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Acknowledgements

We would like to thank Maureen Scharberg, Associate Vice President of Student Academic Success Services, for her endless mentoring and understanding. Through her vision, the Writing Center has been able to grow and to continue serving a wide audience.

We would also like to thank the Provost’s Office for crucial logistical services during 2011-2012. In particular, we would like to thank Provost Ellen Junn for her support and Associate Provost Charles Whitcomb for his advice and guidance. The Writing Center operated smoothly because of the expertise and assistance of the Provost’s Office.

Appreciation goes to Deborah Briese for the administrative support she gave the Writing Center. Support and encouragement also came from the Writing Requirements Committee, the College of Humanities, and the Department of English and Comparative Literature.

Much credit goes to Andrew Tucker, Writing Center Administrative Assistant and former Writing Specialist, for preparing the annual report. He compiled a massive amount of data, made charts, and formatted all of the documents.

We would also like to acknowledge some of the outstanding accomplishments of our Writing Specialists. Four Writing Specialists graduated this year: Crystle Bruno (MA English), Marissa Cerros (BA Art History), Peter Gambrill (MA English), and Andrew Tucker (BA English). Three Writing Specialists were offered internships for the summer: Cassia Homann (human resources), Michael Panelli (law), and Daniel Scarpa (grant writing).

We would also like to thank Gloria Collins who worked tirelessly on a crucial assessment project as our Faculty-in-Residence. Lastly, we would like to thank Jan Hagemann for the five and a half years she dedicated to the Writing Center as a Faculty-in-Residence. Her commitment to her students and co-workers deserves recognition, and her constant smile and unmatched positivity will be missed.

Linda C. Mitchell, Director
Michelle Hager, Associate Director
Introduction

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.

Learning Outcomes
Students who use the Writing Center will
• improve their written communication skills in university classes and in the professional world.
• understand that writing is a complex process.
• engage in critical thinking.
• critique drafts of their writing assignments.
• understand grammatical concepts.
• develop ideas to support a focused thesis statement.
• cite sources appropriately (both in-text and in end citations).
• understand rhetorical strategies.
• become more comfortable with writing.
• gain confidence in their writing abilities.
• create outlines to organize complex ideas.
• learn to manage their time effectively.
• develop and maintain a writing style that is appropriate to academic audiences.
• write clearly and concisely.
• develop productive relationships with writing experts.

Writing Specialists who work in the Writing Center will
• develop and teach workshops based on strong pedagogical techniques (e.g., scaffolding, sequencing, and modeling).
• write Homegrown Handouts for the Writing Center website that are based on strong pedagogical techniques (e.g., scaffolding, sequencing, and modeling).
• learn professional skills by sending professors follow-up emails about their students’ tutoring sessions.
• refine their oral and written communication skills.
• help others understand that writing is a complex process.
• encourage critical thinking among tutees.
• learn how to help students critique drafts of writing assignments.
• be able to teach and explain grammatical concepts.
• be able to explain coherent and concise writing techniques, organization and development of essays, MLA and APA documentation, rhetorical strategies, time management, and appropriate writing styles.
• have the skills to help tutees build and refine resumes.
Writing Center Report 2011-2012

Staff

Director: Linda C. Mitchell

Associate Director: Michelle Hager

Faculty-in-Residence:
Janet Hagemann, Justice Studies
Gloria Collins, English

Writing Specialists:
Crystle Bruno          Sarah Andersen          Marissa Cerros
Peter Gambrill        Michael Panelli         Andrew Tucker
Daniel Scarpa          Fatima Hussain          Jessy Goodman

Assistant Writing Specialists:
Nicholas Chu           Cassia Homann
Samantha Clark         
John Linford

Administrative Assistant:
Andrew Tucker
Student Use of the Writing Center
During AY 2011-2012, the Writing Center served a student population of approximately 29,076 students. Our Writing Specialists met one-on-one with 1,210 students who made a total of 4,215 appointments. Writing Center appointments are 30 minutes, although in some cases graduate students and students registered with the Disability Resource Center receive 60-minute appointments.

The Writing Center serves students of all levels, though its original objective was assisting upper-division and graduate level students. Though the Center continues to serve primarily upper-division and graduate students, our Assistant Writing Specialist program has allowed us to work with more lower-division students in the last academic year.

Appointments at the Writing Center
The Writing Center has made every effort to maximize the available appointments for students. The no-show policy was put into effect to encourage students to be conscientious about notifying the Writing Center if they are not going to be present for a scheduled appointment. This policy prevents students from making appointments online who have missed more than two scheduled appointments during a semester. The result of this policy is that most students have been very courteous about contacting the Writing Center if they are going to be late or miss an appointment.

For those few appointments not cancelled in advance, the Writing Center has a drop-in policy whereby students hoping to get an appointment are placed on a first come, first served waiting list. If a student fails to arrive for his or her scheduled appointment on time, a drop-in student gets that appointment.
**Tutoring Session Evaluations**
At the end of each tutoring session at the Writing Center, tutees are asked to complete a three-question survey evaluating their experience. The questions cover the client’s satisfaction, the level of progress made during the session, and the student’s intention to return to the Writing Center. Each response is recorded numerically on a 0 to 10 scale, with 10 being the best possible response. Below is an example of a completed evaluation form.

![Example of a tutoring session evaluation form](image)

At the end of each day, the Writing Center administrator inputs each tutor’s numerical scores into an Excel spreadsheet. Tutors are periodically given printouts of their scores, which are also kept on file. This allows the Writing Center to monitor student feedback and to strive for the highest possible level of service.

**Writing Center Services Surveys**
Upon their initial visit to the Writing Center, all new clients are asked to complete a four-question, short answer survey regarding Writing Center services. These surveys are intended to provide the Writing Center with more detailed feedback and specific suggestions from students. Clients indicate what they are and/or are not getting from the Writing Center, as well as what they want from and what they feel could be improved about our services. Below is an example of a completed survey.

![Example of a writing center services survey](image)

Similarly to tutoring session evaluations, responses to survey questions are kept in a spreadsheet. If a client makes a suggestion or voices an issue, we do what we can to correct it.
Statistics
Statistics at a Glance
February 2007 – May 2012

<table>
<thead>
<tr>
<th>Writing Center Statistical Data</th>
<th>AY 2011-2012</th>
<th>Lifetime statistics Feb.'07-May’12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of appointments</td>
<td>4,215</td>
<td>22,288</td>
</tr>
<tr>
<td>Number of Clients</td>
<td>1,210</td>
<td>5,932</td>
</tr>
</tbody>
</table>

### Number of Clients by Standing

<table>
<thead>
<tr>
<th>Number of Clients by Standing</th>
<th>AY 2011-2012</th>
<th>Lifetime statistics Feb.'07-May’12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>281</td>
<td>973</td>
</tr>
<tr>
<td>Sophomore</td>
<td>96</td>
<td>508</td>
</tr>
<tr>
<td>Junior</td>
<td>351</td>
<td>1,525</td>
</tr>
<tr>
<td>Senior</td>
<td>267</td>
<td>1,552</td>
</tr>
<tr>
<td>Graduate student</td>
<td>212</td>
<td>1,124</td>
</tr>
<tr>
<td>Not stated</td>
<td>1</td>
<td>232</td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>2</td>
<td>17</td>
</tr>
</tbody>
</table>

### Number of Appointments by Standing

<table>
<thead>
<tr>
<th>Number of Appointments by Standing</th>
<th>AY 2011-2012</th>
<th>Lifetime statistics Feb.’07-May’12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>790</td>
<td>2,454</td>
</tr>
<tr>
<td>Sophomore</td>
<td>266</td>
<td>1,144</td>
</tr>
<tr>
<td>Junior</td>
<td>1,071</td>
<td>5,001</td>
</tr>
<tr>
<td>Senior</td>
<td>900</td>
<td>5,126</td>
</tr>
<tr>
<td>Graduate student</td>
<td>1,039</td>
<td>5,086</td>
</tr>
<tr>
<td>Not stated</td>
<td>1</td>
<td>957</td>
</tr>
</tbody>
</table>

### Appointments by College

<table>
<thead>
<tr>
<th>Appointments by College</th>
<th>AY 2011-2012</th>
<th>Lifetime statistics Feb.'07-May’12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences &amp; Arts</td>
<td>1,382</td>
<td>5,551</td>
</tr>
<tr>
<td>Business</td>
<td>755</td>
<td>3,409</td>
</tr>
<tr>
<td>Education</td>
<td>452</td>
<td>1,414</td>
</tr>
<tr>
<td>Engineering</td>
<td>465</td>
<td>2,023</td>
</tr>
<tr>
<td>Humanities</td>
<td>442</td>
<td>2,355</td>
</tr>
<tr>
<td>Science</td>
<td>309</td>
<td>1,102</td>
</tr>
<tr>
<td>Social Science</td>
<td>550</td>
<td>2,650</td>
</tr>
<tr>
<td>Undeclared</td>
<td>251</td>
<td>1,774</td>
</tr>
</tbody>
</table>
Note: Appointments do not necessarily indicate the number of students, as many of our clients make multiple appointments.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Appointments</th>
<th>Percentage of Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>790</td>
<td>19%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>266</td>
<td>6%</td>
</tr>
<tr>
<td>Junior</td>
<td>1071</td>
<td>25%</td>
</tr>
<tr>
<td>Senior</td>
<td>900</td>
<td>21%</td>
</tr>
<tr>
<td>Graduate</td>
<td>1039</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Appointments</th>
<th>Appointments Per Client</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>281</td>
<td>4.3</td>
</tr>
<tr>
<td>Sophomore</td>
<td>96</td>
<td>12.6</td>
</tr>
<tr>
<td>Junior</td>
<td>351</td>
<td>3.4</td>
</tr>
<tr>
<td>Senior</td>
<td>267</td>
<td>4.5</td>
</tr>
<tr>
<td>Graduate</td>
<td>212</td>
<td>5.7</td>
</tr>
</tbody>
</table>
Appointments by Gender AY 2011-2012

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of Clients</th>
<th>Number of Appointments</th>
<th>Appointments per Client</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>406</td>
<td>1,132</td>
<td>2.8</td>
</tr>
<tr>
<td>Female</td>
<td>720</td>
<td>2,511</td>
<td>3.5</td>
</tr>
<tr>
<td>Unspecified</td>
<td>84</td>
<td>572</td>
<td>6.8</td>
</tr>
</tbody>
</table>
Appointments by College and Major
The following charts provide a graphic representation of the number of appointments made by students from each college. Note that “Appointments” do not necessarily indicate the number of students. In many cases, one student will make multiple appointments. For example, Nursing had 144 appointments during this time period. Those appointments may have been made by twelve students who made twelve appointments each.
College of Humanities and the Arts

- Dance
- Creative Arts
- Art Education
- Spatial Arts
- Graphic Design
- Industrial Design
- Animation/Illustration
- Liberal Studies
- Philosophy
- Humanities
- World Languages and Literatures

College of Science

- Forensic Science
- Science Education
- Physics and Astronomy
- Meteorology and Climate Science
- Mathematics Education
- Mathematics
- Geology
- Computer Science
- Chemistry
- Biological Sciences

Legend:
- Spring 2012
- Fall 2011
- Summer 2011
**Languages Spoken by Writing Center Clients**
The demographic data for students using the Writing Center indicates that many of our tutees identify themselves as English speakers. However, of the students who used the Writing Center during AY 2011-2012, 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.
## Clients by Language

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of Clients</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amharic</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>Arabic</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Bengali</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Burmese</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Cantonese</td>
<td>59</td>
<td>5%</td>
</tr>
<tr>
<td>English</td>
<td>542</td>
<td>45%</td>
</tr>
<tr>
<td>Farsi</td>
<td>31</td>
<td>3%</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Gujarati</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>Hindi</td>
<td>16</td>
<td>1%</td>
</tr>
<tr>
<td>Hmong</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Indonesian</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Japanese</td>
<td>19</td>
<td>2%</td>
</tr>
<tr>
<td>Kannada</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Korean</td>
<td>26</td>
<td>2%</td>
</tr>
<tr>
<td>Malayalam</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Mandarin</td>
<td>69</td>
<td>6%</td>
</tr>
<tr>
<td>Nepali</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>32</td>
<td>3%</td>
</tr>
<tr>
<td>Panjabi</td>
<td>13</td>
<td>1%</td>
</tr>
<tr>
<td>Pashtun</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Russian</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>Sindhi</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Spanish</td>
<td>168</td>
<td>14%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>36</td>
<td>3%</td>
</tr>
<tr>
<td>Tamil</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>Telugu</td>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>Thai</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Tigrina</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Turkish</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>117</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Note:** Percentages listed above are rounded to the nearest whole number.
Ethnicities of Writing Center Clients

The Writing Center supports the goal of the university to increase retention and graduation rates through the outstanding tutoring and workshops we provide. In its Vision 2010 report, San José State University targeted under-represented minority students (URMs) who were most at risk of dropping out and committed to increasing their retention and graduation rates.

In 2009, the Writing Center began tracking the ethnic backgrounds of the Writing Center clientele to identify how many URMs are utilizing the Writing Center. Our initial data indicated that the URM population was severely under-represented in the Writing Center. We made a concerted effort to encourage more of these students to come to the Writing Center, and our efforts were successful. The number of African-American students visiting the Writing Center more than doubled, from 40 to 88 this year, and the number of Hispanic visitors increased from 123 to 245.

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 for the university to provide access to the tools these students need to be successful. A key factor in these students’ lack of academic success may be linked to poor writing skills.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Specified</td>
<td>116</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>245</td>
<td>20%</td>
</tr>
<tr>
<td>African-American</td>
<td>88</td>
<td>7%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>497</td>
<td>41%</td>
</tr>
<tr>
<td>Foreign National</td>
<td>49</td>
<td>4%</td>
</tr>
<tr>
<td>White</td>
<td>210</td>
<td>17%</td>
</tr>
</tbody>
</table>

Note: Percentages listed above are rounded to the nearest whole number.
The AANAPISI Grant
The AANAPISI Grant
http://www.sjsu.edu/aanapisi/

Overview
San José State has received a $2 million grant over five years from the U.S. Education Department to improve student writing skills. San José State University has been recognized as an Asian American Native American Pacific Islander Serving Institution (AANAPISI) by the United States Department of Education. This project is under the direct supervision of the SJSU Provost and has been integrated into campus-wide efforts to improve the retention and graduation rates of URM students. The Project Director for the AANAPISI Grant is Dr. Maureen Scharberg.

Dr. Mitchell and two Writing Specialists (Michael Panelli and Fatima Hussain) serve on the Writing Excellence Advisory Committee for the AANAPISI Grant. The Writing Center has two significant roles in the grant, as described below.

Professional Development Writing Workshops for Faculty
The goal of the AANAPISI Faculty Writing Workshops is to improve the quality of writing instruction across the campus. Upon completion of the workshops, faculty will be able to use teaching techniques that are immediately transferrable to their classrooms. Faculty members who are selected to participate in a workshop attend a full day of instruction about the teaching of writing, and then they create their own practical lesson plans that can be used in the classroom. On day two, they present these lessons, during which time they receive feedback from their peers and the workshop facilitators. Completed lessons are refined and posted online for other instructors to use in their classes. On January 20, Dr. Linda C. Mitchell and Ms. Michelle Hager conducted the first workshop session for nine faculty members. The selected faculty members were from the Departments of English, Linguistics and Language Development, Secondary Education, Educational Leadership, and Meteorology and Climate Science. The nine participants were split into two cohorts: one cohort presented lessons on February 10, and the other cohort presented on March 2. Dr. Mitchell and Ms. Hager administered surveys for assessment to the faculty participants and received overwhelmingly positive feedback about the high quality of the workshop, with multiple instructors stating that the workshop was so powerful that it changed their instructional techniques. Workshops continue to be scheduled approximately every three months.

Writing Center Specialists
Additional student Writing Specialists have been hired for the spring 2012 to meet the demand for writing appointments. Crystle Bruno, a Teaching Assistant for freshman composition and a Writing Specialist in the Writing Center, has been appointed to provide student workshops on such topics as articles, plurals, essay prompts, the writing process, paragraph development, and verb tenses (the most common errors in the writing of non-native students). Crystle is focusing on English 1B (Composition 2), English 7 (Critical Thinking) and English 100A (Upper Division Writing Preparation—designed for students who have failed the Writing Skills Test). English 100A courses have been the main focus of her workshops because these courses largely contain the demographic being targeted by this grant in addition to representing a population who is in desperate need of writing instruction.
Workshops & Outreach Activities
Writing Center 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, the Associate Director, or the Director of the Writing Center.

Workshop Topics
This year we offered 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
- Body Paragraphs
- Common Grammar and Punctuation Errors
- Essay Prompts and Time Management
- The GLYFADA Method: A Writing Process for Successful Papers
- Learning Styles
- Muscle Verbs for Good Writing: Avoiding Nominalization
- Paraphrasing
- Punctuation
- Revising for Clarity: Subjects and Their Verbs
- Selecting, Integrating, and Analyzing Source Material
- Transitions
- Trimming the Fat: Writing Concisely and Avoiding Wordiness
- Writing under Pressure: Time Management
- WST Workshop

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 the workshop to others. Students appreciate the small class sizes and the in-depth presentations.

Custom Workshops
In some cases, faculty make specific requests for customized workshops to be presented in their classrooms. This year we presented custom workshops in both graduate and undergraduate classes on grammar and mechanics, APA style, learning styles, and the writing process.

Faculty Workshops
In spring 2012, the Writing Center introduced a series of Faculty Writing Workshops under the AANAPISI grant. These workshops, conducted by Writing Center faculty and staff, are intended to improve the quality of writing instruction across the curriculum at San Jose State. For more detailed information, please refer to the section titled “The AANAPISI Grant” on page 19.
Horace Mann Fifth Grade Class Field Trip
In October 2011, the Writing Center collaborated on an event with Horace Mann Elementary School. Former Writing Specialist Fabio Coelho is a fifth grade instructor for bilingual students at Horace Mann, and in October 2011, he brought approximately 40 students to the San José State University campus. Associate Director of the Writing Center, Michelle Hager, coordinated the visit.

When the students arrived on campus, Dr. Maureen Scharberg did a “fortune-telling fish” activity with the students. Assistant Writing Specialist Samantha Clark then gave the students a tour of the SJSU Campus Garden Collective, which is located outside Clark Hall and run by the student organization Growing Roots of Wellness (GROW); she also provided background information about the on-campus statues of Olympians John Carlos and Tommie Smith.

After these introductory activities, Assistant Writing Specialists Samantha Clark, Fatima Hussain, Michael Panelli, and Nick Chu conducted writing workshops for these fifth grade students on the topics of comma use and proper capitalization. At the conclusion of the workshop sessions, the students returned to the Writing Center to pick up “goody bags.”

The program was created to give Horace Mann Elementary School students a chance to experience the university environment, with the hope that they will be more interested in attending college after they graduate from high school.

The SJSU Office of Public Affairs created a video about this event, which is posted on the official SJSU YouTube page: http://www.youtube.com/watch?v=we_pOn6A_Kk&feature=plcp.

Health Science Reunion
In spring of 2012, Samantha Clark and Daniel Scarpa participated in the reunion for the Health Science Department. They made three 50-minute presentations during “breakout sessions.” The Writing Specialists began each presentation by discussing the resources offered by the Writing Center, and then they performed a condensed workshop about a particular writing topic.

International Gateways Workshop
At the beginning of the spring 2012 semester, the Administrative Support Assistant, Andrew Tucker, developed and conducted a workshop for more than 30 of San José State’s incoming international students participating in the International Gateways program. Andrew’s workshop, titled “Writing Expectations in American Universities,” detailed some of the common conventions of writing in the United States and compared them to the conventions of the participants’ home countries. International Gateways instructors commented that the workshop was successful in “addressing tricky/ambiguous writing concerns clearly and confidently.”
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. During these presentations, Writing Specialists explain how to sign up for an appointment. Additionally, they 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; however, in some cases, faculty will bring their students to the Writing Center for a tour. Writing Specialists presented more than 20 house calls in AY 2011-2012.

GADWAY Tutoring
Starting in the summer of 2011, the Writing Center established a partnership with GADWAY, the on-campus tutoring center for SJSU athletes. Tutors Daniel Scarpa and Michael Panelli dedicated a portion of their Writing Center time to working specifically with the student athletes at the university. Although this tutoring was conducted off-site, sessions followed the same protocol as appointments conducted in the Writing Center.

Workshop Statistics
The Writing Center keeps a detailed log of all workshops conducted by its faculty and staff. Over the course of the past year, the Writing Center conducted 56 workshops with a cumulative attendance of 826 students. The charts on the following pages provide a visual representation of how many times each workshop was conducted and how many students attended each workshop. They also highlight the average feedback score received for each workshop.
## AY 2011-2012 Writing Center Workshop Attendance

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Number of Times Presented</th>
<th>Total Number of Attendees</th>
<th>Average Feedback Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing Essay Prompts</td>
<td>3</td>
<td>27</td>
<td>95.25%</td>
</tr>
<tr>
<td>Basic APA Style</td>
<td>7</td>
<td>114</td>
<td>94.83%</td>
</tr>
<tr>
<td>APA Style: Creating a Reference Page</td>
<td>2</td>
<td>23</td>
<td>94.25%</td>
</tr>
<tr>
<td>APA Style: In-text Citations</td>
<td>2</td>
<td>19</td>
<td>95.69%</td>
</tr>
<tr>
<td>Basic Latin and Greek Roots</td>
<td>4</td>
<td>78</td>
<td>97.17%</td>
</tr>
<tr>
<td>Body Paragraphs</td>
<td>4</td>
<td>80</td>
<td>94.42%</td>
</tr>
<tr>
<td>Common Grammar and Punctuation Errors</td>
<td>13</td>
<td>205</td>
<td>94.59%</td>
</tr>
<tr>
<td>Essay Prompts and Time Management</td>
<td>2</td>
<td>18</td>
<td>91.38%</td>
</tr>
<tr>
<td>The GLYFADA Method: A Writing Process for Successful Papers</td>
<td>1</td>
<td>17</td>
<td>94.25%</td>
</tr>
<tr>
<td>Muscle Verbs for Good Writing: Avoiding Nominalization</td>
<td>4</td>
<td>44</td>
<td>96.36%</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>1</td>
<td>20</td>
<td>99.00%</td>
</tr>
<tr>
<td>Punctuation</td>
<td>2</td>
<td>21</td>
<td>92.85%</td>
</tr>
<tr>
<td>Revising for Clarity: Subjects and Their Verbs</td>
<td>1</td>
<td>18</td>
<td>82.75%</td>
</tr>
<tr>
<td>Selecting, Integrating, and Analyzing Source Material</td>
<td>2</td>
<td>22</td>
<td>83.47%</td>
</tr>
<tr>
<td>Transitions</td>
<td>1</td>
<td>19</td>
<td>91.75%</td>
</tr>
<tr>
<td>Trimming the Fat: Writing Concisely and Avoiding Wordiness</td>
<td>4</td>
<td>54</td>
<td>95.11%</td>
</tr>
<tr>
<td>Writing under Pressure: Time Management</td>
<td>2</td>
<td>33</td>
<td>87.00%</td>
</tr>
<tr>
<td>WST Workshop</td>
<td>1</td>
<td>14</td>
<td>93.75%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>56</strong></td>
<td><strong>826</strong></td>
<td><strong>Avg = 92.99%</strong></td>
</tr>
</tbody>
</table>
AY Year 2011-2012 Writing Center Workshop Attendance

- Total Number of Attendees
- Number of Times Presented

- WST Workshop
- Writing under Pressure: Time Management
- Trimming the Fat: Writing Concisely and Avoiding Wordiness
- Transitions
- Selecting, Integrating, and Analyzing Source Material
- Revising for Clarity: Subjects and Their Verbs
- Punctuation
- Paraphrasing
- Muscle Verbs for Good Writing: Avoiding Nominalization
- The GFXADA Method: A Writing Process for Successful Papers
- Essay Prompts and Time Management
- Common Grammar and Punctuation Errors
- Body Paragraphs
- Basic Latin and Greek Roots
- APA Style: In-text Citations
- APA Style: Creating a Reference Page
- Basic APA Style
- Analyzing Essay Prompts
Writing Center Online Presence
Writing Center Website

The Writing Center website (http://www.sjsu.edu/writingcenter) is used by students, faculty, staff, and others who are interested in our services or online writing resources. All our tutoring appointments are made online through our WCOnline reservation system. The direct link to make appointments is http://sjsu.mywconline.com. Students also register for writing workshops through our website.

All San José State University websites transitioned from using WebCMS to OU Campus (Content Management Systems). Our renovated website went live in April of 2012.

The Writing Center website offers information about our services, policies, workshops, faculty and staff, faculty projects, and employment at the Writing Center. We also post links to a variety of writing resources, including our “Homegrown Handouts,” original documents on various writing topics created by our Writing Specialists and Assistant Writing Specialists.

The website receives heavy traffic, and between June 2011 and June 2012, the daily average for “visitor sessions” was 407 per day. Urchin Web Analytics tracks our website statistics, and “A ‘Session’ is defined as a series of clicks on your site by an individual visitor during a specific period of time. A ‘Session’ is initiated when the visitor arrives at your site, and it ends when the browser is closed or there is a period of inactivity.”

In the same period of time, the daily average for “hits” was 1,384, and the daily average for “pageviews” was 1,043. “Hits” and “pageviews” both relate to quick views of the Writing Center website (or any subsite within the Writing Center site), which explains why the numbers are significantly higher than the lengthier “sessions.” The summary chart and calculation methodology below outline the statistics for our website.

| Report: Summary - Writing Center |  |
| Date Range: 06/01/2011 - 06/03/2012 |  |
| Total Sessions | 150,127.00 |
| Total Pageviews | 384,925.00 |
| Total Hits | 510,844.00 |
| Average Sessions Per Day | 406.85 |
| Average Pageviews Per Day | 1,043.16 |
| Average Hits Per Day | 1,384.40 |
| Average Pageviews Per Session | 2.56 |
| Average Hits Per Session | 3.40 |
| Average Length of Session | 00:05:21 |
Calculation Methodology

- Session: A series of hits to your site over a specific period of time by one visitor.
- Pageview: A request to the web server by a visitor's browser for any web page; this excludes images, javascript, and other generally embedded file types.
- Hit: Any successful request to a webserver from a visitor's browser.

Urchin 5 © Urchin Software Corporation

Online Resource Materials (Homegrown Handouts)
The Writing Center “Homegrown Handouts” are often downloaded by visitors to our website. We currently have 58 original “Homegrown Handouts” posted online. The following handouts were downloaded the most frequently by visitors to our site:

- “Transitive and Intransitive Verbs” (12,416 hits)
- “Subordinating Conjunctions in Complex Sentences” (11,603 hits)
- “Comparing/Contrasting – Essay Planning” (6,523 hits)
- “Argumentation: Premises and Conclusions” (3,482 hits)
- “Coordinating Conjunctions (FANBOYS)” (3,333 hits)
- “Appositives (Restrictive and Non-Restrictive)” (3,160 hits)
- “Independent Clauses in Compound Sentences” (3,140 hits)

Facebook and Twitter
The Writing Center launched its Facebook business page last year, and it has continued to grow successfully. There are 259 individual “fans” of the Writing Center Facebook page; in addition, many other writing centers, corporations, local businesses, etc. have “liked” our official page. These pages include “The Cal Poly Writing & Rhetoric Center,” “University of Miami Honor Council,” “Santa Clara County Poet Laureate,” “International Center for Academic Integrity,” “Edison State College Oral Communication Center,” “The Writing Center at George Mason University,” “The Writing Centre, Saint Mary’s University,” “OKState Writing Center,” and “University of Alabama Writing Center,” among many others.

At the end of January 2012, the Writing Center launched its Twitter page. The page currently has 53 followers.

Both of these social media outlets give the Writing Center the valuable opportunity to publicize its services and to communicate with others in the larger community.
Writing Center Personnel
Linda C. Mitchell, Director

- Selected as a fellow in the Salzburg Program and will attend the Global Seminar in Salzburg in July 2012
- Functions as one of four principles in the $2 million AANAPISI (Asian American Native American Pacific Islander Serving Institution) grant awarded from the U.S. Department of Education; teaches faculty workshops for the grant, along with Michelle Hager, to help professors improve the teaching of writing across the curriculum
- Oversees the general functioning of the Writing Center
- Reads, along with Michelle Hager, all follow-up emails from Writing Specialists to professors
- Responds to faculty writing projects
- Maintains the Writing Specialist program for upper-division and graduate Writing Specialists, including the hiring, training, and supervising of employees
- Taught seven workshops for the Writing Center: “Vocabulary Building with Greek and Latin Roots,” “A Formulaic Writing Process,” and “Three Techniques That Change Your Writing Forever”
- Mentors Writing Specialists as they create and present workshops with knowledge-based content and pedagogy
- Mentors Writing Specialists as they create and revise their Homegrown Handouts for the Writing Center website
- Works with students on graduate research projects and serves on a graduate thesis committee; coaches students in writing conference abstracts, guides them in preparing conference papers, advises students on Ph.D. programs, and teaches students how to write statements of purpose; acts as a responder to professional papers from faculty
- Works with Michelle Hager to update the employee manual and training manual for all Writing Center student employees and for the Writing Center admin
- Observes classes for English faculty and writes peer reviews
- Serves on the University Writing Requirements Committee; the University Scholarship and Awards Committee; Student Academic Success Services Committee; the AANAPISI Executive Board; the English Department Rank, Tenure, and Promotion Committee; the Composition committee, and the English Department Publicity Committee
- Tracks former Writing Specialists for their professional accomplishments
- Continues to be an active researcher at the Henry H. Huntington Library (Pasadena), the William Andrews Clark Library (UCLA), the British Library (London), and the Folger Shakespeare Library (Washington, D.C.)
- Held five writing workshops at West Coast World Martial Arts
- Serves on the Nominating Committee for the International Society of the History of Rhetoric
- Attended AccuVision Conference, London 2011, an organization bringing small business practices and support to developing countries
- Volunteers for Fabretto Children’s Foundation in Nicaragua
- Published two articles


- Maintains professional memberships in the International Milton Society, the International Society for the History of Rhetoric, the North American Dictionary Society, and the Renaissance Society of America
- Continues to train for 4th degree black belt in mixed martial arts

**Michelle Hager, Associate Director**

- Was named the 2011 "Lecturer of the Year" in the Department of English & Comparative Literature
- Sat on the Recruitment Committee for LARC (Learning Assistance Resource Center) Writing and Math Learning Specialists
- Coordinated basic punctuation workshops for fifth grade students from Fabio Coelho’s class at Horace Mann Elementary School
- Upgraded the Writing Center website using the new OUCampus system
- Taught seven workshops for the Writing Center, all on the topic of “Common Grammar and Punctuation Errors”
- Began a project to track the accomplishments of former Writing Specialists
- Completed training courses for multiple administrative duties, including purchasing and payroll tasks
- Interviewed prospective single-subject teaching credential candidates in the Department of English & Comparative Literature
- Acted as a table leader for the composition holistic grading sessions in the Department of English & Comparative Literature
- Maintains the Writing Center Twitter account with temporary administrative assistant, Andrew Tucker
- Belongs to the National Council for Teachers of English
- Updates the Writing Center website and Facebook business page regularly
- Maintains the Assistant Writing Specialist program for lower-division tutors, including the hiring, training, and supervising of employees
- Updates the employee manual and training manual for all Writing Center student employees and also updates the binder for the Writing Center administrative assistant
- Tracks website data using Urchin Web Analytics
- Teaches faculty workshops, along with Dr. Linda Mitchell, for the $2 million AANAPISI (Asian American Native American Pacific Islander Serving Institution) grant awarded to
SJSU from the U.S. Department of Education to help professors improve the teaching of writing across the curriculum

- Mentors multiple students and helps them with class work and workplace writing; helps students locate internship opportunities in the fields of professional editing and/or technical writing; brings in professional speakers from major corporations to broaden the professional development of students interested in editing and/or technical writing

Gloria Collins, Faculty-in-Residence

- Tracked 100A students through 100W; will present results to the Writing Requirements Committee
- Presented four workshops per semester for the Writing Center on “Analyzing Essay Prompts” and “Writing under Pressure”
- Presented a special “Writing Under Pressure” workshop for Pauline Le at LARC for her Writing Skills Test mini-course (spring 2012)
- Advised Tom Reisz about holistic scoring for the “Early Start” summer program
- Advised the Writing Specialist at LARC, Pauline Le, throughout the year about writing instruction
- Supervised Writing Specialists, Assistant Writing Specialists, and tutees
- Covered Writing Center reception desk as necessary
- Served on the Composition Committee and Policy Committee in the English Department
- Served as Table Leader for holistic grading sessions in the English Department
- Coordinated the Writing Skills Test at SJSU, a junior writing test given six times a year
- Served on University Writing Requirements Committee; served on a sub-committee for the 100A course
- Interviewed prospective teaching credential candidates for the Department of English and Comparative Literature
- Acts as faculty adviser to the Gastronomy Club at SJSU
- California Faculty Association (CFA) Executive Board chapter secretary at SJSU; union activist
- Acts as a volunteer peer-mentor for new faculty in the English Department
- Coordinates the London Meadow Poetry Workshop
- Was invited to read for SJSU’s annual Legacy of Poetry Day, held every April

Janet Hagemann, Faculty-in-Residence

- Served as Faculty-in-Residence with the Writing Center since it opened in February 2007
- Wrote the Writing Center year-end reports for AY 2007, 2008, 2009, and 2010
• Created and presented several Writing Center workshops: “APA Style Basics,” “APA References,” and “APA In-text Citations”
• Created and presented several custom APA workshops for Professor Larry Sokoloff in Political Science and for Justice Studies Lecturers Jackye McClure, Phil Carr, and Harold Peterson
• Coordinated a workshop with Financial Aid on how to write personal statements for scholarship applications
• Works with Writing Specialists and Assistant Writing Specialists on their résumés, guiding them in determining the most effective format to market their talents to meet their objectives
• 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
• Represents the Writing Center and the College of Applied Sciences & Arts at the monthly meetings of the SJSU Writing Requirements Committee (WRC)
• Collects data to determine the Writing Center’s impact on student retention and success at SJSU. Plans to correlate student use of the Writing Center with retention and graduation rates.
• Served on the WRC’s 100W subcommittee, which examined 100W syllabi to determine continued compliance with Area Z guidelines and “Models of Excellence” in course design
• Collaborated on the development of the curriculum for 96S, an experimental writing course developed as an alternative for students unable to pass the WST. Continues to support this new course as a participant in the end-of-semester portfolio assessment.

Andrew Tucker, Administrative Assistant
• Handled a majority of the day-to-day tasks at the Writing Center, such as answering phone calls, responding to emails, and assisting visitors to the Writing Center
• Tracked and recorded evaluation data from tutoring sessions and workshops
• Re-designed the fliers for the Writing Center
• Created and designed the Writing Center Twitter account
• Built the AANAPISI website using the new OUCampus system
• Coordinated tutoring schedules, workshop schedules, all Writing Center appointments, and requests for house calls
• Compiled data, created charts, and wrote new content for the AY Report 2011-2012; currently preparing the document for publishing
• Completed training courses for multiple administrative duties, including purchasing and payroll tasks
Writing Specialists

Sarah Andersen
- Tutored graduate and undergraduate students as a Writing Specialist at the Writing Center
- Was promoted from Assistant Writing Specialist to Writing Specialist at the Writing Center
- Created a Homegrown Handout on appositives for the Writing Center
- Observed classrooms to gain experience for the Single-Subject Teaching Credential Program (English)
- Completed 100W course and other upper-division coursework
- Prepared and taught a workshop: “Revising for Clarity: Subjects and their Verbs”
- Completed first semester of a foreign language (French)
- Attended a “Super Saturday” workshop for teachers grades 8-12

Crystle Bruno
- Tutored graduate and undergraduate students as a Writing Specialist at the Writing Center
- Passed parts I and II of the Comprehensive Examination for a Master’s degree in English
- Worked as a TA (Teaching Associate) and taught one section of English 1B (Second-Semester Freshman Composition) in both the fall and spring semesters
- Taught a body paragraph workshop for both the Writing Center and EOP
- Revised, rewrote, and authored a number of Homegrown Handouts, including ones on comma splices, expletive phrases, and coordinating conjunctions
- Taught two workshops—“Clarity” and “Paraphrasing”—at Writing Center staff meetings
- Worked as Methods and Materials Supervisor at the Writing Center
- Presented at the Faculty Writing Workshops sponsored by the AANAPISI grant in spring 2012
- Acted as Graduate Assistant under the AANAPISI grant (spring and summer 2012); self-developed and taught a series of workshops to four English 100A, four English 1B, and three English 7 classes
- Self-developed and administered demographic and pre- and post grammar surveys to the AANAPISI workshop participants
- Taught three workshops for EOP on common writing issues
- Received the Outstanding Teaching Associate award in the Department of English and Comparative Literature
Marissa Cerros
- Tutored graduate and undergraduate students as a Writing Specialist at the Writing Center
- Attended a professional development workshop from Pearson publishing
- Honored with a Dean’s Scholar award
- Created a Homegrown Handout on colons for the Writing Center
- Prepared and taught a workshop on transitions
- Edited a student’s Master’s level literature review

Peter Gambrill
- Tutored graduate and undergraduate students as a Writing Specialist at the Writing Center
- Served on the Dean’s Review Committee for the College of Humanities and the Arts
- Worked as a TA (Teaching Associate) in the Department of English and Comparative Literature and taught English 1B (Second-Semester Freshman Composition)
- Served on the composition committee in the Department of English and Comparative Literature
- Created a Homegrown Handout, which is being used in a Baron’s textbook
- Led a faculty development discussion and workshop on lesson planning (as a presenter for the AANAPISI grant)
- Composed a Homegrown Handout on clauses
- Participated in a professional development workshop hosted by Pearson
- Composed the final exam administered to all English 1B students for spring 2012

Jessy Goodman
- Tutored graduate and undergraduate students as a Writing Specialist at the Writing Center
- Participated in the Graduate poetry reading in the Department of English and Comparative Literature
- Published a review of Jeffrey Eugenides’s *The Marriage Plot* in the January 2012 edition of “Poetry Flash,” the most wide-reaching poetry publication on the west coast
- Completed a Homegrown Handout on colons
- Completed first two semesters of grad school with a 4.0 GPA
- Taught a custom in-class workshop on common grammar errors
- Presented the “Common Grammar and Punctuation Errors” workshop for Writing Center clients
- Participated in a professional development workshop by Pearson publishing
• Opened a live poetry reading hosted by PCSJ to honor published poet Gary Young (February 2012)
• Created a Homegrown Handout on proper title formatting
• Appointed as one of five Graduate Assistants for the Department of English and Comparative Literature in the 2012-2013 academic year
• Won two Phelan Awards from the English Department: 1st place metrical verse poem under 30 lines and 1st place free verse poem over 30 lines

**Fatima Hussain**

• Tutored graduate and undergraduate students as a Writing Specialist at the Writing Center
• Was promoted from Assistant Writing Specialist to Writing Specialist at the Writing Center
• Created grammar handouts on adjectives and eliminating wordiness for the Writing Center, which are accessible online
• Conducted a writing workshop for bilingual fifth graders from Horace Mann Elementary School
• Served on the Asian American Native American Pacific Islander Serving Institution (AANAPISI) Grant Advisory Board
• Attended a professional development workshop from Pearson publishing
• Co-founded a dessert catering business that serves the entire Bay Area (which was featured in the *Spartan Daily*)
• Received the Dean’s Scholar award for both the 2010-2011 and 2011-2012 academic years
• Conducted the “Essay Prompts and Time Management” workshop for university students
• Marketed Writing Center services to university students via classroom presentations
• Created an early childhood education curriculum based on the project approach

**Michael Panelli**

• Tutored graduate and undergraduate students as a Writing Specialist at the Writing Center
• Was promoted from Assistant Writing Specialist to Writing Specialist at the Writing Center
• Presented comma, capitalization, and coordinating conjunction workshop to bilingual fifth graders from Horace Mann Elementary School
• Served on the Asian American Native American Pacific Islander Serving Institution (AANAPISI) Grant Advisory Board
• Tutored athletes at GADWAY Academic Center
• Represented the Writing Center at a student housing fair
• Created Homegrown Handouts on end punctuation and APA basics
• Served as Vice President of Alpha Phi Sigma, a national criminal justice honors society
• Attended a professional development workshop by Pearson publishing
• Presented workshops on APA basics and common grammatical mistakes
Daniel Scarpa
- Tutored graduate and undergraduate students as a Writing Specialist at the Writing Center
- Nominated for AWP Intro Award
- Participated in the Barnes & Noble MFA showcase readings for SJSU (September 2011)
- Worked as a Graduate Assistant (GA) in the Department of English and Comparative Literature (2011-2012)
- Wrote two Homegrown Handouts: “Nouns” and “Transitive/Intransitive” verbs
- Wrote and conducted workshops on wordiness
- Represented the Writing Center at the Health Science Department reunion (spring 2012)
- Tutored athletes at GADWAY Academic Center
- Served as an online tutor for SJSU School of Library and Information Sciences
- Represented the Writing Center at two AANAPISI faculty workshop sessions
- Attended a professional development presentation by Pearson publishing
- Received an internship at Webcor Builders
- Participated in the Well-read Reading Series for Poetry Center San Jose (May 2012)

Andrew Tucker
- Tutored graduate and undergraduate students as a Writing Specialist at the Writing Center
- Created and published Homegrown Handouts titled “Contractions” and “Synonyms for Said”
- Created and conducted a workshop on learning styles for the Guardian Scholars Program at SJSU
- Made the Dean’s List
- Graduated with a BA in English with an emphasis in creative writing
- Accepted into the MFA program in fiction at SJSU
- Created and conducted a workshop on writing expectations in American universities for the International Gateways program at SJSU
- Attended a professional development lecture by Pearson publishing
- Conducted a workshop on punctuation
- Built the AANAPISI website using OU Campus
- Conducted house calls for two graduate student courses, marketing Writing Center services
- Was selected as one of five Graduate Assistants in the Department of English and Comparative Literature for fall 2012
- Served as temporary administrator for the Writing Center
- Served as CCO of Crawl Apparel, and independent clothing company from San Jose
Assistant Writing Specialists

Nick Chu
- Tutored undergraduate students as an Assistant Writing Specialist at the Writing Center
- Received the President’s Scholar award in 2011 and the Dean’s Scholar award in 2012
- Created Homegrown Handouts for the Writing Center: “Glossary of Usage,” “Dashes,” and “Articles”
- Conducted a workshop on commas, capitalization, and FANBOYS for bilingual fifth graders from Horace Mann Elementary School
- Attended a professional development workshop from Pearson publishing
- Marketed Writing Center services to university students via classroom presentations
- Attended Western Regional Conference, a queer leadership conference
- Participated in QTIP (Queers Thoughtfully Interrupting Prejudice) and Q&A (Queer and Asian)
- Attended QA Con, a Queer Asian conference
- Selected as chair of Q&A at SJSU
- Inducted to Phi Sigma Iota, an international honor society for students of foreign languages
- Assisted with and appeared in a series in the Spartan Daily on issues faced by queer people

Samantha Clark
- Tutored undergraduate students as an Assistant Writing Specialist at the Writing Center
- Participated in the CASA Resource Fair
- Conducted a workshop and an edible food garden tour for fifth grade students from Horace Mann Elementary School
- Created Homegrown Handouts on ellipses and subject/verb agreement for the Writing Center
- Served as Associated Students Director of Community and Environmental Affairs
- Sat on various university boards and committees
- Advocated for and educated on sustainability issues
- Published an article in Access Magazine
- Wrote as a staff writer on the Spartan Daily
- Worked as a Veggielution intern, performing written and research-based job responsibilities
- Wrote for thelocaldish.com
- Attended a professional development workshop from Pearson publishing
• Published more than 30 articles in the *Spartan Daily* on topics like Religion, Food Trends, and the CSU Budget
• Was appointed Managing Editor of the *Spartan Daily* for Fall 2012
• Awarded the AS 55 and Dean’s Scholar awards

**Cassia Homann**
• Tutored undergraduate students as an Assistant Writing Specialist at the Writing Center
• Studied abroad in London for a semester
• Attended a professional development workshop from Pearson publishing
• Wrote a Homegrown Handout on the prepositions “on,” “to,” and “onto”
• Privately tutored outside the Writing Center

**John Linford**
• Was hired as an Assistant Writing Specialist at the Writing Center
• Tutored undergraduate students as an Assistant Writing Specialist at the Writing Center
• Created and presented a Jeopardy PowerPoint for Dr. Linda Mitchell’s English 1B course
• Completed all of the lower-division classes required for an Economics degree
Campus Communications
Campus Communications

Support for the Office of Student Conduct and Ethical Development
The Writing Center is a valuable resource for the Office of Student Conduct and Ethical Development. When students receive 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 and Ethical Development.

Communications with Faculty
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 for the individualized attention their students receive 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 the student faces 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 instructors. Some tutees were embarrassed to admit that they needed writing assistance. Many of them declined instructor contact simply because they did not understand the benefits of informing their instructors about their tutoring session(s).

However, the number of students approving contact with professors via follow-up emails has slowly increased. In 2011-2012, tutees for 50% of our one-on-one appointments indicated that they wanted a follow-up email message sent to their instructor (the equivalent to 2,099 appointments with follow-up instructor contact).
Dear Professor Asuncton,

My name is Daniel Scarpa, and I am a Writing Specialist in the Writing Center in Clark Hall. I worked with your student from your PSYC 299 course on September 8. has given me permission to contact you regarding her visit to the Writing Center.

During the 60-minute appointment, we worked on her thesis regarding the "leaky pipeline" phenomenon for women in STEM fields. We focused on her grammar/mechanics. ’s writing suffered from some fairly typical ESL pitfalls: article and preposition confusion, pluralism issues, and issues with tense. Most of these problems, I felt, stemmed from her attempting to write at a level of competency for which she is not yet ready. Many times, I found myself advising her to simplify her writing. For example, she would write something like, "From the interactionable perspective, prejudice is ascertained by its target exemplifying expected reactions." I advised her to simplify/shorten this sentence to read something like, "Interaction often produces prejudice." was concerned that simplification might lead her writing to sound less academic. I explained that academic does not mean deliberately confusing, and that it is better to be clear and slightly less sophisticated than to attempt to be sophisticated and wind up not making any sense.

I enjoyed working with . She's an intelligent, dedicated student, and I hope I see her more as she continues to write her thesis.

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,
Daniel Scarpa
Writing Center Specialist
(408) 924 2308
Dear Professor Whitenack,

My name is Andrew Tucker, and I worked with your student [REDACTED] on September 22. She has given me permission to contact you regarding her visit to the Writing Center.

[REDACTED] brought in her essay for your EDTE 262 course. At the beginning of our 30-minute session, she indicated to me that she wanted to do a general overview of her paper, looking for grammatical and organizational issues. We read through [REDACTED]'s paper out loud together, stopping to discuss grammatical errors and organizational problems along the way. Because [REDACTED] brought in a copy of the paper that had your feedback in the margins, we paid special attention to your comments as we read. [REDACTED] and I began with a discussion of run-on sentences. I explained to her that a sentence should not have more than two independent clauses connected with coordinating conjunctions, and we worked together to break her long sentences down into shorter, more manageable ones. Next, [REDACTED] and I talked about subject/verb agreement. I informed her that a verb should always agree with its subject in number. Additionally, I explained pronoun/antecedent agreement to [REDACTED] in great detail. Lastly, I recommended to [REDACTED] that she remove all contractions from her paper as they are often considered inappropriate in formal writing.

[REDACTED] and I got through her entire paper, and I am confident that she will use our discussion to further improve her writing.

I am writing to let you know of this tutoring session. If you have any questions or concerns, please let me know.

Sincerely,
Andrew Tucker
Writing Specialist
(408) 924-2308
Dear Professor Khuu,

My name is Fatima Hussain, and I am an Assistant Writing Specialist at the Writing Center in Clark Hall. I worked with your student from your LLD 100A course on September 16. has given me permission to contact you regarding her visit to the Writing Center.

During the 30-minute appointment, we worked on 's rhetorical analysis. She wanted to focus on the content of her paper. We went over the introduction and talked about what she needs to include in it. We referred to her assignment sheet to determine what pieces of information she must add to her introduction. We also briefly reviewed certain rhetorical strategies, such as narration and exemplification, to clarify what they mean. was not completely sure about what these strategies are, so I gave her some examples. Lastly, we referred to the MLA handbook to discuss what she needs to cite and how. I told her that any direct quote of three or more words needs to be cited, or it will be counted as plagiarism.

We were able to get through her introduction. At the conclusion of the appointment, I summarized our session and reminded of her recurring errors. I encouraged her to come in again for any additional help she may need.

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,
Fatima Hussain
Writing Specialist
(408) 924-2308
Email Exchanges between Writing Specialists and Faculty

Fig. 4

Dear Professor Dawson,

My name is Jessy Goodman, and I am a Writing Specialist in the Writing Center in Clark Hall. I worked with your student [reddacted] from your BIOL 100W course on October 3. [reddacted] has given me permission to contact you regarding her visit to the Writing Center.

At the beginning of her 30-minute appointment, [reddacted] indicated that she would like to continue to work on the content of her newspaper article. We were able to get through the entire paper during that time.

In reading [reddacted]'s paper for a second time, I saw that she made most of the corrections we had discussed during her last appointment. However, the article still had several points that didn't directly relate to the main topic. We discussed the information that she will need to add in order for these points to support her argument. Her paper also was organized in a non-linear way. Together, we identified paragraphs that had similar topics and grouped them together. We then numbered each group of paragraphs to indicate the order in which she will place them.

Overall, [reddacted] was eager to strengthen her argument. She was very receptive to all of my suggestions. It was a pleasure to work with her again.

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

Sincerely,
Jessy Goodman
Writing Center Specialist
(408) 924 2308

Fig. 4.1

Jessy,

Thank you so much for your thoughtful help on [reddacted]'s work. We have some homework assignments in the coming weeks designed to help students think about the organization of ideas, so your work supports that class goal very nicely.

As always, I am delighted to have the Writing Center as a partner in our BIOL 100W course.

Sincerely,
Dr. Dawson
Dept of Biological Sciences
Fig. 4.2

Dr. Dawson,

Thank you for the vote of confidence! I am so glad to hear that the work we've been doing with [REDACTED] will help her with future assignments. If any of your other students need similar help, feel free to send them our way. Thank you again for your feedback.

--Jessy

Fig. 4.3

Jessy,

In fact, the Writing Center has helped several of my 100W students this semester. I'd like to come by some time to meet the great folks over there who do so much to help support our students.

Dr. Dawson
Dear Professor Ulrich,

My name is Nick Chu. I am an Assistant Writing Specialist from the SJSU Writing Center. I worked with your student Tierney Houston from your ECON 1B course on Tuesday, May 8, 2012. She has given me permission to contact you regarding her visit.

During our 30-minute session, we discussed issues with grammar and organization in Tierney's economic analysis essay. In terms of grammatical issues, we looked at verb-form parallelism. We discussed how to avoid vague statements and develop ideas. I told Tierney that because vague statements would detract from her argument rather than advance it, she should either remove those vague statements or expand them. For instance, if she wrote about "other ideas," she needed to explain what those other ideas were. When Tierney asked for advice about revising her conclusion, I recommended that she come up with ideas for what needed to be done to address the issue and how those needs could be met.

We looked at three pages during the tutoring session.

I am writing to let you know of this visit. Please contact me if you have any questions, comments, or concerns.

Sincerely,
Nick Chu
Assistant Writing Specialist
(408) 924-2308

Hi Nick,

I've had a chance to read through some of the papers of students you worked with for my ECON 1B class, and I just want to pass on a very big and sincere THANK YOU! I was amazed with the level of improvement in their grammar, style, and depth of argument, especially compared to students who didn't visit the Writing Center. I've been so impressed with the quality of tutoring at the Writing Center!

Cheers,
Jeanette R. Johnston Ulrich
Professor of Economics
Department of Economics
Dear Professor Ulrich,

This is my last week working at the Writing Center. I am overjoyed that one of the last pieces of instructor feedback that I will receive is so incredibly positive and validating. Your response lets me know that my time here made a difference and that I accomplished my goal of guiding students and motivating them to improve.

Thank you! I hope future students continue to seek help from our other talented tutors.

Sincerely,
Nick Chu
Assistant Writing Specialist
(408) 924-2308
Dear Professor Grossman,

My name is Cassia Homann, and I am an Assistant Writing Specialist at the Writing Center in Clark Hall. I worked with your student [REDACTED] from your HS117 course on May 8. [REDACTED] has given me permission to contact you regarding her visit to the Writing Center.

During the 30-minute appointment, we reviewed her paper about home care and long-term care facilities. She wanted to review grammar. She had an issue with subject and verb agreement, so I reminded her that verbs must always agree with their subjects in number. She also had a few sentence fragments, so I explained that a complete sentence needs a subject and a verb. I reminded her to make general nouns plural. Some sentences were awkwardly written, so I aided her in clarifying them. She wanted to skim over some sentences, as they were mostly statistics, so we did not go over every sentence.

We went over three pages but did not have time to finish her paper. I suggested that she make another appointment to continue going over the paper.

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,
Cassia Homann
Assistant Writing Specialist
(408) 924-2308

Hello Cassia,

Thank you for your email. It is always lovely to hear that students are accessing university resources. [REDACTED]’s writing has been greatly improved by her meetings with folks in your office. She is to be commended for dutifully making appointments for each and every writing assignment for this course, and you all are to be commended for helping to sculpt her writing so that it reflects the quality of her thinking. Thank you again.

Brian R. Grossman MSPH, PhD
Assistant Professor of Public Health
Director, Gerontology Program
Dear Professor Grossman,

I am very pleased to hear that [REDACTED] has benefited so much from the Writing Center! I was happy to work with her.

Regards,

Cassia
**Miscellaneous Faculty Responses to Writing Specialists’ Emails**

**Fig. 7**

Hi Sarah,

I tried to convince [William] and all my students to work with the Writing Specialists this semester. If I recall correctly, you worked with [William] last week—his first visit to the Writing Center. In class yesterday, he told the entire class how much help you gave him and how he wished that he had gone to the Writing Center all semester. To be clear, [William] raved about you and all of the help you gave him, and the entire time he was talking, he had a smile on his face.

My hat is off to you.
Thank you.

Victoria Sansome

**Fig. 8**

Dear Daniel,

I am thankful for your thoroughness in evaluating and providing feedback for [Poe]’s work. I commend all of the Writing Specialists, such as yourself, for their dedication and efforts in helping our students master a timeless skill (i.e., the ability to write). Every student that I have sent to the Writing Center raves about the helpfulness, instrumental feedback, and caring nature of the specialists. Keep up the excellent work. Have a wonderful day.

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

**Fig. 9**

Hi Michael,

Thanks for the very thorough summary of your session with [Tigist]. I know that you have helped her a lot, and I thank you so much for all the valuable feedback you’ve given her. It's even helpful to me to see what you say to students about the changes you suggest. I appreciate the great job that you do, and I'm really grateful for the Writing Center!

Have a good summer,
Laurie Steinberg
Daniel,

This is exactly the work needed. Thank you for all you do for the CRA students. Thanks for a semester's work of support for our students, who deeply value your work at the Writing Center. Pass the appreciation on to the others there!

Colette Rabin

Hi Nick.

Thank you for your email! I think you are providing an absolutely wonderful service to our students, and I will certainly recommend the Writing Center in the future. Thanks so much for the very professional assistance.

Best, Shannon Wright