracoelho@gmail.com
Dear Fabio,

Thank you very much for taking the time to not only work with _____ on his essay, but, perhaps most importantly, thank you for helping him to review my comments and see how they apply to his writing.

It is my sincerest hope that he will take your advice and continue coming to you, or another Writing tutor, for help with his essays.

Thank you very much for the update, and thank you for working with my student. I greatly appreciate your assistance.

Bonnie Hsia
Academic English Instructor

A. Follow-up email from the Writing Specialist to the Instructor

Date: Monday, November 16, 2009, 1:18 PM Matt Olson wrote:

Dear Professor Sanchez,

My name is Matt Olson, and I am a writing specialist at the Writing Center in Clark Hall. I worked with _____ from your SOC 152 course on November 16, 2009. _____ has given me permission to contact you regarding her visit to the Writing Center.

During the 30-minute appointment, we talked about a few books that might be helpful in improving _____'s writing style. We looked at her paper briefly and identified a number of grammar mistakes; however _____ was much more concerned with basic level grammar and I utilized the remainder of the session to give _____ a crash course on grammatical basics. She seemed very happy with the appointment and intends to return as soon as she can.

I am writing to let you know of this tutoring session. If you have any questions concerning the visit, or if you would like us to cover any particular writing issues, please let me know.

Respectfully,
Matt Olson
Writing Center Specialist

B. Reply from the Instructor to the Writing Specialist:

On Mon, 11/16/09, Claudio Vera Sanchez Claudio.VeraSanchez@sjsu.edu wrote:
Dear Matt,

Thank you very much for assisting my student, _____, at the writing center. Based on many comments from my students, your writing specialists are doing an excellent job at improving SJSU students' writing. Thank you for offering the SJSU community such an important service. Have a nice day.

Sincerely,
Dr. Claudio G. Vera Sanchez
Assistant Professor
Department of Sociology

A. Follow-up email from the Writing Specialist to the Instructor

On Thu, Dec 3, 2009 at 2:34 PM, Fabio Coelho fabiooliveiracoelho@gmail.com wrote:
Dear Professor Hsia,

My name is Fabio Coelho, and I am a writing specialist at the Writing Center in Clark Hall. I worked with your student _____ from your LLD 001 course on Dec. 3. _____ has given me permission to contact you regarding his visit to the Writing Center.

During the 30-minute appointment we worked on some of his previous essays. Even though this is the first time _____ has authorized me to send you an email, I have seen him another three times in the last two weeks and about five times altogether this semester. He has been bringing previous essays he wrote for your class with your comments on them. We have been reading these comments and making sure he knows what to do in order to make changes to his text. _____ has come to all sessions prepared with essays and questions. Today he told me he feels good about the exam this coming Saturday.

I am writing to let you know of these tutoring sessions. If you have any questions concerning the visits, please let me know.

Sincerely,
Fabio Coelho
Writing Center Specialist

B. Reply from the Instructor to the Writing Specialist:

Date: Friday, December 4, 2009 4:35 PM
From: "Bonnie Hsia" hsia.sjsu@gmail.com
To: "Fabio Coelho" fabiooliveiracoelho@gmail.com
Thank you very much, Fabio!

I am thrilled to hear that _____ has made progress in his own eyes as well because he needs that kind of confidence going into this all too weighted exam. I firmly believe that your help has provided him with some of the most improvement over the course of this semester, and I want to thank you for your help.

On a side note, several LLD instructors have noticed that our students have improved significantly because of your one-on-one tutelage. Thank you for being such a terrific and caring tutor. Without you, we would not be able to do our jobs as successfully as we do. You are phenomenal!

Have a wonderful winter break.
Bonnie Hsia

A. Follow-up email from the Writing Specialist to the Instructor

On December 4, 2009 Peter Gambrell wrote:

Dear Professor Soldofsky,

My name is Peter, and I worked with your student ____ on December 3rd. She has given me permission to contact you regarding her visit to the Writing Center.

____ brought her assignment for English 201C into the Writing Center for help with organization and MLA format. During our 30-minute session, we discussed how to use format endnotes using MLA style, though we could not find all of the answers in the 7th edition handbook. We also worked on the organization of her paragraphs; I suggested more effective ways to transition into meta-discourse.

We went over all of her questions.

I am writing to let you know of this tutoring session. If you have any questions concerning the visit, please let me know.

Sincerely,
Peter Gambrell
Writing Center Specialist

B. Reply from the Instructor to the Writing Specialist:

From: Alan Soldofsky soldofsk@email.sjsu.edu
Subject: Re: ____ , English 201C
To: "Peter Gambrell" am.project@gmail.com
Date: Tuesday, December 8, 2009, 11:22 AM
Hi Peter,

Thank you for informing me of ____'s meeting with you for tutoring. I'm sure you were able to help her with the coherence of her paper, and of making smoother transitions. Some bibliographic sources, particularly online are tricky to determine how to document, following current MLA guidelines. And there is a slight discrepancy in some matters between the MLA handbook for students and that for scholars and researchers. So I can be reasonably flexible in determining whether the documentation meets MLA standards.

Best regards,
Alan Soldofsky
Director, Creative Writing Program
Prof. of English and Creative Writing

A. Follow-up email from the Writing Specialist to the Instructor

To: jennifer.anderson@sjsu.edu,
From: Kamryn Clarke clarke.kamryn@gmail.com
Date: 10/20/2009 01:10PM
Subject: _____, Anth 115

Dear Professor Anderson,

My name is Kamryn Clarke, and I am a Writing Specialist at the Writing Center in Clark hall. I met again with _____ from your Anthropology 115 class on Tuesday, October 20th. _____ gave me permission to contact you regarding his session at the Writing Center.

During our 30-minute session, _____ and I discussed his paper about sugar production. We worked on organizing his ideas in a way that flows better for the reader. We also worked with grammar and punctuation. I explained to him my concern that some of his ideas were not backed up by concrete facts, and that some of the language in the piece is too casual. He was engaged in our session, but I'm not certain how much of the information he actually retained.

If you have any questions, feel free to contact me at this email address or through the Writing Center at 924-2308.

Sincerely,
Kamryn Clarke
Writing Specialist

B. Reply from the Instructor to the Writing Specialist:

From: Jennifer L Anderson Jennifer.Anderson@sjsu.edu
Date: Wed, Oct 21, 2009 at 8:00 AM
Subject: Re: _____, Anth 115
To: Kamryn Clarke clarke.kamryn@gmail.com

Thanks. I really appreciate the time you have devoted to _____. I will talk to him about backing up his paper with factual material. He is supposed to be citing information and using the Chicago Author-Date system to do so. In fact, I think I will go over this with the whole class, today.

Best, Jennifer Anderson

A. Follow-up email from the Writing Specialist to the Instructor

On Tue, Feb 2, 2010 at 3:38 PM,
Fabio Coelho fabiooliveiracoelho@gmail.com wrote:
Dear Professor Kos,

My name is Fabio Coelho, and I am a writing specialist at the Writing Center in Clark Hall. I worked with your student _____ from your Urban and Regional Planning course on February 02. _____ has given me permission to contact you regarding his visit to the Writing Center.

During the 30-minute appointment we went over _____'s one-page description of the maps he created. We revised his sentences to improve clarity and especially to reduce a few of the nominalizations. At the end of the session, we did a quick review of modal verbs. _____ participated a lot during the session and asked great questions.

I am writing to let you know of this tutoring session.

If you have any questions concerning the visit, or would like us to cover any particular writing issues, please let me know.

Sincerely,
Fabio Coelho
Writing Center Specialist

B. Reply from the Instructor to the Writing Specialist:

On Wed, Feb 3, 2010 at 7:49 AM,
Rick Kos rickkos@mindspring.com wrote:

Hello, Fabio. Yours is the first email I've ever received from staff at the Writing Center - I am so pleased that dedicated folks like you are available to help the students with their writing. So, first of all, a huge THANK YOU from me! I appreciate knowing about _____'s extra efforts to work with you and I will take them into consideration as I grade his assignments. Keep up the great work, Fabio - I've always found the quality of writing from many of my students lacking, and I'm very glad that the Writing Center is available to help.

Rick Kos
Urban & Regional Planning

(Continued next page)

From: Fabio Coelho fabiooliveiracoelho@gmail.com

Date: Wednesday, February 3, 2010, 9:11 AM

Professor Kos, Thank you for your support and words of encouragement. At the Writing Center, we always ask students for their permission to email professors so we can keep the latter informed of their students' progress during the sessions. We feel this contributes to creating a tighter community involving students, instructors, and the Writing Center staff.

I am glad I have been able to help. If you need more information about the services we provide, please feel free to contact us or check our webpage at www.sjsu.edu/writingcenter.

Sincerely,
Fabio Coelho

A. Follow-up email from the Writing Specialist to the Instructor

From: Kamryn Clarke clarke.kamryn@gmail.com
Subject: Re: _____, Soc. 152
To: "Claudio Vera Sanchez" Claudio.VeraSanchez@sjsu.edu
Kamryn Clarke wrote:

Dear Professor Vera Sanchez,

I met again with _____ from your Sociology 152 class on February 16.
_____ gave me permission to contact you regarding her session in the Writing Center.

During our 30-minute session, _____ and I worked on her paper about the second half of Malcolm X's autobiography. She was pleased with her grade on the first paper, so she felt good about the progress she is making. We worked mostly on clarity of her ideas and ways to express those ideas succinctly. She mentioned having difficulty finding points with which she disagreed, so she focused on the connections and disparities between Malcolm X's day and today.

If you have any questions, feel free to contact me at this email address or in the Writing Center at 924-2308.

Sincerely,
Kamryn Clarke

B. Reply from the Instructor to the Writing Specialist:

From: **Claudio Vera Sanchez** Claudio.VeraSanchez@sjsu.edu
Date: Tue, Feb 16, 2010 at 12:55 PM

Dear Kamryn,

I want to thank you, and all your Writing Specialists, for enhancing the writing abilities of SJSU students. Every student that I have sent has reported overall positive experiences, e.g. rave about the friendly writing specialists, and their writing abilities vastly improve in comparison to their non-attending peers. Thank you for teaching our SJSU students one of the most important and timeless skills that they will ever possess.

Sincerely,
Dr. Claudio G. Vera Sanchez, Assistant Professor
Department of Sociology

(Continued next page)

From: Kamryn Clarke clarke.kamryn@gmail.com

Date: Wednesday, February 17, 2010, 9:24 PM

Dear Dr. Vera Sanchez,

I would like to thank you for your words of encouragement. I passed your kind message along to my superiors, and they were thrilled to receive such positive reinforcement for what we do at the Writing Center. We in the Writing Center strive to make a positive difference in the skills and confidence of our tutees, and it is nice to know that we are accomplishing what we set out to do.

Sincerely,

Kamryn Clarke and the Writing Center staff

A. Follow-up email from the Writing Specialist to the Instructor

At 03:45 PM 2/11/2010, Georgia Saratsiotis wrote:

Dear Dr. Andre,

My name is Georgia, and I am a Writing Specialist at the SJSU Writing Center. I worked with _____ from your ISE 212 course on February 11th.

_____ has given me permission to contact you regarding this visit to the Writing Center.

During our half-hour appointment, we read through _____'s paper, revising several sentences to improve clarity. I also gave him some tips on how to improve the clarity of his sentences when he is writing on his own. _____ asked me if there are any books that can help him with this, so I suggested a handbook that might help.

I recommended that _____ return to the Writing Center to revise all of his writing before submitting it.

Please let me know if you have any questions by emailing me at this address or calling the Writing Center at 408-924-2308.

Sincerely,
Georgia Saratsiotis
Writing Center Specialist

B. Reply from the Instructor to the Writing Specialist:

From: Anthony D. Andre, Ph.D., CPE

Georgia, thank you! I have referred a few of my students to your wonderful staff. I agree with your approach and I deeply appreciate the help and confidence you provide these students, for which English is their 2nd language.

Tony

A. Follow-up email from the Writing Specialist to the Instructor

From: Fabio Coelho fabiooliveiracoelho@gmail.com
To: john.engell@sjsu.edu
Date: 03/15/2010 02:16 PM
Subject: Writing Center - _____, English 1B

Dear Professor Engell,

My name is Fabio Coelho, and I am a writing specialist at the Writing Center in Clark Hall. I worked with your student _____ from your English 1B course on March 15. _____ has given me permission to contact you regarding his visit to the Writing Center.

During the 30-minute appointment we worked on _____'s paper for your class. We focused on issues of sentence clarity, sentence focus, pronoun use, and verb tense usage. _____ asked good questions, and he was very interested in improving his text. I suggested he come back for a session about rewriting sentences to improve clarity.

I am writing to let you know of this tutoring session. If you have any questions concerning the visit, or would like us to cover any particular writing issues, please let me know.

Sincerely,
Fabio Coelho
Writing Center Specialist

B. Reply from the Instructor to the Writing Specialist:

From: **John F Engell** John.Engell@sjsu.edu
Date: Thu, Mar 18, 2010 at 2:24 PM

Dear Fabio,

I'm sorry to take so long to get back to you, but I want to thank you for the email and for the help you are giving _____. He is a student who never misses a class or an assignment. He has some serious problems with sentence clarity and with sentence-level errors, but he is most willing to work and to admit his problems.

I look forward to hearing more about the help _____ is receiving at the Writing Center.

Sincerely,
John Engell, Professor & Chair

A. Follow-up email from the Writing Specialist to the Instructor

From: Fabio Coelho fabiooliveiracoelho@gmail.com
To: john.engell@sjsu.edu
Date: 04/06/2010 12:32 PM
Subject: Writing Center - ____ ____, English 1B

Dear Professor Engell,

My name is Fabio Coelho, and I am a writing specialist at the Writing Center in Clark Hall. I worked with your student ____ ____ from your English 1B course on April 6. ____ has given me permission to contact you regarding his visit to the Writing Center.

During the 30-minute appointment we worked on the second half of his English 1B essay. ____'s ideas in the paragraphs we revised were clear and organized, but he had problems with singular and plural nouns throughout his essay. We talked briefly about singular and plural forms of nouns in English and when to use them. I also noticed that the transitions from the author's quotes into his own writing were either abrupt or incorrect, and we revised them. I suggested ____ schedule other sessions so we keep taking about plurals and address issues of article usage.

I am writing to let you know of this tutoring session. If you have any questions concerning the visit, or would like us to cover any particular writing issues, please let me know.

Sincerely,
Fabio Coelho
Writing Center Specialist

B. Reply from the Instructor to the Writing Specialist:

From: John F Engell John.Engell@sjsu.edu
Date: Wednesday, April 7, 2010, 11:11 AM

Dear Fabio,

Thank you very much. ____ is improving but continues to have significant sentence-level issues. I greatly appreciate the help you are giving him. Every time I see ____, I remind him to keep seeking assistance at the Writing Center.

Sincerely,
John Engell, Professor & Chair